

National History Day in Ohio
Ohio Academic Content Standards
Grade 4

National History Day is a program that teachers can use in the classroom to help them achieve many student, school, district, and state goals and standards. During the process of choosing a topic, creating a thesis, conducting research, and creating and presenting their History Day entries, students develop the skills and knowledge outlined in the Ohio Academic Content Standards as they also successfully complete their History Day entry. This document will help teachers integrate History Day in their curriculum while helping students achieve the goals outlined by the Ohio Department of Education. The English Language Arts and Social Studies standards in this document have come directly from the Ohio Academic Content Standards as available on the Ohio Department of Education web site in December 2003. The Library, Fine Arts and Technology standards were added to this document in August 2004.

Social Studies

Social Studies Skills and Methods

Benchmark A: Obtain information from a variety of primary and secondary sources using the component parts of the source.

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:
 - a. Atlases;
 - b. Encyclopedias;
 - c. Dictionaries;
 - d. Newspapers;
 - e. Multimedia/Electronic sources.
2. Use a glossary and index to locate information.
3. Use primary and secondary sources to answer questions about Ohio history.

Benchmark B: Use a variety of sources to organize information and draw inferences.

5. Identify main ideas and supporting details from factual information.
6. Distinguish between fact and opinion.
7. Read and interpret pictographs, bar graphs, line graphs and tables.
8. Formulate a question to focus research.

Benchmark C: Communicate social studies information using graphs or tables.

9. Communicate relevant information in a written report including the acknowledgement of sources. Process paper and annotated bibliography.

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Benchmark D: Use problem-solving skills to make decisions individually and in groups.

10. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness.

English Language Arts

Acquisition of Vocabulary

1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
3. Compare and contrast information on a single topic or theme across different text and non-text resources.
4. Summarize important information in texts to demonstrate comprehension.
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
6. Select, create and use graphic organizers to interpret textual information.
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text

2. Summarize main ideas in informational text, using supporting details as appropriate.
3. Locate supporting details about a topic using different sources of information including books, magazines, newspapers and online resources.
4. Identify examples of cause and effect used in informational text.
7. Distinguish fact from opinion.

Research

1. Identify a topic and questions for research and develop a plan for gathering information.
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in the sources and summarize important findings.
5. Discuss the meaning of plagiarism and create a list of sources.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Communication: Oral and Visual

8. Deliver informational presentations (e.g., expository, research) that:
- a. demonstrates an understanding of the topic and present events or ideas in a logical sequence and maintain a clear focus;
 - b. demonstrate and understanding of the topic;
 - c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;
 - d. organize information to include a clear introduction, body and conclusion;
 - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) available technology; and
 - f. draw from several sources and identify sources used.
- b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;

By the end of the 4-7 program:

- D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

By the end of the 4-7 program:

- A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used.
- E. Communicate findings orally, visually and in writing or through multimedia.

By the end of the 4-7 program:

- F. Give presentations using a variety of delivery methods, visual materials and technology.
- c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
 - d. use appropriate visual materials (e.g., diagrams, chart, illustrations) and available technology; and
 - e. draw from multiple sources and identify sources used.

Library Guidelines **Information Literacy**

<p>Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.</p>

1. Understand that the library media center is always open through the library Web site.
2. Describe information needs to the library media specialist or library staff member and ask for assistance, as needed.
4. Access library media center materials based on format (e.g., print, nonprint, audio, video).
5. Use a variety of library material formats to answer questions.
6. Follow proper procedure for checking library books and materials out and in, and return materials on time.
7. Demonstrate proper care of books and library media materials.
8. Understand the differences between the school library media center and the public library.

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

2. Locate information using call letters.
3. Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.
4. Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).
5. Locate resources using a title, subject and/or author search in the library catalog.

Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

1. Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).
2. Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good.)
3. Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics).
4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).
5. Use the following reference sources to find information:
 - a. Dictionary (e.g., keywords, entry, parts of speech, definition);
 - b. Encyclopedia (e.g., keywords, entry, charts and graphs);
 - c. Maps (e.g., locate cities, states, countries).

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources.

1. Identify a topic and questions for research.
2. Brainstorm possible keywords or resources.
3. Develop a search strategy that uses appropriate and available resources.
4. Explore a variety of resources such as school, public or community resources.
5. Summarize and draw conclusions about information gathered.
6. Take simple notes and organize information into a logical sequence.
7. Make a list of resources used.
8. Communicate findings orally, visually or in writing and draw conclusions about findings.
9. Evaluate the research project

Technology Literacy

Benchmark B: Use the Internet to find, use and evaluate information.

1. Choose a search engine or directory specifically designed for students to locate information on the Internet.
2. Type a simple search term in the search engine or directory to find facts and answer questions.
3. Read the list of results from the search engine or directory to locate potential Web sites relevant to the search topic.
4. Choose a Web site and examine the information for facts by identifying information on the Web site:
 - a. Author;
 - b. Title;
 - c. Date produced;
 - d. Special features (images, puzzles, activities);
 - e. Available products, services or resources.

Media Literacy

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

2. Differentiate between fact and opinion and relevant and irrelevant information found in media communications.

Technology

(Some indicators that are duplicated in Library Guidelines are not repeated here.)

Technology for Productivity Applications

Benchmark B: Use appropriate tools and technology resources to complete tasks and solve problems.

2. Demonstrate ability to login and use basic network services.
5. Save, transport and access stored information from portable devices (e.g., portable hard drives, universal serial bus-USB devices, memory sticks).
6. Demonstrate how technology productivity tools can be used to help understand data.
7. Collect/create digital images and sounds related to a particular topic.

Benchmark C: Use productivity tools to produce creative works and prepare publications.

1. Use productivity tools and peripherals to increase skills and facilitate learning throughout the curriculum.
2. Use technology resources for collaborating and brainstorming ideas (e.g., use electronic formats of graphic organizers in groups.).
3. Use media and technology resources for presenting information (e.g., projectors, video cameras).

Technology and Communication Applications

Benchmark B: Develop, publish and present information in print and digital formats.

1. Organize presentations by using storyboarding techniques.
2. Construct information by using a wide variety of software applications.
3. Edit digital images (e.g., crop, enhance brightness and/or contrast, adjust color, resize).
4. Generate a document that includes graphics from more than one source (e.g., find images that match assignment needs and insert them into a document).

Technology and Information Literacy

Benchmark A: Describe types of information: facts, opinions, primary/secondary sources; and

ose.

1. Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).
4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, etc.).

Benchmark B: Use technology to find information by applying a research process to decide what information is needed, find sources, use information and check work.

1. Determine questions to be answered by research.
2. Identify search terms for identified questions: author, title, subject, keyword.
3. Select needed information from a defined group of resources: library catalog, online encyclopedia and subject list of age-appropriate Web sites.
4. Record and organize information gathered from selected resources to generate a product.
5. Construct a list of sources used in creating the project: author, title of source and date.
6. Evaluate the product to determine if the research questions were answered.

Benchm

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