

National History Day in Ohio
Ohio Academic Content Standards
Grade 8

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

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| <i>Obtaining Information</i> | 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular event. |
| <i>Communicating Information</i> | 2. Construct a historical narrative using primary and secondary sources 3. Write a position paper or give an oral presentation that includes citation of sources. |
| <i>Problem Solving</i> | 4. Identify ways to manage conflict within a group. |

English Language Arts

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

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| <i>Comprehension Strategies</i> | 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. |
| <i>Self-Monitoring Strategies</i> | 3. 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. |
| <i>Independent Reading</i> | 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 5. 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. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.

2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
6. Identify an author's purpose and intended audience for the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinion in informational text.
9. Distinguish the characteristics of consumer materials, functional or workplace documents and public documents.

Writing Processes

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| <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 and plan strategies to address purpose and audience. 5. Use organizational strategies (e.g., notes and outlines) to plan writing. |
| <i>Drafting, Revising and Editing</i> | <ol style="list-style-type: none"> 6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. 7. Vary simple, compound and complex sentence structures. 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. 10. Use available technology to compose text. 11. Reread and analyze clarity of writing and consistency of point of view. 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. |

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| <i>Publishing</i> | 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include 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. |
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Writing Applications

1. Write informational essays or reports, including research that:
 - a. Pose relevant and tightly drawn questions that engage the reader;
 - b. Provide a clear and accurate perspective on the subject
 - c. Create an organizing structure appropriate to the purpose, audience and context;
 - d. Support the main idea with facts, details, examples and explanations from sources; and
 - e. Document sources and include bibliographies.
2. Write persuasive compositions that:
 - a. Establish and develop a controlling idea;
 - b. Support arguments with detailed evidence;
 - c. Exclude irrelevant information; and
 - d. Cite sources of information

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
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. Explain the usefulness and accuracy of sources by determining their validity and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. 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 researched information and original ideas.

Communication: Oral and Visual

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| <i>Speaking Applications</i> | 1. Deliver informational presentations (e.g., expository, research) that: <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 well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. Include an effective introduction and conclusion and use a consistent organizational structure; d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and |
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| | e. Draw from multiple sources, including both primary and secondary sources, and identify sources used. |
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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.

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| <i>Library Awareness</i> | 1. Access the library facility in person and remotely when needed (e.g., via the Internet). 2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed. |
| <i>Lifelong Learning</i> | 3. Utilize public library for informational and personal 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.

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| <i>Library Awareness</i> | 1. Select appropriate library materials based on information, format and communication need. |
| <i>Library Organization</i> | 2. Select appropriate reference tools to answer questions. 3. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog. |
| <i>Responsible Use</i> | 4. Understand plagiarism and its ramifications. 5. Discuss intellectual property, copyright and fair use. |

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

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| <i>Evaluating Resources</i> | 1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog. 2. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author. 3. Evaluate the validity of information by comparing information from different sources for accuracy. What makes the author an expert? Is information the same in multiple sources? |
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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.

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| <i>Decide</i> | 1. Formulate an essential question to guide the research process. |
| <i>Find</i> | 2. Identify and evaluate relevant information and select pertinent information found in each source. 3. Narrow or broaden search topic/question according to how many resources are located. 4. Seek information from a variety of viewpoints. |

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| <i>Use</i> | <p>5. Analyze information, finding connections that lead to a final information product.</p> <p>6. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).</p> <p>7. Use a teacher-or district-designated citation-style manual to credit sources used in work.</p> <p>8. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).</p> <p>9. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).</p> |
| <i>Check</i> | <p>10. Revise and edit the information product.</p> <p>11. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).</p> <p>12. Evaluate the final product for its adherence to project requirements. Recognize weaknesses in process and product and find ways to improve.</p> |

Technology Literacy

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

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| <i>Search Strategies</i> | 1. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement). |
| <i>Web Site Evaluation</i> | 2. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data). |

Benchmark C: Select, access and use appropriate electronic resources for a defined information need.

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| <i>Electronic Resources</i> | 1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignment). |
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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.

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| <i>Media Messages</i> | 1. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics). |
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Fine Arts

Drama/Theatre

(These standards apply for students doing History Day performances)

Creative Expression & Communication

Benchmark B: Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment for drama.

1. Use a variety of media/resources (i.e., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.

Technology

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

Technology and Information Literacy

Benchmark D: Select, access and use appropriate electronic resources for a defined information need.

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| <i>Electronic Resources</i> | 1. Retrieve information in different types of subscription (fee-based) databases to support information for a curricular need. |
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