



Ohio Standards

Connections:

Social Studies Skills
and Methods

Benchmark A:

Evaluate the reliability
and credibility of
sources.

9th Grade

Indicator 1: Detect
bias and propaganda
in primary and
secondary source
information.

10th Grade:

Indicator 2: Critique
evidence used to
support a thesis.

Content, Context, Conclusion: The Three C's of History Day 9th & 10th Grade Lesson Three

The three C's of History Day help students understand some crucial pieces of information that all historians need to put together an argument. In this lesson students will learn how to write an annotated bibliography, understand historical context and historical thesis statements.

Estimated Duration:

One to two class periods

Commentary: This third lesson out of four will help students get to a point where they can start creating their projects.

Pre-Assessment:

Two Sides to Every Issue

- Take two sources with opposing viewpoints. They can be primary or secondary. Or use the Fascism Definitions or Equal Rights Amendment Arguments attached.
- 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 issues 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 confirmed 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?

Scoring Guidelines:

Use last question to determine students' understanding

Points	Criteria
1	Does not understand that using opposing viewpoints can help show a more complex story
2	Rarely understands that using opposing viewpoints can help show a more complex story
3	Somewhat understands that using opposing viewpoints can help show a more complex story
4	Mostly understands that using opposing viewpoints can help show a more complex story
5	Understands that using opposing viewpoints can help show a more complex story

Post-Assessment:

9th Grade- Source Context Worksheet

10th Grade- Thesis Statements (Activity 4)



Scoring Guidelines:

Source Context Worksheet

Points	Criteria
5	Effectively detect bias in primary sources and the context surrounding it and how the two are connected
4	Detected bias and context of the source, but didn't understand the connection
3	Detected either bias or identified context correctly
2	Answered both components of the question
1	Failed to answer both components of the question

Thesis Statements

Points	Criteria
1	Thesis statement shows the topic's historical significance
1	Thesis statement clearly relates to the annual theme
1	Thesis statement is based on the research
1	Thesis is a clear, concise sentence(s).
1	Thesis statement is narrow regarding time, place, and people involved.

Instructional Procedures:

Content- Introduction:

Content in a History Day project should be balanced between primary and secondary sources, but also examine both sides of an issue.

Effectively creating an annotated bibliography will demonstrate the depth of research and sources used to create the project.



Activity 1- Content- Citing Sources

The content of a History Day project is also the pictures, sources, quotes and text the student uses. Content should be balanced between primary and secondary sources. Historians have to keep track of the sources they use to create their content. While it may seem beneficial when proving a point to only use sources from one side of an issue, it is better to represent and address opposing viewpoints rather than ignoring them. It creates a stronger, more balanced and objective approach.

- 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 2- 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 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.

An annotation should do three major things: briefly (one sentence) describes the sources content, demonstrates how the source was used to inform or create a project, and (if necessary) explains why it is a primary source. There are times when it may not be evident (because of a publication date or second edition) why a source is primary. An annotation gives the students an opportunity to discuss this.



Often, students have more research than they can fit into their History Day projects. Annotated bibliographies are the place to let that research shine through!

The annotated bibliography should answer the general question “Where did you get all of this information?”

- Show the “Sample Annotated Bibliography” on the overhead projector, or pass out to the students.
- Annotated bibliographies should be divided into Primary and 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 is the events, people, places, ideas or time period surrounding a topic. Providing historical context puts a topic in perspective. Other events in the world before, during or after the topic can reveal information about the topic. For example: a History Day topic that focuses on the Equal Rights Amendment should mention the history of the women’s movement in the United States: suffrage, the Progressive Era. This can take form as a timeline, a small piece on its own, or integrated into the project.

Activity 3- 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.
- What do politicians or other figures in the media mean when they say a quote was taken out of context?
- Introduce the idea of historical context to the class:
- Why is context so important in a research or History Day project?
- Show the Election Day political cartoon, or another source, to the class.

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?



- 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.
- Have the students write a brief paragraph that outlines a plan for providing historical context to their topic. What important events, people or places will be helpful in telling a full story about their topic?

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 History Day thesis statement should help explain why the event, person, place or topic is significant to history. It answers the question “So what?”

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.



A Thesis Statement is one sentence that:

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

Steps:

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

Activity 4- Conclusion- Bringing it all Together

- Go back to the two sources used for the mini-debate (Pre-Assessment)
- 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.

Homework Options and Home Connections

Set a deadline for at least 20 annotated sources. 10 of them should be primary sources.

Set a deadline for Final thesis statements

Interdisciplinary Connections

English Language Arts

9th & 10th Grade

Research

6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.



Materials and Resources:

<i>For teachers</i>	Sample MLA Citations, Sample Turabian Citations, Sample Note Card, Sample Annotated Bibliography, Election Day Cartoon,
<i>For students</i>	Source Context Worksheet, Global Warming Essays or Women Suffrage Arguments,

Key Vocabulary

Content
Historical Context
Annotated Bibliography

General Tips

In order to more easily manage the class projects, it is advisable to select one of the two styles (MLA or Turabian) for classroom consistency.

For more information on thesis statements or annotated bibliographies:

Purdue Online Writing Lab (OWL)

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

The Writing Center, University of Wisconsin- Madison

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

Attachments

Fascism Definitions
Equal Rights Amendment Arguments
Sample MLA Citations
Sample Turabian Citations
Sample Note Card
Sample Annotated Bibliography
Election Day Cartoon
Source Context Worksheet