

National History Day in Ohio

Ohio Academic Content Standards

Grade 6

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. The National History Day in Ohio program will continue to update this information as academic standards become adopted in new content areas.

Social Studies

Social Studies Skills and Methods

<i>Obtaining Information</i>	<ol style="list-style-type: none"> 1. Use multiple sources to define essential vocabulary and obtain information for a research project including: <ol style="list-style-type: none"> a. Almanacs; b. Gazetteers; c. Trade books; d. Periodicals; e. Video tapes; f. Electronic sources
<i>Thinking and Organizing</i>	<ol style="list-style-type: none"> 2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions. 3. Organize information using outlines and graphic organizers. 4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
<i>Communicating Information</i>	<ol style="list-style-type: none"> 5. Complete a research project that includes a bibliography. 6. Communicate a position on a topic orally or in writing and support the position with evidence.
<i>Problem Solving</i>	<ol style="list-style-type: none"> 7. Work effectively to achieve group goals: <ol style="list-style-type: none"> a. Engage in active listening; b. Provide feedback in a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others.

English Language Arts

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

<i>Comprehension Strategies</i>	<ol style="list-style-type: none"> 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text. 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions. 5. Select, create and use graphic organizers to interpret textual information. 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.
<i>Self-Monitoring Strategies</i>	<ol style="list-style-type: none"> 7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 8. List questions and search for answers within the text to construct meaning.
<i>Independent Reading</i>	<ol style="list-style-type: none"> 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 10. 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 subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

Writing Processes

<i>Prewriting</i>	<ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate. 3. Establish a thesis statement for informational writing or a plan for narrative writing. 4. Determine a purpose and audience. 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
<i>Drafting, Revising</i>	<ol style="list-style-type: none"> 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.

<i>and Editing</i>	<p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p> <p>9. Vary language and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>
<i>Publishing</i>	<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>

Writing Applications

1. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple source and create an organizing structure appropriate to the purpose, audience and context.

Research

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use quotations to support ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

Communication: Oral and Visual

<i>Speaking Applications</i>	<p>1. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrates an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with relevant facts, details,
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	<p>examples, quotations, statistics, stories and anecdotes; 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.</p>
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Library Guidelines

Information Literacy

Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

<i>Library Awareness</i>	1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
<i>Lifelong Learning</i>	2. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

<i>Library Awareness</i>	1. Select library media center materials based on information need. 2. Use a variety of library material formats as part of the research-process (e.g., print, nonprint, electronic, video, audio).
<i>Library Organization</i>	3. Understand the function of the library reference collection. 4. Locate resources using a title, subject or author and keyword search in the library catalog.
<i>Responsible Use</i>	5. Understand the concept of intellectual property (e.g., author's ownership of work) 6. Demonstrate awareness of cultural diversities, differing opinions and points of view.

Benchmark D: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

<i>Evaluating Resources</i>	1. Identify main ideas and supporting facts to select relevant information to answer questions. 2. Check copyright and publication dates to determine currency of information 3. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site, well-known organization versus personal Web site).
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Benchmark E: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

<i>Decide</i>	1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).
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<i>Find</i>	2. Narrow or broaden search topic/question according to how many resources are located. 3. Seek information from a variety of viewpoints. 4. Understand how to access electronic resources at school and from home. 5. Explore a variety of resources such as school, public or community resources.
<i>Use</i>	6. Use peer-evaluation techniques and authentic assessments to analyze information. 7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).
<i>Check</i>	8. List information sources used in a district-adopted or teacher-prescribed format. 9. Communicate findings orally, visually or in writing and draw conclusions about findings. 10. Evaluate the information seeking process and discuss the quality of the product created for the project.

Technology Literacy

Benchmark B: Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

<i>Evaluating Sources</i>	1. Evaluate Web information for: <ol style="list-style-type: none"> Author's expertise; Accuracy of information presented; Parameters of coverage; Currency of information. 2. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).
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Benchmark C: Select, access and use appropriate electronic resources for a defined information need.

<i>Electronic Resources</i>	1. Use online library catalog to choose and locate a variety of resources on a topic.
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Media Literacy

Benchmark A: Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

<i>Media Messages</i>	1. Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others..
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Fine Arts

Drama/Theatre

(These standards apply for students doing History Day performances)

Creative Expression & Communication

Benchmark A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.

1. Create a character using appropriate voice, posture, movement and language.

Connections, Relationships & Applications

Benchmark B: Explain the relationship between concepts and skills used in drama/theatre with other curricular subjects.

1. Use dramatic/theatrical skills to communicate concepts or ideas from other academic content areas.

Technology

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

Technology and Information Literacy

Benchmark A: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data source.

<i>Evaluating Sources</i>	1. Select relevant information by identifying main ideas and supporting facts that help answer questions.
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Benchmark B: Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.

<i>Find</i>	1. Recognize that finding and using more than one source can produce a better product.
<i>Use</i>	2. Use a variety of technology resources for curriculum and personal information needs: library catalog, online encyclopedia, Web sites.