



**Ohio Standards**

**Connections:**

Social Studies Skills  
and Methods

Benchmark B: Use  
data and evidence to  
support or refute a  
thesis.

9<sup>th</sup> Grade

Indicator 4: Develop  
and present a research  
project including: a.  
Collection of data; b.  
Narrowing and  
refining the topic; c.  
Construction and  
support of the thesis

10<sup>th</sup> Grade

Indicator 3: Analyze  
one or more issues and  
present a persuasive  
argument to defend a  
position.

***Making History Happen: Putting Projects Together***  
***9<sup>th</sup> & 10<sup>th</sup> Grade Lesson Four***

Research and inquiry into a historical topic will lead students to a conclusion or thesis statement. Construction of a History Day project should focus on proving or support this 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:*** The final History Day project allows students to fully master Benchmark B for Social Studies Skills and Methods. By following the previous 3 lessons, other indicators have been met and/or addressed, but the final project is the culmination of all of these skills. This is the fourth lesson in a series of four.

**Pre-Assessment:**

A draft of the process paper and annotated bibliography

**Scoring Guidelines:**

Component	Total Points	Criteria
Process Paper	10	See Below
Relation to Annual theme	2	2 - clearly relates project to annual theme. 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 sources	3	3- Sources are well balanced between primary and secondary and between types 2- Sources are somewhat balanced 1- Sources not well balanced
Citations	2	2- Sources are correctly and consistently cited 1- Sources are inconsistently cited or cited incorrectly
Annotations	2	2- Annotations clearly explain connection to the project 1- Annotations do not clearly explain connection



Use of available primary sources	2	2- usually used available primary sources 1- sometimes used available primary sources
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**Post-Assessment:**

Final Project

**Scoring Guidelines:**

See Project Evaluation Sheets

**Instructional Procedures:**

Activity 1- Project outlines

Types of Outlines:

Exhibits- Can 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- Can outline their 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.

- Talk about the different types of project outlines.
- 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 2- Tips for Projects

One effective way to organize a project is with the note cards. Decide what pictures or quotes or paraphrases will be included in the project. Write them on note cards and organize the note cards. Then outline the text, script, images that will link the information



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 viewpoints. (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 importance of the larger topic (Show the "Multiple Case 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.



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



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/>

It is important that any vocals do not compete with the 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 or 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.

#### Extension

Contact the State Coordinator for National History Day in Ohio and set up a time to have students consult about their projects. The State Coordinator can be reached at 614.297.2343 or [historday@ohiohistory.org](mailto:historday@ohiohistory.org).

Students can also read tips online at:

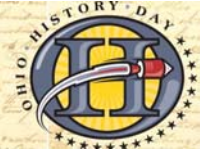
<http://www.historydayexpert.blogspot.com/>

-OR-

<http://www.myspace.com/Ohiohistorydayexpert>

#### Homework Options and Home Connections

A deadline for the final History Day projects



### **Interdisciplinary Connections**

English Language Arts

Research

9<sup>th</sup> & 10<sup>th</sup> Grade

7. 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 research information and original ideas.

### **Materials and Resources:**

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

*For students*      Project Outline Worksheet

### **General Tips**

The National History Day in Ohio website has information about running a school History Day event. Depending on the number of projects, you may or may not want to send them all to the District event. District Coordinators WILL accept as many entries as you would like to send.

Remember! Students must be registered to attend your District History Day. Each District has a different registration deadline. Please check online or with the District or State Coordinator for details. If you pre-registered, you will automatically receive the information after the winter holidays.

### **Attachments**

Project Outline Worksheet

Completed Project Outline Worksheet

Media Storyboard

Completed Media Storyboard

Compare and Contrast Outline

Case Study Outline

Multiple Case Study Outline

National History Day in Ohio  
Teacher Resources: Lesson 4

Grades 9-10

