



### **Ohio Standards**

#### **Connections:**

Social Studies Skills  
and Methods

6<sup>th</sup> Grade

Benchmark B:

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

Indicator 2: Analyze  
information from  
primary and

secondary sources in  
order to summarize,  
make generalizations  
and draw conclusions.

7<sup>th</sup> Grade

Benchmark C: Present  
a position and support  
it with evidence and  
citation of sources.

Indicator 2: Compare  
multiple viewpoints  
and frames of  
reference related to  
important events in  
world history.

### **Content, Context, Conclusion: The Three C's of History Day** **6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Grade Lesson Three**

After students have conducted research they will need the tools to think about putting together their project. This lesson is in three parts: Content, which discusses balanced research and bibliographies; Context, which helps students understand how their topics fit into the bigger picture of history; and Conclusion, which discusses the creation of a historical thesis statements. In this lesson students will:

- Be able to write a bibliographic entry
- Be able to write an annotation
- Learn about different viewpoints in sources
- Learn about historical context
- Become familiar with writing thesis statements for historical projects

#### **Estimated Duration:**

Two to three class periods

**Commentary:** This is the third in a series of four lessons. For many students, there are a few basic concepts that can help a student make their History Day or research project excellent. The Three C's of History Day will help the students organize their ideas before creating their exhibits. 6<sup>th</sup> and 8<sup>th</sup> graders will be assessed on the thesis statements written in Activity 5. 7<sup>th</sup> graders will be assessed on the Source Viewpoint Worksheet.

#### **Pre-Assessment:**

Check in with students progress on researching their topics.



**Scoring Guidelines:**

- \_\_\_ Students have selected a narrow topic
- \_\_\_ Students have collected at least 5 sources related to the topic
- \_\_\_ Students have found at least one primary source and have correctly identified it as primary.

**Post-Assessment:**

- 6<sup>th</sup> & 8<sup>th</sup> Grade- Thesis Statement- Activity 5
- 7<sup>th</sup> Grade- Source viewpoint worksheet

**Scoring Guidelines:**

6<sup>th</sup> and 8<sup>th</sup> Grade- Thesis Statement- Activity 5

Points	Criteria
1	Never analyzed the information from the primary and secondary sources in order to draw a conclusion.
2	Rarely analyzed the information from the primary and secondary sources in order to draw a conclusion.
3	Sometimes analyzed the information from the primary and secondary sources in order to draw a conclusion.
4	Mostly analyzed the information from the primary and secondary sources in order to draw a conclusion.
5	Always analyzed the information from the primary and secondary sources in order to draw a conclusion.



7<sup>th</sup> Grade- Source viewpoint worksheet

Points	Criteria
1	Never accurately compared multiple viewpoints outlined in the sources.
2	Rarely accurately compared multiple viewpoints outlined in the sources.
3	Sometimes accurately compared multiple viewpoints outlined in the sources
4	Usually accurately compared multiple viewpoints outlined in the sources
5	Always accurately compared multiple viewpoints outlined in the sources.

**Instructional Procedures:**

Content Intro: Content in a History Day project should be balanced between primary and secondary sources, and also examine both sides of an issue. Effectively creating an annotated bibliography will help show how the sources were used to create a History Day project. While it may seem beneficial when proving a point to only use sources from side of an issue, it is better to represent and address opposing viewpoints rather than ignoring them. It creates a stronger, more objective approach.

Activity 1- Content- Two Sides to Every Issue

A historian's job is to present both sides of an issue. The truth usually lies somewhere in the middle. Discuss objectivity with students.

- Take two sources with opposing viewpoints. They can be primary or secondary. Or use the Global Warming Essays or Women Suffrage Arguments or sources of choice.
- Have the students read their sources and answer the question on the Source Viewpoint Worksheet. Explain to the students that some sources don't have listed authors, but you can usually guess something about the author, just by reading the source.
- Have students on the same side of the issue stand on the same side of the room.
- Ask a question to get a mini-debate going and give each side a moment to respond. This exercise can last as long as it is productive.
- After the debate, have the students read the other source. Ask them how reading the other source changed their view on the topic, or helped confirm what they already thought.



- What did they learn about doing research for History Day?
- On the back of their worksheet have the students answer this question:

How did looking at both sides of this issue help your understanding?

#### Activity 2- Content- Citing Sources

Bibliographies are hard to relate to real world applications, but are essential to building general historical knowledge. Encourage students to look at bibliographies. They can help the students in their own research and really demonstrate the amount of work the author(s) undertook. It is also about accountability.

The content of a History Day project is also the pictures, sources, quotes and text the student uses to develop and create his or her project. Content should be balanced between primary and secondary sources. Historians have to keep track of the sources they use to create their content.

- Hand out or project on a screen, the sample “MLA Sample Citations” or “Turabian Sample Citations.” Historians often use Turabian, which is a shortened version of the University of Chicago Manual of Style.
- Talk about the basic parts of a citation:  
Author (last name, first name), Title. Publisher, location, date.
- Using the sources students gathered for their projects, have them write a citation.
- After students have completed their citations, discuss some strategies for staying organized.
- Show the “Sample Note Card” on the overhead, projector, or hand out copies to the class. Note cards can be used to organize the information that students get from sources. It includes citation information (author, title, publisher, etc), one quote, picture, or piece of information and the page number.

#### Activity 3- Content- 2-4-6-8, now it's time to annotate!

Along with the citation, students will need to create an annotation. An annotated bibliography has a short description of how the use source was used in the project. It can also help justify if it is a primary or secondary source. Note cards or notebooks will help students stay organized and be able to go back and create the annotated bibliography.

- Show the “Sample Annotated Bibliography” on the overhead or projector, or pass out to the students.



Secondary sources.

- Using the sources that students wrote citations, have them write short annotations.

As a class, discuss the important components to include in an annotation: How was this source used in the project? What pieces of information can be pulled from the source?

Context Intro: By placing History Day topics in historical context, students are doing something essential to the study of history: showing how everything is connected. For some projects showing context may happen in the form of a timeline or a caption, but it helps to understand how the topic was affected by or affected the rest of the world and history. Historical context includes the events, people, places, ideas or time period surrounding a topic. Providing historical contexts puts a topic in perspective. What happened before, after or during a topic that affected it or was affected by it?

Showing historical context can be done several ways in a History Day project: timelines, text, images or as an integrated part of the project.

#### Activity 4- Context- Putting it all Perspective

- Ask the student to define context. According to the dictionary, context is the circumstance in which an event occurs; a setting.
- Introduce the idea of historical context to the class: Why is context so important in a research or History Day project? Because history doesn't happen in a vacuum, everything is somehow connected. In order to better understand a topic, it helps to understand the circumstances surrounding the event. Were there events leading up to a topic that affected or caused it to happen? What else was going on in the world and in history at the time of the topic?
- Show the Election Day political cartoon, or another source, to the class.
- By using a textbook, encyclopedia or other secondary sources, have the students work individually or in groups to determine the context of the subject using the "Source Context Worksheet."
- After the students have filled out their sheets, come together and talk about what was learned by providing a context to a topic. Discuss the implication of this in a research or History Day project.



#### Conclusion Intro:

An important component of a History Day project is the student generated conclusion or thesis-statement. History Day is supposed to stretch students to think critically and come up with a culminating statement about their topic. While this may not be groundbreaking historical thought, it's the students' assessments of the sources and research they conducted.

#### Tips on creating a thesis:

A Thesis Statement is one sentence that:

- State's the writer's central idea;
- Predicts or values to the main points that form the backbone of the project;
- Makes a judgment or interpretation

#### Steps:

1. Read over research
2. Identify common ideas, thoughts or images.
3. Develop a thesis statement that can be supported by all texts read.
4. Use at least one piece of information from each source on the project to support the thesis.

#### Activity 5- Conclusion- Bringing it all Together

- Go back to the two sources used for the mini-debate (Activity 1)
- Either individually or in groups, students will work to synthesize their opinion of the event and write a thesis statement.
- Students will read their statements aloud and talk about the components of a good thesis statement.

#### **Extension**

#### Context Activity:

Take the class to a library that has a newspaper collection digitized or on microfilm. Have the students select three days that were happening during their History Day topic. Have them pull up the front page of the newspaper for those dates and see what they can learn about what else was going on in the world during their topic.



### Identifying the 3 C's

View a sample NHD project online. Have students identify the content, context and conclusion. Was it clear? How were the 3 C's employed? What methods were used? How could it have been done differently?

### **Homework Options and Home Connections**

Assign a deadline for 10 more sources with citations and annotations.

### **Interdisciplinary Connections**

English Language Arts

6<sup>th</sup> & 7<sup>th</sup> Grade

Research

7. Use an appropriate form of documentation with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).

8<sup>th</sup> Grade

Research

4. Select an appropriate structure for organizing information and select appropriate sources to support central ideas, concepts and themes.

### **Materials and Resources:**

*For teachers*      Sample MLA Citations, Sample Turabian Citations, Sample Note Card, Sample Annotated Bibliography

*For students*      Global Warming Essays, Women Suffrage Arguments, Source Viewpoint Worksheet, Source Context Worksheet

### **Key Vocabulary**

Content

Context (as related to historical context)

Conclusion



### **General Tips**

Selecting one of the two style types (Turabian or MLA) will make managing the class project easier.

For more information on thesis statements go to:

Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/>

The Writing Center, University of Wisconsin- Madison

<http://www.wisc.edu/writing/>

Sample History Day projects

<http://www.nhd.org/ProjectExamples.htm>

### **Attachments**

Sample MLA Citations, Sample Turabian Citations, Sample Note Card, Sample Annotated Bibliography, Global Warming Essays, Women Suffrage Arguments, Source Viewpoint Worksheet, Source Context Worksheet