



Ohio Standards

Connections:

Social Studies Skills
and Methods

4th Grade

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

Indicator 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

5th Grade

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

Indicator 6: Draw
inferences from
relevant information.

**Content, Context, Conclusion: The Three C's of History Day
4th & 5th Grade Lesson Three**

After students have conducted research they will need the tools to think about putting together their project. This lesson is in three parts: Content, which discusses research and bibliographies; Context, which helps students understand how their topics fit into the bigger picture of history; and Conclusion, which discusses the creation of a historical thesis statement. In this lesson students will:

- Be able to write a bibliographic entry
- Be able to write an annotation
- Learn about historical context
- Be able to write a thesis statement based on their research

Estimated Duration:

Approximately two class periods

Commentary: This is the third in a series of four lessons. For many students, there are a few basic concepts that can help a student make their History Day or research project excellent. The Three C's of History Day will help the students organize their ideas before creating their exhibits.

Pre-Assessment:

Determine where the students are with their research and projects and re-visit any concepts from the previous lessons that need reinforcing.

Scoring Guidelines:

___ Students have selected at least five sources



___ Students have filled out the Source Checklist for each source

___ Students understand the difference between primary and secondary sources

Post-Assessment:

4th Grade- 5 annotated bibliographic entries

5th Grade- Thesis Worksheet

Scoring Guidelines:

4th Grade- Annotated Bibliography

Points Possible	Component	Criteria
2	Citations are consistent with the style	1- Sometimes consistent 2- Often consistent
2	Annotations included information about how the source was used	1- Sometimes contained information about how the source was used 2- Often contained information about how the source was used
2	Used a variety of sources	1- Little variety in sources 2- Great variety in sources
2	Annotations described the source accurately	1- Sometimes described the source accurately 2- Often described the source accurately
2	Correctly identified the difference between primary and secondary sources	1- Sometimes correctly identified the difference between primary and secondary sources. 2- Often correctly identified the difference between primary and secondary sources.



5th Grade- Thesis Worksheet

Points	Criteria
1	Never draws inferences from relevant information.
2	Rarely draws inferences from relevant information.
3	Sometimes draws inferences from relevant information.
4	Mostly draws inferences from relevant information.
5	Always draws inferences from relevant information.

Instructional Procedures:

Introduction: Each historian needs some skills in his or her toolkit to help write or produce his or her work. These tools will help students create well-rounded projects.

Activity 1- Content- Citations

The content of a History Day project is the pictures, sources, quotes and text the student uses to create the exhibit. Content should be balanced between primary and secondary sources. Historians have to keep track of the sources and so do History Day Students.

- Hand out or project on a screen, the sample “MLA Sample Citations” or “Turabian Sample Citations.” Historians often use Turabian, which is a shortened version of the University of Chicago Manual of Style.
- Talk about the basic parts of a citation:

Author (last name, first name), Title. Publisher, location, date.

- Using the Source Checklist sheets the students filled out, have them practice making their own bibliographic citations.
- After students have completed their citations, discuss some strategies for staying organized during the research process.
- Show the “Sample Note Card” on the overhead, projector, or hand out copies to the class. Note cards can be used to organize the pieces of information that students get from sources like quotes or photos. It includes citation information

It is more important for a bibliography to be consistent rather than flawlessly formatted.

Putting together a bibliography at the end of a project can be painful. Keeping track of citation information along the way will expedite this process and eliminate going back to sources at the last minute.



(author, title, publisher, etc), one quote, picture, or piece of information and the page number.

Activity 2- Content- Annotations

Along with the citation, students will need to create an annotation.

An annotated bibliography has a short description of how each source was used in the project. It can also help justify why a source is a primary or secondary. Note cards or notebooks will help students stay organized and create the annotated bibliography.

- Show the “Sample Annotated Bibliography” on the overhead or projector, or pass out to the students.
- Annotated bibliographies should be divided into Primary and Secondary sources.
- Using the sources that students wrote citations for, have them write short annotations.
- As a class, discuss the important components to include in an annotation: How was this source used in the project? What pieces of information can be pulled from the source? Why did you use this source?

Why is historical context important?
Because it helps students think about history as a series of events. A topic about the Holocaust isn't complete if you don't mention World War II. If you talk about Native Americans in Ohio, it should be noted when they were completely removed from the territory or how long they lived in Ohio prior to European contact.

Activity 3- Context-

Historical context is the setting in which an event occurred. The people, places and events surrounding a topic that may have affected the topic or were affected by it.

Definition: The circumstances in which an event occurs; a setting.

-Introduce the idea of context to the class.

Why is context so important in a History Day project or study of history? Because everything is connected! In order to better understand a topic, it helps to understand the circumstances surrounding the event. What happened before and after the topic?

- Have the students construct a timeline for their History Day topics. The students will be required to identify the years of their topic and add something that happened before and after their topic that may be related. Use the “Timeline Context Worksheet” for this activity. See the “Sample Timeline Context Worksheet” to help students get started.



Conclusion:

Each History Day project goes beyond creating a narrative, but also includes a concluding statement or thesis about the project.

Tips on creating a thesis:

A Thesis Statement is one sentence that:

- State's the writer's central idea;
- Predicts or values to the main points that form the backbone of the project;
- Makes a judgment or interpretation;

Steps:

1. Read over research
2. Identify common ideas, thoughts or images.
3. Develop a thesis statement that can be supported by all texts read.
4. Use at least one piece of information from each source on the project to support the thesis.

Activity 4- Conclusion- Building the Argument

- Describe a thesis statement to the class.
- Hand out the "Thesis Worksheet"
- Give students time in class or as homework to fill out the sheet.

Activity 5- Conclusion- Taking a Stance

- After students have completed the bulk of their research and the "Thesis Worksheet" give the students time to write a draft of their thesis statement.
- Have students present their statements to the class and give other students a chance to pose questions.

Extension

Context Activity:

Take the class to a library that has a newspaper collection digitized or on microfilm. Have the students select three days that were happening during their History Day topic. Have them pull up the front page of the newspaper for those dates and see what they can learn about what else was going on in the world during their topic.



Homework Options and Home Connections

Thesis Worksheet

Five sources done with complete citation and annotation

Thesis Worksheet

Interdisciplinary Connections

English Language Arts

4th Grade

Writing Process

3. Develop a purpose and audience for writing.

5th Grade

Writing Process

3. State and develop a clear main idea for writing.

Materials and Resources:

<i>For teachers</i>	Sample Note Card, Sample Annotated Bibliography, Sample Timeline Context Worksheet, MLA or Turabian Sample Citations
<i>For students</i>	Timeline Context Worksheet, Thesis Worksheet

Key Vocabulary

Annotated bibliography

Content

Context

Conclusion

Thesis

General Tips

Depending on your needs in the classroom, select either Turabian or MLA to use with the students to help produce consistency.

Bibliographies don't have to be perfect, just consistent.



For more information on thesis statements or annotated bibliographies:

Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/>

The Writing Center, University of Wisconsin- Madison

<http://www.wisc.edu/writing/>

Attachments

Sample Note Card

Sample Annotated Bibliography

Sample Timeline Context Worksheet

MLA Sample Citations

Turabian Sample Citations

Timeline Context Worksheet

Thesis Worksheet