

**Ohio Standards**

**Connections:**

Social Studies  
Skills and Methods

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

6<sup>th</sup> Grade  
Indicator 5:  
Complete a  
research project  
that includes a  
bibliography.

8<sup>th</sup> Grade  
Indicator 2:  
Construct a  
historical narrative  
using primary and  
secondary sources.  
Indicator 3: Write  
a position paper or  
give an oral  
presentation that  
includes citation of  
sources.

Process papers tend to sound like a narrative. Encourage students to draw out specific examples that highlight the breadth of their research.

**Making History Happen: Putting Projects Together**  
**6<sup>th</sup> Grade Lesson Four**

Research and inquiry into a historical topic will lead students to a conclusion or thesis statement. More than a book report or biography, History Day asks students to conduct a research and come to a conclusion about the event. This conclusion takes the form of a historical thesis statement. In this lesson, students will learn to write an effective thesis statement, get tips on supporting that thesis and information on putting together their projects.

**Estimated Duration:**

One to two class periods

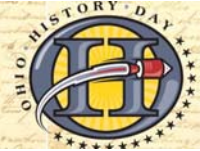
**Commentary:** It is impossible to completely cover the techniques for creating all five of the types of History Day projects, but this lesson will provide some general information about components of a project. This lesson is the fourth in a series of four.

**Pre-Assessment:**

Students should turn in a draft of their annotated bibliographies and process papers.

**Scoring Guidelines:**

Component	Total Points	Criteria
Process Paper	10	See Below
Relation to Annual theme	2	2 - clearly relates project to annual



		1 - relates to annual theme, but could be clearer
Creation of project	2	2- clearly describes the process of creating the project including discussion of research 1- describes process but does not talk about research
Selection of topic	1	1- describes selection of the topic
Selection of medium	1	1- describes how the type of project was selected
Word limit	1	Stays within word limit
Formatting	2	1- Title page correctly formatted (no, pictures, only stapled, just name, title, division, category. 1- lists words at end of the paper
Grammar	1	1- Correct use of grammar and spelling throughout
Annotated Bibliography	10	See below
Separation of primary and secondary sources	1	1- Sources are correctly separated
Balanced use of	3	3- Sources are



		<p>between primary and secondary and between types</p> <p>2- Sources are somewhat balanced</p> <p>1- Sources not well balanced</p>
Citations	2	<p>2- Sources are correctly and consistently cited</p> <p>1- Sources are inconsistently cited or cited incorrectly</p>
Annotations	2	<p>2- Annotations clearly explain connection to the project</p> <p>1- Annotations do not clearly explain connection</p>
Use of available primary sources	2	<p>2- usually used available primary sources</p> <p>1- sometimes used available primary sources</p>

**Post-Assessment:**

Final History Day projects

**Scoring Guidelines:**

See Project Evaluation Forms



### Instructional Procedures:

Introduction: Now that students have completed a draft of their process paper and annotated bibliography and a good deal of their research, they can complete a final draft of their thesis statements. A History Day thesis statement should speak to the historical significance of the topic as well as its relationship to the annual theme. A thesis can be more than one sentence, but should be very clear.

Thesis Statements:

- Go over some key components for writing a historical thesis statement.

Example:

*After the Civil War, many freed African Americans believed that their children would have substantially better lives and greater opportunities than they had had as slaves. However, their hopes for their children were not fulfilled; in the 1880s, the lives of most African Americans were not much better than those of their once-enslaved parents. ~Kansas History Day*

[www.kshs.org/teachers/historyday/](http://www.kshs.org/teachers/historyday/)

Historical Significance can be defined in many ways. An event, person, place or idea is historically significant if they:

- Are unique to the time period, transcends time and place,
- Explain relationships in history, how people, ideas or events are connected or related to each other.
- Influence many subsequent events
- Affect a large number of people
- Help discern patterns to explain the world around us
- Help show history from many different perspectives or from multiple voices
- Help understand past motivations and actions within the historical context of the time the event occurred.

- Either give students time in class or assign a due date for a thesis statement.

A person, place, event or idea doesn't have to be famous to be historically significant. Students just need to make a case of its significance based on one of these criteria.



### Types of Outlines:

Exhibits- use an outline of an exhibit board to start thinking of how the pieces go together.

Documentaries- A Media storyboard will help put together images with sound, music and text.

Performances- Outline the script according to scenes and character involvement.

Papers- An outline similar to taking notes. Start with important points to cover and supporting information.

Websites- Use note cards to denote what pages students want to create and how they want them to be navigated.

- To help students get started creating their projects, an outline is an effective way of putting the pieces of the puzzle together.
- Pass out the "Project Outline Worksheet." This can help students think of the images, video, quotes and text they want to use in their projects and whether or not it really helps support the thesis. Every piece of information in a project is telling a story that supports the thesis statement.

### Activity 3- Tips for Projects

While it is difficult to make generalizations about all five types of projects, there are some general tips that help students effectively convey their topics.

- Make sure the audience understands the time and place of your topic. Maps and timelines can be helpful, especially when the topic is lesser known.
- Approach your project like your audience knows nothing about it! Don't assume anything about the audience. Explain your topic so your grandmother would understand it.
- Think about a method for organization. Here are some common ways to approach presentation:
  - Compare and Contrast: Look at the topic and compare and contrast two view points. (Show the "Compare and Contrast outline")
  - Case Study: Examine the topic by looking at one small part of the topic (Show the "Case Study outline")
  - Multiple Case Study: Use smaller events to talk about the



Study outline")

Specific tips for each type of project:

Exhibits- Components for consideration:

- Layout- Does the order or flow of the exhibit make sense? Use the shape and size of the exhibit to tell an effective story.
- Spacing- When an exhibit is designed, think about both the positive AND negative space. Are the labels and pictures spaced out evenly or in a way that is attractive and easy to look at.
- Cutting tools- Making clean cuts on text and images is an easy way to clean up an exhibit!
- Adhesives- Adhesive choices can affect the longevity of exhibits. Regular glue can leave labels looking lumpy. Double-sided tape can be a great alternative. Velcro is great because of the flexibility of the design.
- Font Size- It doesn't matter how great an exhibit is unless you can read the text. When an exhibit is on display, can anyone easily read the text at the top? Font size can help with titles. The exhibit title should be the largest. Subtitles should be smaller and labels should be the smallest.
- Color- Use colors that compliment the topic and don't clash. A topic about the Chicago fire could incorporate reds, oranges and yellows. A topic on the Civil War in Ohio could incorporate the grays and blues of the uniforms or use the battle flags ([www.ohiohistory.org/battleflags](http://www.ohiohistory.org/battleflags))
- Interaction- Flip-ups, doors or hinged panels are fun ways to pull the visitor into an exhibit. Think about different interesting methods of presenting the content that physically engages the visitor.

Performances- Tools for the entertainer:

- Set- Sets are a great way to set the stage and convey information, but whatever is created has to be dragged around (probably by parents) to contest venues. Students have five minutes to set-up.
- Props- Like sets, props will need to be carried to and from contest locations. Keep it simple. Use items that will help set the stage.



- Costumes- Costumes do not need to be entirely authentic, but should help provide an atmosphere. Like props, it can stay simple. Costumes can be used to help change characters. Changing a hat, apron, or adding a vest or jacket can help transform from one person to the next.
- Blocking- Actors use this term to mean the movement on stage. When blocking is well considered, students don't just wander back and forth across the stage. It gives purpose to movement and makes a more powerful performance.
- 1<sup>st</sup> or 3<sup>rd</sup> person- A performance can be done by a number of viewpoints. Students can do a first performance interpretation of a historical person or a fictional person from the time period. A performance can be done in 3<sup>rd</sup> person or with a narrator in third person with first person scenes.
- Scenes- Unless a student is doing a monologue, a performance will have scenes. With ten minutes, these scenes need to be carefully crafted to make the best of the time and information.

#### Documentaries- Keeping it Reel:

- Images- Any photos should show up clearly in the documentary. Pulling images from a Google search is popular, but sometimes results in a blurry documentary. The picture resolution (when scanning or acquiring electronic images) is important to consider. What looks good on the computer can look blurred or distorted on the TV or LCD projector.
- Text- Text on the screen can be a great tool. If an image or sound bite is not evident, text can help identify important pieces of information. It can also reinforce information that is being used in the voice-over.
- Music- Like documentaries on the History Channel, PBS or HBO, music can be an effective tool in a History Day project. Appropriate use of music can be powerful, almost emotional. If possible, music from the time period or the region strengthens the historical quality of the documentary. Smithsonian's Global Sound is a great resource for international or aboriginal music:  
<http://www.smithsonianglobalsound.org/>



narration. Bring the sound up and down when appropriate. Music with vocals is best avoided during narration.

- Voiceover- Ten minutes is not a lot of time to squeeze in months of research and work, so a well-timed voiceover or narration is important. The narration should be recorded first so pictures and other clips can be timed when putting the video and images together. It is important not to rush and to enunciate. Students are responsible for doing their own narration or voiceovers. Take time for pauses. Ten minutes of rushed speaking will be difficult for the audience to absorb.

Papers- Notes for the studios:

- Title page- It is tempting to add fancy graphics or pictures to a title page, but note: the rules have specific guidelines for a simple title page. Also, the paper should only be STAPLED, it is not necessary (and against the rules) to put papers in binders or other report covers.
- Pictures- Pictures can be an effective way to bring a visual presence to the text. Any images can be put in the text or placed in an appendix. Use only relevant or appropriate images. Keep it simple sometimes less is better.
- Endnotes or Footnotes- Regardless of using endnotes or footnotes, make sure they are consistent with the style used for the annotated bibliography. Endnote and footnote citations look different from bibliography citations, so check the style guides.
- Organization- A good rule for organization of a paper (or any History Day entry) have an introduction that ends with the thesis statement. Followed by body paragraphs that explain the events and/or the evidence to support the thesis. End with a conclusion that brings everything together and re-states the thesis.

Websites- Virtual tidbits

- Navigation- Make sure that users can get to the homepage or navigation from anyplace on the website. No one should have to hit the back button to navigate the website.
- Design- The look of a website can add to its impact and effectiveness. Use colors and images that compliment and enhance the content.



- Interactive- Try to come up with ways to engage the audience in the content. Is there ways to make a timeline interactive or questions to ask with pop-up answers? Look around the Internet and see what can be adapted for a History Day project.

Software- Websites can be created with something as simple as Word. The list of programs is infinite. Most schools have some type of web software.

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

Set a deadline for final thesis statement

Set a deadline for final History Day projects

### **Interdisciplinary Connections**

English Language Arts

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

Research

8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

8<sup>th</sup> Grade

Research

8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

### **Materials and Resources:**

*For teachers*            Case Study Outline, Compare and Contrast  
   Outline, Multiple Case Study Outline

*For students*            Project Outline Worksheet



**Key Vocabulary**

Historical Significance

**General Tips**

On You Tube and the National History Day website, there are various examples of History Day projects. Showing some these examples can help students get started on their projects.

**Attachments**

Project Outline Worksheet  
Media Story Board  
Completed Media Story Board  
Blank Exhibit Outline  
Completed Exhibit Outline  
Performance Outline  
Completed Performance Outline  
Example Website Outline  
Example Paper Outline  
Compare and Contrast Outline  
Case Study Outline  
Multiple Case Study Outline