

National History Day in Ohio  
Ohio Academic Content Standards  
Grade 5

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.

**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 analyze its reliability including:
  - a. Accuracy of facts;
  - b. credentials of the source;
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.

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

4. Read information critically in order to identify:
  - a. The author;
  - b. The author's perspective;
  - c. The purpose.
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

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

9. Use a problem-solving/decision-making process which includes:

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- a. Identifying a problem;
- b. Gathering information;
- c. Listing and considering options;
- d. considering advantages and disadvantages of options;
- f. Developing criteria for judging its effectiveness.

### **English Language Arts**

#### **Acquisition of Vocabulary**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, 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. Make critical comparisons across texts.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
6. Select, create and use graphic organizers to interpret textual information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
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**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.
7. Analyze the difference between fact from opinion.

## **Research**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
5. Define plagiarism and acknowledge sources of information.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## **Communication: Oral and Visual**

2. Interpret the main idea and draw conclusions from oral presentations and visual media.
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.
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 an 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.
- 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.
- 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**

**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.

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.



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.)

### **Standard 3: Technology for Productivity Applications**

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

2. Select the appropriate device to store needed information and independently save and access stored information from portable devices (e.g., how large is the saved information? Do others need to use the information? What device will best store this information?).
3. Collect information for projects using still and video digital scanners and electronic resources.
5. Investigate technology tools used for researching problems and acquiring information and data.

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

1. Select and use appropriate software applications to complete content specific tasks (e.g., use desktop publishing software to create a newsletter, use drawing programs to create artwork).
2. Investigate technology resources for individual and collaborative writing, communication and publication of creative works (e.g., video editing, desktop publishing).
3. Use technology resources for presenting information (e.g., distance learning and interactive boards).

### **Standard 4: Technology and Communication Applications**

**Benchmark A:** Identify the concepts and operations of communication systems.

1. Implement basic design components (contrast, size, arrangement) in print or electronic media productions.

### **Standard 5: Technology and Information Literacy**

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

1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).

2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).

3. Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters, copying a classmates project).

4. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).

5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.

**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. Identify questions related to an assigned topic or personal information need.

2. Determine the best sources to use for the assigned topic or personal information need.

3. Select and access information resources: online library catalog, Web sites and electronic formats (e.g., CD-ROM, DVD, audio files).

4. Record and use selected information to create a product for the assigned topic or personal information need.

5. Cite sources used: author, title of resource, publisher or source of information, and copyright date.

6. Describe how information about a topic was gathered (e.g., discuss the information

2. Perform a search in an age-appropriate search engine or Web directory by typing in one or more search terms.

3. Read the list of results from the search and select potential relevant Web sites.

4. Identify information on the Web site: URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources, etc.

5. Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.