



Ohio Standards

Connections:

English Language Arts

Writing Process:

9th & 10th Grade:

1. Generate writing ideas through discussion with others and from printed material, and keep a list of writing ideas.

Introducing National History Day in Ohio

9th & 10th Grade Lesson One

This lesson serves an introduction to the National History Day program. Students will learn the basics of the program, brainstorm topic ideas related to the annual theme, determine to work in a group or to work alone and start to select their topics.

Estimated Duration:

One or two class periods

Commentary: While this lesson does not directly align with the Social Studies standards, History standards can be addressed through topic discussions.

Pre-Assessment:

Use the History Day Self-Questionnaire to gauge students' ability and/or desire to work in a group.

Scoring Guidelines:

- Student wants to work in a group
- Student wants to work individually
- Student has identified appropriate partners
- Student needs to be placed into a productive group

Post-Assessment:

Topic Selection Sheet



Scoring Guidelines:

Points	Criteria
1	Selected a broad topic and generated a list of questions rarely related to the topic
2	Selected a broad topic and generated a list of questions sometimes related to the topic
3	Selected a somewhat broad topic and generated a list of questions sometimes related to the topic
4	Selected a narrow topic and generated a list of questions sometimes related to the topic
5	Selected a narrow topic and generated a list of questions always related to the topic

Instructional Procedures:

Introduction: The National History Day in Ohio program is ultimately asking students to become public historians. Public historians study history and make it accessible for a general audience. Public historians can be archivists, museum professionals, local historians, documentary makers, and authors.

History is the study of and analysis of the past. Some people may think of history as the sum total of all of human past, but historians can only study events, place, and people that left evidence behind. This also means there are opportunities to explore previously undiscovered historical topics.

Also, historians are also interested in studying the past of normal, working class, and regular citizens. History is more than the story of famous people and events. A community's history can reveal information about the impact of national and international events on typical Americans.

Warm Up:

-Ask the class two questions:

What is history? How is history made or created?

- Discuss with students how public historians interpret history.

- Ask students if they think their textbooks include every single piece of history? What is missing? Whose stories are missing?



- Tell students that they will be completing a National History Day project and they will all be able to come up with their own products of public history.

Introduce the students to the basic concepts and mechanics of National History Day:

Divisions:

Youth (Grades 4-5, exhibits only)

Junior (Grades 6-8)

Senior (Grades-12)

Categories:

Historical Paper

Individual Performance

Group Performance

Individual Documentary

Group Documentary

Individual Exhibit

Group Exhibit

Websites (both group and individual are in the same category)

Each History Day project must have an annotated bibliography (more in lesson 3) and a process paper. Process papers have four parts:

-How the topic was selected

-How the research was conducted

-How the presentation category was selected and how the project was created

-How the project relates to the theme.

Students often need adult support in coming up with an interesting, unique and narrow topic.

Activity 1- Topic Selection:

An important part of selecting a History Day topic is selecting a narrow topic. A broad topic covers a long period of time, a large geographic location, or many people are affected by the event.

World War II is a very broad topic because of the global impact, but the United States entry into World War II after Pearl Harbor is a narrow topic.

- Pass or project the annual theme sheet. Give the students a few minutes to look it over.



- Ask the students to brainstorm topics that relate to theme.
- Write the ideas on the board. Put them into two categories placing the broad topics on one side and narrow topics on the other. For example:

World War II
Slavery
Civil War

The Battle of Iwojima
Harriett Tubman

- Ask the students why you separated the columns. Explain the difference between broad and narrow topics.
- Take a topic that are too broad and walk through the process of narrowing it down with the students. For Example: The broad topic is "The Great Depression." For a topic to be narrow it needs to cover a more defined period of time, geographic region, or set of peoples. A narrow topic could be: The Effect of the Great Depression on the Steel Industry in Youngstown.

Activity 2- To work in a group, or not?

Deciding whom to work with can be a very important first step in the History Day process. Because of this, taking some time with the students to decide can be beneficial.

- Show the "Group Work vs. Individual Work" overhead or pass it out in class
- Explain that History Day projects can be completed in groups up to 5 people, but group work may not be the best choice for everyone. All students in the group are responsible for the end product.
- Discuss the overhead/handout with the class
- Hand out the "Group Work Contract" and give students time to gather in potential groups, or work individually and brainstorm topics.
- Hand out the "Topic Selection Sheet" as either homework or in-class time.

Extension

Have the students choose a historical perspective, ethnic group, person or event they feel is missing from their textbooks and write a short paragraph that could be added to enhance the text. Post the responses around the classroom or give students a chance to share in class.



Homework Options and Home Connections

The Topic Selection Sheet will be assigned

Materials and Resources:

<i>For teachers</i>	Group Work Vs. Individual Work
<i>For students</i>	Annual Theme Sheet, Group Work Contract, Topic Selection Sheet

Key Vocabulary

Public Historian
Broad Topic
Narrow Topic

General Tips

History Day can be managed several ways as a classroom project. To help facilitate the process, some teachers generate a list of topics that students must choose from. This can also ensure that the topic falls into the History standards for their grade.

A teacher may also choose to put students into groups or only allow students to participate as individuals.

The “Group Work Contract” can help the students understand that each one is accountable for the end product and try to create a structure to deal with conflict.

The “Self Questioning” sheet may also be a useful tool in helping the students think critically about who he or she wants to work with.

Choosing a good topic can be critical to the process of creating a History Day project. Make sure students consider the available research resources. While a local topic may not seem as interesting as a national or international topic, it may be a chance to use a smaller topic to reflect on the national story.



For example, the Civil War, World War I, and World War II are always popular topics. Students may want to look at their own community to see how those national and international events affected the people that lived in the same houses or on the same streets.

People from the community that participated in the National events and can be a good lens for examining such an event.

Make the students aware of the list of Ohio topics on the National History Day in Ohio website (www.ohiohistory.org/historyday) and check with your local historical organization or public library for help with local or regional topics related to the theme.

Caution against topics that are too modern. 9/11 or Hurricane Katrina may be appealing, but remind the student to choose something more than 20 years old.

The topic selection sheet will be a helpful tool in developing the process paper after most of the project creation has been completed.

Attachments

Self-Questionnaire
Group Work Vs. Individual Work
Group Work Contract
Topic Selection Sheet