



Ohio Standards

Connections:

Social Studies Skills
and Methods

6th Grade

Benchmark A:

Analyze different
perspectives on a topic
obtained from a
variety of sources.

Indicator 1: Use
multiples source to
define essential
vocabulary and obtain
information for a
research project
including: a.

Almanacs; b.

Gazetteers; c. Trade
books; d. Periodicals;

e. Video Tapes; f.

Electronic sources.

7th Grade

Benchmark B:

Organize historical
information in text or
graphic format and
analyze the
information in order to
draw conclusions.

Indicator 1: Describe
historical events and
issues from the
perspectives of people
living at the time in
order to avoid
evaluating the past in
terms of today's norms
and values.

8th Grade

Research Roadmap

6th, 7th, & 8th Grade Lesson Two

Research is the most important aspect of creating a History Day project. Students must delve into their topics and act as detectives to uncover the clues to the past. Much like professional historians, History Day students take their research, synthesize a thesis, support it with documentation and show their own analysis. In this lesson, students will:

- Identify the difference between primary and secondary sources
- Understand how to identify a reliable source
- Understand where to find sources
- Create a research plan

Estimated Duration:

One to two class periods

Commentary: This lesson will start with the general concept of primary and secondary sources and then try to help students understand how many types of sources and research institutions are out there. Research can be intimidating, but there are many tools and professionals out there, ready and waiting to help. 6th graders should be assessed on the Research Strategy Worksheet while 7th and 8th graders can be assessed on the Source Scenarios to meet the outlined indicators. This is the second lesson in a series of four.

Pre-Assessment:

Ask students if and when they have done a research project. Where did they go to find sources? What type of project did they complete? Do they know what a bibliography is?

Have they ever heard the term primary source or secondary source?



Benchmark A:
Analyze different perspectives on a topic obtained from a variety of sources.
Indicator 1: Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Scoring Guidelines:

Use this discussion to help guide the lesson. If students have only ever done research on the internet, it may be important to discuss physical locations to do research in your community.

Post-Assessment:

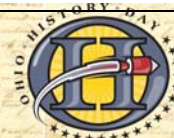
6th Grade- Research Strategy Worksheet
7th and 8th Grade- Source Scenarios

Scoring Guidelines:

6th Grade- Research Strategy Worksheet

Points	Criteria
1	Misses one or more components of the worksheet and never uses multiples source to define essential vocabulary and obtain information for a research project.
2	Misses one component of the worksheet and rarely uses multiple sources to define essential vocabulary and obtain information for a research project
3	Misses one component of the worksheet and sometimes uses multiple sources to define essential vocabulary and obtain information for a research project.
4	Completes the entire worksheet and mostly uses multiple sources to define essential vocabulary and obtain information for a research project.
5	Completes the entire worksheet and always uses multiple sources to define essential vocabulary and obtain information for a research project.

7th Grade- Source Scenarios



questions and then up to five points for the last question:

Points	Criteria
1	Never described historical events and issues from
2	Rarely described historical events and issues from
3	Sometimes described historical events and issues
4	Mostly described historical events and issues from
5	Always described historical events and issues from

8th Grade- Source Scenarios

Students can receive up to five points for answering the questions and then up to five points for the last question:



the sources.

If there is an opportunity to let students handle real primary sources for this exercise, it will be more powerful. Check with local libraries, historical societies or county clerk's office.

Instructional Procedures:

Activity 1- Primary vs. Secondary

Primary Sources: Were created by someone at the time of an event or witnessed the event.

Secondary Sources: Were created after the event, using primary sources or other secondary sources.

- Use any primary source or the Rosetta Stone image, the archaic tool, or the exert of the letter from Abigail Adams to John Adams and either display it on the overhead screen or hand out copies of it to students and then use a book from the library or text book as a secondary source.
- Tell the students that each of these sources gives you information about the first sustained flight by the Wright Brothers.
- Ask the students to describe what is similar and what is different about these two sources.
- Some points to draw out:

One was created at the time. It was created at the time of the event. One was written years after it happened by someone who did not witness the event.

- Define primary and secondary source for the students.

Activity 2- You are the topic!

This activity will help students think about the different types of sources that could be used in research by making a personal connection.

Examples include: diaries, yearbooks, scrapbooks, photo albums, newspaper articles, report cards, interviews with people who know the student, birth certificate, items that belong to the student.

- Tell the students that a historian 100 years in the future is going to write a biography about their lives.
- Ask the students to think about what sources the historian

It may be helpful to keep a running list of different types of sources that students can add to as the project progresses.



students was not around to tell his or her life story.

- Give the class time (5 minutes) to write down their ideas.
- Have the students share ideas and ask them to determine if the source is primary or secondary.

Activity 3- Do you trust it?

With the advent of the internet, there is a ton of information that students can tap into, but not all of it is trustworthy. In the same vein, sources at the library or archives can be biased or geared toward a particular audience and have to be interpreted based on those factors. A letter written home from a Civil War soldier may have lots of information on food or camp life and nothing about battle. That does not mean this soldier did not see action, he just did not want to communicate this to his family. Some sources are more objective. A birth certificate communicates specific information as a record. An editorial in a newspaper is an opinion influenced by various factors.

This activity will help students recognize some guidelines to help them think about sources. Who made the source? When? Why? Who was the intended audience?

- Show students the “Types of Sources” sheet.
- Explain: Each source was created by an author or authors to serve a purpose. That author may have certain opinions or biases.
- Look back over the responses the students gave about the sources they would use to tell the story of their own lives. Why were each of these sources created?
- Look at the “Types of Sources” sheet. Why would someone create these sources?
- To help differentiate between a reliable and an un-reliable source, discuss guidelines for scrutinizing a source:
 - Who was the intended audience of the source?
 - Was it published by a university press?
 - Is the author a professor or other professional expert in his or her field?
 - Did the person writing the account actually witness the event?
 - Are sources properly cited?
 - Does the author have a bias?



political, etc) that affects the way he or she feels about

the subject?

- Show the students in either a textbook or a library book where publication information can generally be found.
- Spend some time talking about evaluating Internet sources. Anyone can post material on the Internet, so any research done online needs extra scrutiny. Like other sources, it's important to know the creator. Never use a website where the source of information is unidentifiable.
- Discuss some of the Internet Dos and Don'ts

Internet Research Don'ts

DON'T cite Wikipedia. It can be used to get basic information, but there are a lot of gaps in the information it provides and anyone can change the content.

DON'T do all your research online. A bibliography filled with web addresses is not balanced.

DON't trust information on a website where there is no evidence of the author

Internet Research Dos

DO trust websites sponsored by the Ohio Historical Society, National History Day, the Library of Congress, Smithsonian, or other nationally recognized research institution.

DO trust Universities (ending in .edu)

DO use online databases to search for journal articles (Ohio Link) or through library catalogs

- Divide students into groups
- Hand out the Source Scenarios, one per group
- Have students come up with a plan for deciding whether the source is reliable or not and answer the questions.
- After 5-10 minutes, have each group share their findings. Allow some time for discussion
- This activity can also be run as a writing activity or by having the class brainstorm together.

Activity 4: Making a Research Plan



History Day research may seem very daunting at the beginning. Every community has local research institutions and libraries that would be more than happy to assist young student researchers. Check with your librarian or media specialists on policies about inter-library loans.

Check the OAHSM Directory of Organizations online to find a research institution in your area:

<http://www.ohiohistory.org/resource/oahsm/directory/>

- Tell students about the different types of places they can do to do research:

- University Libraries

- Public Libraries (especially if they have rare book rooms or local history rooms)

- Local Historical Societies

- Archives

- Museums

- Ask the students to name places in and around the community where they can do research.
- Hand out the “Research Strategy Worksheet” and have students work in their groups or individually to complete.
- Remind students that primary sources can often be found in the back of, or in the bibliography of secondary sources.
- Refer the students back to their “Topic Selection Worksheet” and the questions they have about their topic. What big question are they trying to answer with their research? For example the topic is:

The Underground Railroad in Cincinnati. The student may ask the big research question:

Why was the Underground Railroad important in Cincinnati? Or

What did people in Cincinnati do to help runaway slaves? Or

Who was involved in the Underground Railroad in Cincinnati?

Or Why was the Underground Railroad in Cincinnati important in history?

Questions can also be about how the topic relates to the History Day theme.



Extension

Have students conduct an oral history interview with a family friend, neighbor, or relative. Interviews can bring out priceless information.

Homework Options and Home Connections

Research Strategy Worksheet

Assign a due date for selecting at least 5 sources related to their History Day topics. At least one source should be primary.

Interdisciplinary Connections

English Language Arts

6th Grade

Research

2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.

7th Grade

Research

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.

8th Grade:

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Explain the usefulness and accuracy of source by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.



Materials and Resources:

- For teachers* Wright Brothers Telegram or other primary source, Secondary Source
- For students* Types of Primary Sources, Source Scenarios, Research Strategy Worksheet

Key Vocabulary

- Primary Source
Secondary Source
Bias
Bibliography

General Tips

Working with your schools media specialist can help identify places locally, regionally or online for the students to conduct research. National History Day and National History Day in Ohio list reliable internet resources for finding primary sources on their websites:

www.nhd.org

www.ohiohistory.org/historyday

Attachments

- Rosetta Stone Image
Archaic Tool Image
Exert of letter from Abigail Adams to John Adams
Types of Primary Sources
Source Scenarios
Source Scenarios- Teacher Key
Research Strategy Worksheet

National History Day in Ohio
Teacher Resources: Lesson 2

Grades 6-8

