



VIRGINIA HISTORY DAY

Elementary Teacher Guide



LESSON PLANS AND
STUDENT ACTIVITIES



CREDITS

Virginia Museum of History & Culture

**Library of Congress Teaching with Primary Sources Eastern Region Program,
coordinated by Waynesburg University**

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What is National History Day®?

National History Day® (NHD) is a non-profit education organization that creates opportunities for teachers and students to engage in historical research. The mission of NHD is to improve the teaching and learning of history. NHD is not a predetermined, by-the-book program, but rather an innovative curriculum framework in which students learn history by selecting topics of interest and launching into extended research projects. The NHD experience culminates in a series of optional regional, affiliate, and national NHD contests where students share their projects with the public.

Through engaging in historical research, students and teachers practice critical inquiry by asking questions of significance, time, and place. Students choose a topic related to the annual NHD theme and conduct primary and secondary research. The annual theme helps frame the research experience for both students and teachers, providing a lens through which students can examine history. It is intentionally broad enough that students can select topics from any place (local, state, national, or world) and any period in history.

NHD benefits both students and teachers. For the student, NHD allows control of his or her learning. Students select topics that match their interests. NHD provides program expectations and guidelines, but the research journey is unique for each project. Throughout the year, students develop essential life skills by fostering intellectual curiosity. Through this process, students develop critical-thinking and problem-solving skills to manage and use information now and in the future.

The classroom teacher is a student's greatest ally in the research process. NHD supports teachers by providing instructional materials and hosting workshops at local, affiliate, and national levels. Many teachers find that incorporating the NHD model into their classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

What is Virginia History Day?

Virginia History Day (VHD) is the Virginia affiliate of National History Day and is sponsored by the Virginia Museum of History & Culture (VMHC). Throughout the year, VHD staff support teachers and students on every step of the NHD process. Students interested in entering the optional contest structure of NHD enter VHD regional contests beginning in late February and running through March. Local partners organize these eight regional contests. In late April, qualifying students compete in the VHD state contest at the VMHC in Richmond.

VHD is open to any Virginia student in grades 4-12, including those attending public, private or home schools. All VHD resources and program support are available for free. Students can complete projects as part of an in-class assignment, extracurricular club, or independently.

VHD Elementary Division

At the national level, NHD supports students in grades 6-12. Elementary level support is provided on a state-by-state basis. Beginning in the 2019-2020 school year, VHD began offering an Elementary Division for students in grades 4 and 5. To best support these young scholars, the Elementary Division has the following parameters:

- Competition in the Exhibit category only
 - Students may compete as individuals OR groups
- No requirement to annotate bibliographies
 - Non-annotated bibliographies still required

All other NHD rules regarding word limits, size limits, citations, etc., apply. Because NHD does not support elementary students on the national level, Elementary Division students are not eligible to compete at the NHD National Contest. Therefore, the VHD state contest is the top level of competition for students in grades 4 and 5.

How to Use This Guide

The Virginia History Day Elementary Teacher Guide is meant to provide a framework that elementary teachers can use to implement VHD with their students. The following primary-source-rich lesson plans scaffold the skills necessary to complete a VHD project. Resources from the Library of Congress are highlighted, along with additional resources from reputable institutions. Teachers are encouraged to adapt these activities to fit their specific needs. For a free download of this guide, as well as a Google Docs version, please visit:

<https://virginiahistory.org/learn/virginia-history-day/teacher-student-resources>.

Library of Congress Resources

The Library of Congress, the nation's oldest federal cultural institution, is the world's preeminent reservoir of knowledge, providing unparalleled integrated resources to Congress and the American people. Founded in 1800, the Library seeks to further human understanding and wisdom by providing access to knowledge through its magnificent collections, which bring to bear the world's knowledge in almost all of the world's languages and America's private sector intellectual and cultural creativity in almost all formats.

The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library's educational initiatives; provide content that promotes the effective educational use of the Library's resources; and offer access to and promote sustained use of the Library's educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library's digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library's TPS program and other resources available to teachers at www.loc.gov/teachers.

One of the Library's best student-friendly resources are their Primary Source Sets (<https://www.loc.gov/programs/teachers/classroom-materials/primary-source-sets/>). These sets include digitized primary sources curated around popular topics in history, including major figures, like Abraham Lincoln; movements, like Women's Suffrage; and each state of country. To help search their vast collections, visit the Library's Research Guides page to find helpful guides for popular topics (<https://guides.loc.gov/>). For full access to all the Library's digital collections, visit <https://www.loc.gov/collections/>.

To help student's analyze primary sources, utilize the Library's Primary Source Analysis Tool, which asks students to utilize the Observe, Reflect, Question technique. This tool, as well as examples for different types of primary sources, can be found at <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>.

Additional Library resources can be found by joining the TPS Teachers Network at <https://tpsteachersnetwork.org/>. This free network provides a forum for educators and TPS Consortium members to share information on primary sources, teaching techniques, and professional development opportunities.

General Steps of the NHD Process

The following lesson plans will cover the basic steps of the NHD process. These steps can be summarized as follows:

1. Topic Selection

Students are encouraged to select any topic in history they are interested in. To facilitate this, NHD does not place any restrictions on topics. Students can select anything from local to world history, ancient to modern history. However, there are three important considerations to keep in mind when helping students select their topic:

- a. Is the topic historical (at least 20 years old) as opposed to a current event?
- b. Can the student prove historical significance by answering the “so what?” question?
- c. Is the topic narrow enough to develop an argument? NHD is more than just a book report.

2. Relation to Theme

Every year, NHD selects an annual theme that all students must relate their project to. Themes are intentionally kept broad to not exclude any potential topic. The theme’s purpose is to help students develop an historical argument for their topic. Any argument the student can make that their topic connects to the theme is encouraged. Past NHD themes include:

- a. *Turning Points in History*
- b. *Breaking Barriers in History*
- c. *Triumph & Tragedy in History*

3. Research & Analysis

Every NHD student is expected to engage with both primary and secondary sources to provide the evidence necessary to support their historical argument. However, NHD does not require a certain number of sources. It is up to the student and teacher to determine what constitutes an appropriate number. While teachers will need to provide critical support to help students through this process, students should be leading their own research as much as possible. As they find sources, students should analyze them to find evidence that relates to their historical argument.

4. Crafting an Historical Argument

All NHD projects should feature an historical argument. This takes the shape of a thesis statement that the student supports with evidence from primary and secondary sources. The student's argument should incorporate elements of the NHD theme. Importantly, the student should conclude their project by explaining the historical significance of their topic, including short and long-term impacts.

5. Exhibit Construction

Once students have successfully crafted their historical argument, they then transfer the information to a creative project. For the VHD Elementary Division, students can create an exhibit, using images and text to communicate their argument visually. Students can create an exhibit either individually or in a group.

6. VHD Contests (optional)

Students are NOT required to enter contests, but they are highly encouraged. Contests provide students the opportunity to receive recognition for their hard work, personalized feedback from judges, win prizes and awards, and, most important, have fun while interacting with fellow lovers of history. For contest details, including dates, deadlines, and how to register, visit <https://virginiahistory.org/learn/virginia-history-day/contest-information>.

Lesson 1 - Introduction to National History Day

<p>Program Length: 45-60 minutes</p>	<p>Materials Needed: historical fiction picture book/narrative nonfiction book, accompanying primary/secondary sources, chart paper</p>
<p>Overview: Students will understand what NHD is and the expectations for success. Students will understand the narrative of a piece of history and why this story element is important to creating a successful exhibit.</p> <p>Essential Question: What is National History Day? How do historical fiction texts and narrative nonfiction texts tell the story of history? What do we as historians need to do to tell the story of a historical event or person?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.1 The student will use effective oral communication skills in a variety of settings. ● ELA.4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry ● ELA.5.1 The student will use effective oral communication skills in a variety of settings. ● ELA.5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. <p>Common Core:</p> <ul style="list-style-type: none"> ● RL.4.2 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text ● RL.4.3 Describe in depth a character, setting or event in a story or drama, 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Genre ● Story Elements ● Theme of Fictional Texts <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Theme ● Historical Fiction ● Primary Source ● Secondary Source

<p>drawing or specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>C3:</p> <ul style="list-style-type: none"> ● D1.2.3-5 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. 	
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Activate Background Knowledge: Ask students what are the parts that make a story? What is needed to create a good story? Write student responses on chart paper to refer back to later.

Direct Instruction: Review with the students what the theme of a story is - how to find the theme, what clues do readers use to find the theme. Brainstorm ideas from the students and record them on chart paper.

Read a historical fiction picture book such as, *She Loved Baseball* by Audrey Vernick or *Henry’s Freedom Box* by Ellen Levine (see below for images to use with these two books). Use primary/secondary source images to introduce the chosen story. Analyze the primary sources with the students. Have students brainstorm connections the images have between each other and then to the title of the book. Remind the students to keep these in mind as they listen to the story with the guiding question, what do these images add to the story?

Read the story to the students, pausing throughout the book to discuss the topic and bring the primary/secondary sources into the discussion.

She Loved Baseball Primary Sources Links:

- [Baseball Hall of Fame](#)
 - <https://d36tnp772eyphs.cloudfront.net/blogs/1/2019/11/A-baseball-with-the-logo-of-the-National-Baseball-Hall-of-Fame.jpg>
- [Newark Eagles Baseball Team](#)
 - <https://www.blackpast.org/wp-content/uploads/The-1946-Newark-Eagles-Including-Monte-Irvin-and-Larry-Doby-National-Baseball-Library-1-rotated.jpg>
- [Negro League World Series Ad](#)
 - <https://h2j7w4j4.stackpathcdn.com/wp-content/uploads/2020/10/38-Eagles-WS-NY-Afro-American-14-Sep-1946-300x223.jpg>

Henry’s Freedom Box Primary Sources Links:

- [The Resurrection of Henry Box Brown at Philadelphia](#)
 - <https://www.loc.gov/pictures/item/2004665363/>
- [Representation of the Box](#)
 - <https://encyclopediavirginia.org/125hpr-38895746c85153d/>

- [Advertisement for Adams & Co's Express](#)
 - <https://encyclopediavirginia.org/8151hpr-10118de251d9433/>
- [Henry Box Brown](#)
 - <https://encyclopediavirginia.org/12hpr-c24a6b12a930fd9/>

What theme(s) do the students see in the story? How do they know? Record general themes that are often seen in books/texts on chart paper.

Explain to students that through NHD, they will be creating their own story based on a historical event or person. However, their story will be slightly different, in that they will not be writing dialogue or thoughts of historical characters.

To help students understand the whole NHD experience, play the

 Exploring National History Day video from the Minnesota Historical Society. Since elementary students are limited to the exhibit category, skip from the 2:00 minute mark to the 5:00 minute mark to skip the other four category types.

Show the students examples of past elementary VHD exhibits. A folder of example projects can be found on the [VHD Teacher Google Drive](#) - <https://bit.ly/VHDTeacherDrive>. Explain to students they will be creating projects that look like these examples.

Closure: Teacher explains that NHD is based on a theme each year. Share with the students what the current year's theme is and explain that in the next lesson, they'll dive deeper into the meaning of the theme and how we as authors can show this theme.

Lesson 2 - Introduction to NHD Theme

<p>Program Length: 30-45 minutes</p>	<p>Materials Needed: chart paper, chart created from previous lesson on theme of fictional story</p>
<p>Overview: At the end of the lesson, students will understand how the theme relates to History Day, vocabulary specifics of NHD theme, and how they can begin to convey that theme through primary and secondary sources.</p> <p>Essential Question: What is a theme? How do authors communicate themes to their readers?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.1 The student will use effective oral communication skills in a variety of settings. ● ELA.4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry ● ELA.5.1 The student will use effective oral communication skills in a variety of settings. ● ELA.5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. <p>Common Core:</p> <ul style="list-style-type: none"> ● RL.4.2 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text ● RL.4.3 Describe in depth a character, setting or event in a story or drama, drawing or specific details in the text 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Theme of Fictional Texts <p>Vocabulary: *list will change with changing NHD Theme - teachers, extract vocabulary from the current theme to include in this lesson.*</p>

<p>(e.g., a character’s thoughts, words, or actions).</p> <p>C3:</p> <ul style="list-style-type: none"> ● D1.3.3-5 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. 	
<p>Activate Background Knowledge: Ask students to recall information from the previous lesson on the theme. What do they remember? What are examples of themes in stories? How do we know the theme the author is trying to convey to their readers?</p>	
<p>Direct Instruction: After reviewing themes in literature, ask students to pull from their background knowledge of anything historical. What kinds of themes can be attached to these historical events? Record ideas on chart paper.</p>	
<p>*For modeling purposes, an NHD theme from a previous year has been used in this lesson. When teaching this lesson, insert the current NHD theme and vocabulary, which can be found on nhd.org.*</p>	
<p>Introducing the theme of NHD - <i>Debate & Diplomacy in History - Successes, Failures, Consequences</i> - Students, what words in this theme may be challenging for us to understand (successes, failures, consequences, debate, diplomacy)? With a shoulder partner, have students think about the possible meanings of the words they say are challenging. After allowing share-time, record student answers on chart paper.</p>	
<p>Reveal definitions to the students on chart paper that should remain visible in the classroom throughout the National History Day experience.</p>	
<p>In the case of this theme, debate and diplomacy may be the most challenging. After sharing the meanings of the words, brainstorm with students what debate and diplomacy might look like. Using a variety of primary/secondary sources that show debate and diplomacy, have pairs or small groups of students sort the images into debate or diplomacy categories.</p>	
<p>*Depending on the theme, teachers will need to find images that would show the theme and spark conversations between students.*</p>	
<p>Links for <i>Debate and Diplomacy</i>:</p> <ul style="list-style-type: none"> ● The New Era or the Effects of a Standing Army <ul style="list-style-type: none"> ○ https://www.loc.gov/item/2008661350/ ● President Reagan and Democratic Candidate Walter Mondale Debate, 1984 <ul style="list-style-type: none"> ○ https://www.docsteach.org/documents/document/reagan-mondale-debate 	

- [In the Heat of the Tariff Debate](#)
 - <https://www.docsteach.org/documents/document/in-the-heat-of-the-tariff-debate>
- [President Eisenhower Greets Ngo Dinh Diem](#)
 - <https://www.docsteach.org/documents/document/eisenhower-ngo-dinh-diem>
- [Treaty Between the United States and the Navajo](#)
 - <https://www.docsteach.org/documents/document/navajo-treaty-1868>

Closure: How do authors convey the message of their story? How does history convey its message? This year for National History Day is (insert current theme). How can we convey its message or tell its story?

Lesson 3 - Choosing an NHD Topic

<p>Program Length: 30 minutes</p>	<p>Materials Needed: children books, timelines, images, primary and secondary sources</p>
<p>Overview: At the end of the lesson students will be able to select a topic through research, activating prior knowledge, and the use of primary and secondary sources.</p>	
<p>Essential Question: What makes a good topic to research? How can we gather information from a variety of sources to choose a topic?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1.i Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities. ● VS.1.j Investigating and researching to develop products orally and in writing. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <p>C3:</p> <ul style="list-style-type: none"> ● D2.His.13.3-5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Definition of a topic
<p>Activate Background Knowledge: Share with students that they will continue their NHD journey by choosing a specific topic to investigate. Ask students what are things we should keep in mind when choosing a topic?</p>	
<p>Direct Instruction: Share with students that the first step in choosing a topic is finding something that interests you, therefore they will explore historical topics, themes, and eras to ignite their interests. For NHD, there are no limits as to the types of topics students can choose from. Topics can range from local to world history, ancient to more modern history. However, it is a good idea to provide a list of potential topics for students to look through to help them find something that interests them.</p>	

Provide a gallery throughout the classroom of children’s books, images, timelines, and other primary and secondary resources centered around specific eras and themes that are related to that year’s NHD theme. Students will explore the resources by going on a gallery walk. During the gallery walk, they should write down which topic interests them the most based on the resources they were drawn to.

Example Galleries:

- Civil War
 - [Who Was Harriet Tubman by Yona Zeldis McDonough](#)
 - [Portrait of Harriet Tubman](#)
 - <https://www.loc.gov/item/2018645050/>
 - [Assault on Fort Sanders image](#)
 - <https://www.loc.gov/item/91721203/>
 - [Company E, 4th U.S. Colored Infantry photo](#)
 - <https://www.loc.gov/item/2018667050/>
 - [American Civil War - Map of Battles](#)
 - <https://kids.britannica.com/kids/assembly/view/87023>
- Sports History
 - [I am Jackie Robinson by Brad Meltzer](#)
 - [Jackie Robinson comic book](#)
 - <https://www.loc.gov/item/97519504/>
 - [Billie Jean King article](#)
 - <https://www.britannica.com/biography/Billie-Jean-King>
- Scientists/Inventors
 - [The Story of the Wright Brothers by Annette Whipple](#)
 - [First Flight photo](#)
 - <https://www.loc.gov/item/00652085/>
 - [Thomas Edison photo](#)
 - <https://www.loc.gov/item/2017893349/>
 - [Inventors by Type of Invention article](#)
 - <https://kids.britannica.com/students/article/inventors-at-a-glance/626789#334361-toc>

Once students have completed the gallery walk and have chosen a general topic they are interested in exploring, the teacher will divide students into groups based on their topics of interest (roughly three or four students per group).

Note: Teachers should consider other characteristics to form cohesive group dynamics such as skill sets, behavior, etc.

Closure: Remind students that for National History Day, they will be choosing a topic around the NHD theme. Now that they understand how to choose a topic, they will learn how to narrow down their interests in the next lesson.

Lesson 4 - Narrowing a Topic

<p>Program Length: 60 minutes</p>	<p>Materials Needed: graphic organizer, children books, timelines, images, chart paper, PIEs chart</p>
<p>Overview: At the end of the lesson students will be able to select and narrow down a topic through research activating prior knowledge and the use of primary and secondary sources.</p> <p>Essential Question: What makes a good topic to research? How can we recall and gather information to narrow down a topic?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1.i Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities. ● VS.1.j Investigating and researching to develop products orally and in writing. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aid comprehension. ● W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <p>C3:</p> <ul style="list-style-type: none"> ● D2.His.13.3-5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● What is a Topic (i.e. main idea or topic sentence) ● Difference between main idea and supporting details
<p>Activate Background Knowledge: Explain to students that there is so much to learn and investigate in history, and that while it may be tempting to explore everything under the topic</p>	

they have chosen, it is best to narrow down their thoughts to something specific, keeping in mind that quite often students choose topics that are too broad, vast, or general.

Direct Instruction: Ask students, “What can happen if your topic is too big?” Answers should be related to the following concepts: too much information to read, you can get overwhelmed, you don’t have time to explore everything, or it will be hard to find the main point.

After students share their responses, tell students that when choosing a topic, they can always start big, and make it smaller through research and classifying information into smaller categories.

Share with students that they will spend a few minutes looking at topics and sorting them based on if they are too general or just right (see worksheet below). Consider using [the Novice Topic List - https://www.mnhs.org/sites/default/files/node/12066/topic_novicelist.pdf](https://www.mnhs.org/sites/default/files/node/12066/topic_novicelist.pdf) - from the Minnesota Historical Society to help choose types of topics to sort. The teacher can extend the activity by continuing to narrow the topic examples.

Example topics to sort include:

1.
 - a. Plants - *too broad*
 - b. Pollinating Plants - *narrow*
2.
 - a. Borders - *too broad*
 - b. The Berlin Wall - *narrow*
3.
 - a. Geography - *too broad*
 - b. Westward Expansion - *too broad*
 - c. The California Gold Rush - *narrow*
4.
 - a. The Civil War - *too broad*
 - b. The Battle of Gettysburg - *narrow*
5.
 - a. The Revolutionary War - *too broad*
 - b. Declaration of Independence- *narrow*
6.
 - a. Women Leaders - *too broad*
 - b. Maggie Walker - *narrow*

After completing the sort as a class, explain that now students will warm up their brains by showing what they already know about their group's chosen topic.

Students will have one minute to pass a paper to each group member and jot down what they already know about the group's general topic. The group will continue to rotate the paper around to each person until they run out of ideas or until a minute is finished. Prior to starting the teacher should give the class one minute of silent "think time" so that students can gather their thoughts.

Based on the information students wrote down on the paper within their groups, students will then organize their prior knowledge into a chart called PIEs (People/Places, Ideas, Events) on large chart paper (see PIEs graphic organizer below). Explain to students that for their NHD projects, their topics should fall under one of the PIEs columns.

After organizing their ideas, students can continue researching and adding more information to the PIEs chart using the primary and secondary sources from the gallery walk in *Lesson 3 - Choosing an NHD Topic*. Once students have finished, they should look at the chart and collaborate with their team to make connections with their research and narrow their topic to an idea, person, or event.

Closure: Each group will share their proposed topic with the class and provide feedback on if the topic is narrow enough.

Sort the topics at the bottom of the sheet by writing under the correct category



Broad Topic



Narrow Topic

Plants, Pollinating Plants, Borders, the Berlin Wall, Geography, Westward Expansion, the California Gold Rush, the Civil War, the Battle of Gettysburg, the Revolutionary War, the Declaration of Independence, Women Leaders, Maggie Walker

Sort your research - PIEs

Write down some specific information about the topic you are interested in!

<u>P</u>eople/Places	<u>I</u>deas	<u>E</u>vents
Ex: (Civil War) Abraham Lincoln	Ex: (Civil War) Emancipation Proclamation	Ex: (Civil War) Battle of Gettysburg

Lesson 5 - Research Techniques - Locating Reliable Resources

<p>Program Length: 30-40 minutes</p>	<p>Materials Needed: chart paper, previously created charts, digital devices</p>
<p>Overview: At the end of this lesson, students will recognize a reliable search site and understand how to use keywords to search for information.</p>	
<p>Essential Question: What is a reliable source? What is bias?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA 4.1 The student will use effective oral communication skills in a variety of settings. ● ELA 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry ● ELA 4.6 The student will read and demonstrate comprehension of nonfiction texts ● ELA 5.1 The student will use effective oral communication skills in a variety of settings. ● ELA 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. ● ELA 5.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.5 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Fact vs. Opinion ● Basic Internet Skills <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Reliable ● Search ● Fact/Opinion ● Copyright ● Advertisements ● Bias

and collaborate with others;
demonstrate sufficient command of
keyboarding skills to type a minimum
of one page in a single sitting.

- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

C3:

- **D1.5.3-5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

- **D2.His.9.3-5** Summarize how different kinds of historical sources are used to explain events in the past
- **D2.His.10.3-5** Compare information provided by different historical sources about the past.
- **D2.His.11.3-5** Infer the intended audience and purpose of a historical source from information within the source itself.
- **D2.His.13.3-5** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- **D3.1.3-5** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- **D3.2.3-5** Use distinctions among fact and opinion to determine the credibility of multiple sources.

Activate Background Knowledge: What do we know about fact and opinion? Is there a place where reading opinions would not be as helpful as just reading facts? We want to focus on facts when we are collecting research for National History Day. Let's find out where are good places to find those facts and how to be successful in our searches.

Hook: Show students  [Is this the best April Fool's ever? Witness - BBC News](#) . Ask students what they think of this video. Would this be a good video to gather information? Why or why not? Explain to students that this video was an April Fools' Day joke in 1957. What could we do to make sure this information is true or false?

Direct Instruction:

Introduce the [Website Trustworthiness Checklist](#) (see below). Go over the questions. Students should be able to answer yes to questions 1-7 to see if the website is trustworthy. If they cannot answer yes to questions 1-7, they may need to reconsider the site.

[Evaluating Two Websites Activity](#) (see below)

Once students have been introduced to the checklist, show this link on the screen for [Saving the Tree Octopus](#) - <https://www.loc.gov/item/lcwaN0010826/>. With the students, walk through the checklist and the website. If they feel they can answer yes to the questions, does the information sound trustworthy? Then show and explore with the students the [Library of Congress](#) website and complete the checklist again. Ask the students what were some of the major differences that show the trustworthiness of each website? Lead the students to the discussion of why we typically don't conduct an open Google search for research information. As an alternative search engine, check [Sweet Search History - a search engine for students](#).

Brainstorm a list of sites students may have heard of that would be good places to conduct research. Some sites may be (but not limited to):

- [Library of Congress](#)
- [Virginia Museum of History and Culture](#)
- [DocsTeach \(National Archives\)](#)
- [Encyclopedia Virginia](#)
- [Document Bank of Virginia](#)

Students may propose sites like Wikipedia. Due to how Wikipedia obtains its information, through users adding to the entries, students should be very cautious in using Wikipedia. Wikipedia is ok to obtain general background info on a topic, but should not be relied upon for details. The idea of fact and opinion should be woven into the discussion.

Allow students to visit some of the brainstormed sites, as well as using a safe surf engine, to get a feel for looking for research and see what makes a trustworthy site truly trustworthy.

Moving forward in their research, students should have access to the website checklist to check the validity of each site they visit.

Closure: In bringing the students back together again for lesson closing, ask again why do researchers look at research sites with a critical eye? What can make our job as researchers easier when we look at how trustworthy a site is?

Determining a Website's Trustworthiness	Yes	No
1. Can you tell who is responsible for this website?		
2. Is this website up to date? Can you tell when it was last updated?		
3. Are there external links on the website to take you to other research sites?		
4. Does the address end in .gov or .edu		
5. Can you determine the main purpose of the website?		
6. Is there a phone number or address to contact those responsible for this site?		
7. Does the website offer a way to cite the webpage?		
8. Do you think there is a bias in the website? Why or why not?		
9. Are there ads on the site?		

Evaluating Two Websites - Activity

Follow your teacher's direction in investigating these two sites. Complete the checklist as your class investigates.

Saving the Pacific Northwest Tree Octopus

Determining a Website's Trustworthiness	Yes	No
1. Can you tell who is responsible for this website?		
2. Is this website up to date? Can you tell when it was last updated?		
3. Are there external links on the website to take you to other research sites?		
4. Does the address end in .gov or .edu		
5. Can you determine the main purpose of the website?		
6. Is there a phone number or address to contact those responsible for this site?		
7. Does the website offer a way to cite the webpage?		
8. Do you think there is a bias in the website? Why or why not?		
9. Are there ads on the site?		

Library of Congress Website

Determining a Website's Trustworthiness	Yes	No
1. Can you tell who is responsible for this website?		
2. Is this website up to date? Can you tell when it was last updated?		
3. Are there external links on the website to take you to other research sites?		
4. Does the address end in .gov or .edu		
5. Can you determine the main purpose of the website?		
6. Is there a phone number or address to contact those responsible for this site?		
7. Does the website offer a way to cite the webpage?		
8. Do you think there is a bias in the website? Why or why not?		
9. Are there ads on the site?		

Use the Website Trustworthiness Check list to check the websites you will be using for your research.

Topic: _____

Website Visited: _____

Citation: _____

Determining a Website's Trustworthiness	Yes	No
1. Can you tell who is responsible for this website?		
2. Is this website up to date? Can you tell when it was last updated?		
3. Are there external links on the website to take you to other research sites?		
4. Does the address end in .gov or .edu		
5. Can you determine the main purpose of the website?		
6. Is there a phone number or address to contact those responsible for this site?		
7. Does the website offer a way to cite the webpage?		
8. Do you think there is a bias in the website? Why or why not?		
9. Are there ads on the site?		

Lesson Plan 6 - Research Techniques - Databases and Websites

<p>Program Length: 60 minutes (can be easily broken into two lessons of 30 minutes)</p>	<p>Materials Needed: graphic organizer, chart paper to create anchor charts of keyword development, electronic devices</p>
<p>Overview: At the end of this lesson, students will be comfortable in using keywords, eras, databases, and museum websites to conduct their National History Day research.</p> <p>Essential Question: How do I use a database? How can keywords help me research?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA 4.1 The student will use effective oral communication skills in a variety of settings. ● ELA 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry ● ELA 4.6 The student will read and demonstrate comprehension of nonfiction texts ● ELA 5.1 The student will use effective oral communication skills in a variety of settings. ● ELA 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. ● ELA 5.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Common Core:</p> <ul style="list-style-type: none"> ● W4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Main Idea ● Reliable Search/Websites ● Bias <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Keyword ● Database ● Website

and collaborate with others;
demonstrate sufficient command of
keyboard skills to type a minimum
of one page in a single sitting.

- **W4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard skills to type a minimum of two pages in a single sitting.
- **W5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

C3:

- **D1.5.3-5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

- **D2.His.9.3-5** Summarize how different kinds of historical sources are used to explain events in the past
- **D2.His.10.3-5** Compare information provided by different historical sources about the past.
- **D2.His.11.3-5** Infer the intended audience and purpose of a historical source from information within the source itself.
- **D2.His.13.3-5** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- **D3.1.3-5** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- **D3.2.3-5** Use distinctions among fact and opinion to determine the credibility of multiple sources.

Activate Background Knowledge: How do we summarize texts that we read? Can our summaries be tailored down to a couple of words? We are going to use our knowledge of main ideas and summaries to develop keywords to search for primary and secondary sources and information about our topics.

Direct Instruction: *Teacher note - this lesson can be broken into two shorter lessons as needed.*

Keywords - Ask the students to think of the topic they have chosen for their National History Day journey. Are there names or phrases that come to mind when they think about the topic?

Explain to the students that sometimes if they search by entering their topic as it is, they may not discover much information. We need to think of main ideas or other words that can go along with our topics. These are keywords that will begin our search. Keywords can develop as we research our topic. We may come across other keywords through our search.

As an example, have students consider the topic of “James Madison - His Leadership and Legacy in History.” Write the topic in the graphic organizer or on chart paper. Around the topic, write words that can accompany those ideas. Continue to add to the sample from any background knowledge students may have. If this was the topic of focus, the writer would continue to add to the graphic organizer with other words that could serve as key words.

Allow students to have time to develop their graphic organizer and talk through what keywords will be beneficial to their search.

Once the students have a few keywords, lead them to student friendly search engines, such as, [Sweet Search](#), [Kiddle](#), or another approved search engine for your school. Allow the students to try some of their keyword searches.

Closure (if you are breaking the lesson in two 30 minute sessions - if not continue on to Databases)

Have students come back together again to talk about successes and frustrations. Temper any frustrations with the guidance that sometimes research can be frustrating and researchers sometimes need to try many different ways to find their work. In the next lesson, students will explore databases and museum sites to find more research.

Databases - Ask students when they go to the library how they search for a book. Most libraries use a database system of some kind. We can search by a topic and books that match that topic will come up in our database search.

Explain to students that we can research using databases. If your school or district subscribes to any databases, you may want to contact your school librarian to see if they have led any database lessons with your students. You’ll need information on how to connect to your school’s subscriptions as well as any login information.

There are many web databases that are freely accessible. Below you’ll see a list of sample databases. Model for students a sample search on one of the databases below. Have the students volunteer ideas for keywords and how to stretch those keywords to include even more keywords.

- [Library of Congress](#)
- [National Geographic for Kids](#)
- [Encyclopedia Britannica](#)
- [Document Bank of Virginia](#)
- [Encyclopedia Virginia](#)

Museum Website Research - Setting students up for success when using museum websites is key. Very often, students will become discouraged because they aren't familiar with the layout of the websites. Project one of the following museum sites for the students to see.

Have students close their eyes and imagine they are in a museum or have them think back to a time they visited a museum. Have them share what they see when they first enter the museum (usually answers will include the lobby and the ticket area). Explain to them that using a museum website is very much like visiting the actual museum. We need to take our time and check out what the museum has to offer.

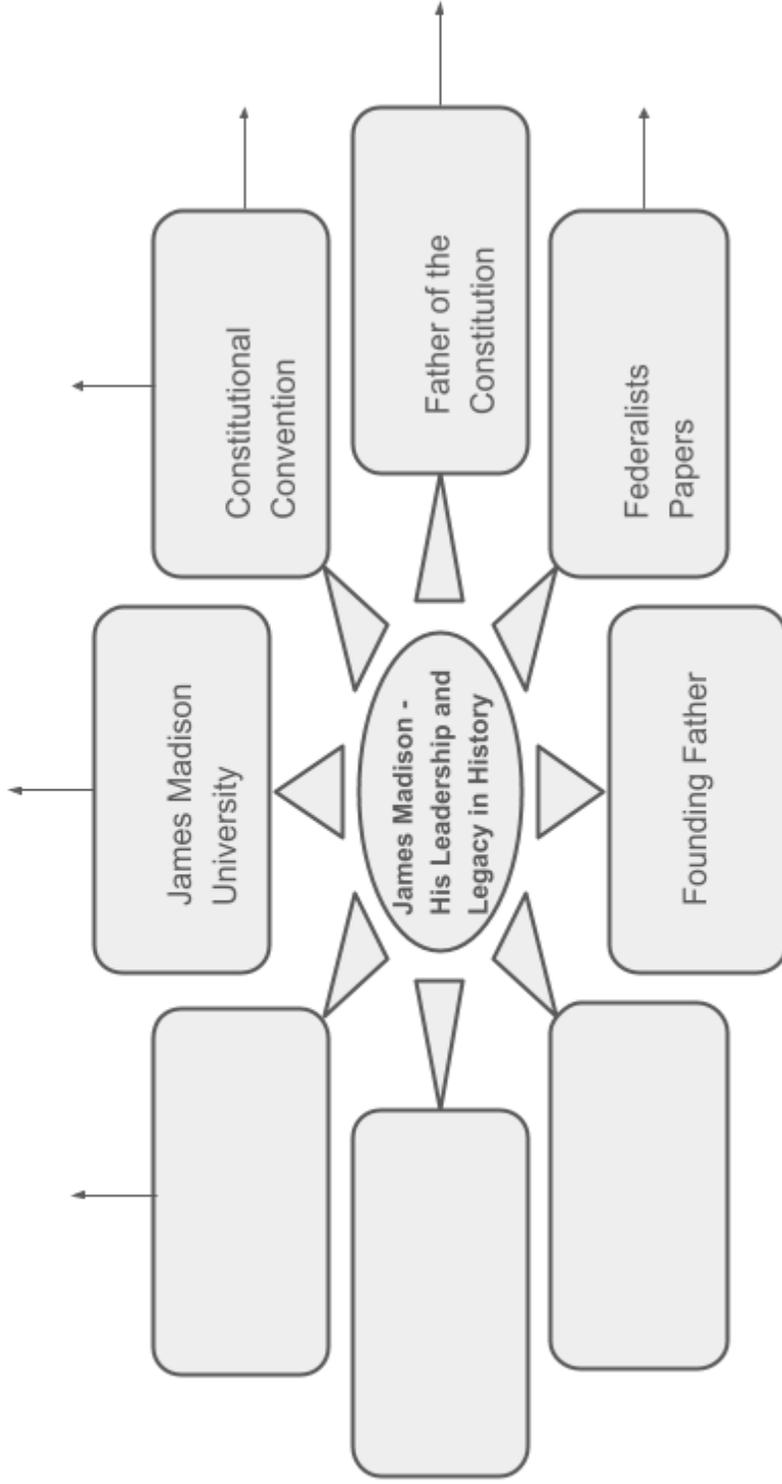
Bring them back together to view the [Library of Congress](https://loc.gov) website - <https://loc.gov>. Explain that the banner of the website shows all the parts of the museum researchers can visit. Have the students look at the menu in the banner and ask them where they think the first place you should visit as a class. Allow time for the students to explore on their own. Having a hyperdoc with websites and their links is helpful, or preload your school's digital management system with these links. See below for a detailed list of museum links provided by the Virginia Museum of History and Culture.

Allowing student researchers time to check out the websites they will use is important. Their frustration is often centered around not having facts easily pop up for them to use. Reinforce with them they need to take the time to look at what the museums have to offer but also not get too distracted by the choices provided!

- [Library of Congress](#)
- [VMHC](#)
- [Colonial Williamsburg](#)
- [Jamestown/Yorktown Foundation](#)
- [Virginia Mariners Museum](#)
- [Link to Helpful List of Museums from VMHC](#)
 - <https://virginiahistory.org/sites/default/files/uploads2019/Education/VirginiaHistoryDay/2021%20Go-To%20Online%20Research%20List.pdf>

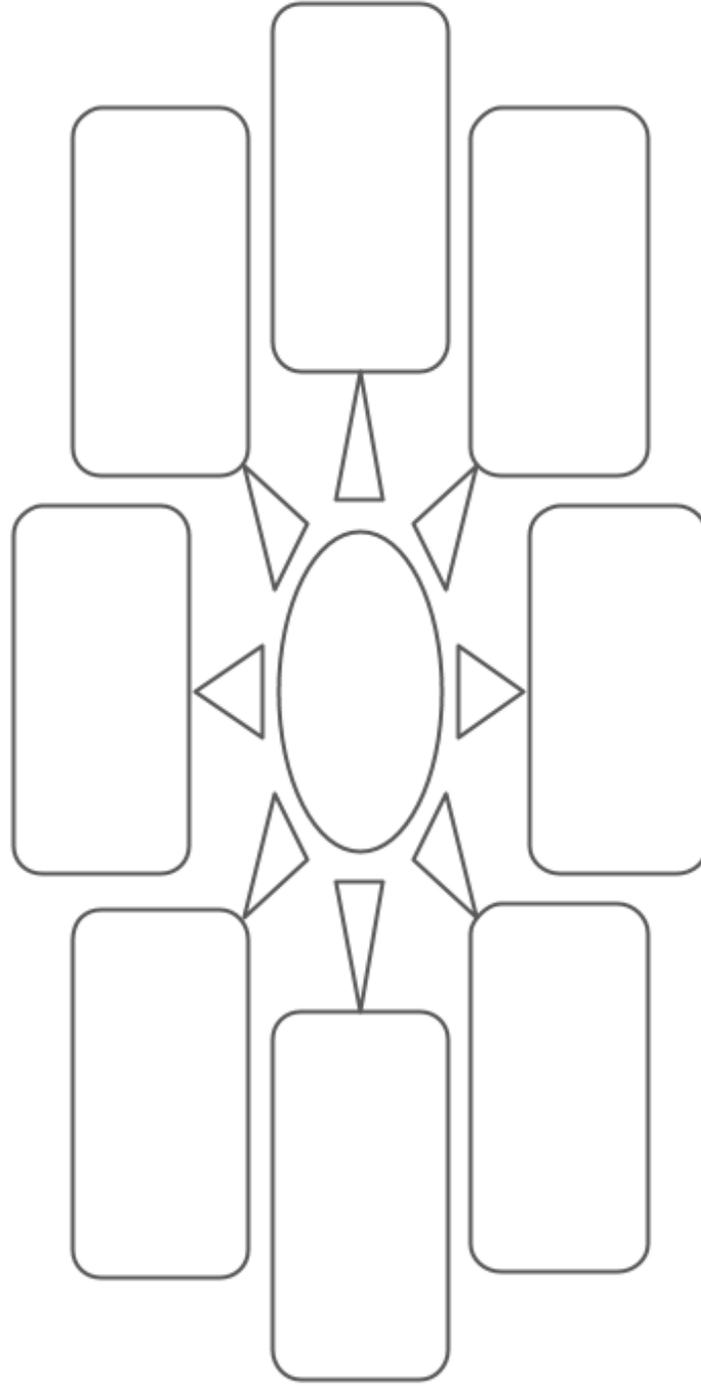
Closure: Gather students together to review what was covered in this lesson. Encourage them to become comfortable visiting various museum websites and databases. In the upcoming lessons, students will begin note taking from these resources. Note taking will be easier if students are comfortable in how the websites and databases are designed and how they work.

Example



As you fill in your graphic organizer, add more lines and boxes as you discover more keywords. You can add to this throughout your research.

Print and Write



As you fill in your graphic organizer, add more lines and boxes as you discover more keywords. You can add to this throughout your research.

Lesson Plan 7 - Primary & Secondary Sources

<p>Program Length: 60 minutes</p>	<p>Materials Needed: A variety of primary and secondary sources, Primary/Secondary Source checklist, computer/chromebook, My Primary/Secondary Sources Graphic Organizer</p>
<p>Overview: At the end of this lesson, students will recognize the difference between primary and secondary sources.</p> <p>Essential Question: What is a primary source? What is a secondary source? How are they used to support stories of the past?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1.a Analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history. ● VS.1.i Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities. ● VS.1.j Investigating and researching to develop products orally and in writing. <p>Common Core:</p> <ul style="list-style-type: none"> ● RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ● RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ● RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Research Skills ● Research Materials <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Primary Source ● Secondary Source ● Artifact ● Article ● Encyclopedia ● Biography

<p>complexity band independently and proficiently.</p> <p>C3:</p> <ul style="list-style-type: none"> ● D2.His.9.K-2 Identify different kinds of historical sources ● D2.His.10.K-2 Explain how historical sources can be used to study the past. ● D2.His.12.K-2 Generate questions about a particular historical source as it relates to a particular historical event or development. ● D2.His.9.3-5 Summarize how different kinds of historical sources are used to explain events in the past. 	
<p>Activate Background Knowledge: What types of materials can you use to find out information about the past? We want to use a variety of materials and research when we are learning about events of the past. Let’s investigate the types of sources we can use to help us delve deeper into the past. Primary and secondary source examples:</p> <ul style="list-style-type: none"> ● Primary <ul style="list-style-type: none"> ○ Virginia Company of London Charters <ul style="list-style-type: none"> ■ https://www.loc.gov/item/mtjbib026587/ ○ John Smith’s Map of Virginia <ul style="list-style-type: none"> ■ https://www.loc.gov/item/99446115/ ○ Village of Secotan <ul style="list-style-type: none"> ■ https://www.loc.gov/item/2001695723/ ● Secondary <ul style="list-style-type: none"> ○ Virginia Company of London <ul style="list-style-type: none"> ■ https://encyclopediavirginia.org/entries/virginia-company-of-london/ ○ Pocohontas <ul style="list-style-type: none"> ■ https://kids.britannica.com/kids/article/Pocahontas/353644 ○ Jamestown Settlement Video <ul style="list-style-type: none"> ■  Jamestown Settlement Jamestown Colony Educational Story f... ○ Teacher chosen textbook ● Both <ul style="list-style-type: none"> ○ Life Portrait of Pocahontas - https://virginiahistory.org/learn/life-portrait-pocahontas <ul style="list-style-type: none"> ■ Image primary ■ Article secondary ○ Pocahontas saving the life of Capt. John Smith - https://www.loc.gov/item/95507872/ <ul style="list-style-type: none"> ■ Secondary for Pocohontas/John Smith 	

■ Primary for 1870s perception of Pocohontas

Direct Instruction: Within groups, given a set of primary and secondary sources (in this example, the Jamestown sources above), students will *openly sort* sources based on whatever characteristics they choose. Ask students the question: *How did you sort the materials? Why did you sort the materials this way?* Students will share their thoughts with the class.

Then explain to students that when exploring history, there are a variety of materials to use, but as historians, most resources will fall under the category of primary and secondary sources.

Hand students the [Primary/Secondary Sorting Worksheet](#) (see below). Explain that a primary source tells the story of people, places and events of the past from people that have a direct connection to that time, while a secondary source is created by someone that did not experience the event, but it may contain or reference primary sources.

Provide the students explicit examples of primary and secondary sources. Make sure to show them a variety of types, such as videos, images, texts, maps, etc.

In their groups, allow students to sort the original list of primary/secondary sources again (in this example, the Jamestown items above), utilizing the checklist. After sorting again, students will share their answers with the entire class, differentiating between whether the materials are primary or secondary sources and explaining why.

Independent Practice: After guiding students through the process, provide them time to explore primary/secondary sources on their own. Utilizing reputable websites, examples listed below, students will go on a resource hunt. Focusing on their NHD topics, students should find two primary and two secondary sources. They will list and explain why they chose the resources in the [My Primary & Secondary Sources Organizer](#) (see below).

Example Websites:

- [Document Bank of Virginia](#)
- [DocsTeach](#)
- [Encyclopedia of Virginia](#)

Closure: Students will share with a partner, group, or the class their topic, a source they chose, whether that source is primary or secondary, and why they chose that source.

Primary or Secondary Source?

Does it come from someone directly involved with the event?

Is it a first-hand experience or observation?

Does the source give original information?

Am I studying the source itself?

Primary sources tell the stories of people, places, and events of the past.

Ex: maps, letters, documents, journals, diary, films, artifacts, photos, etc.

Does it come from another researcher?

Am I using it for background information?

Does it reference information from other sources?

Secondary sources are created by someone that did not experience the event, but it may contain or reference primary sources.

Ex: encyclopedias, articles, textbooks, etc.

My Primary & Secondary Sources Organizer

My Topic: _____

Primary Sources

- 1.
- 2.

Secondary Sources

- 1.
- 2.

Why did I choose these **primary** sources? _____

Why did I choose these **secondary** sources? _____

Lesson 8 - Source Analysis

<p>Program Length: 90 minutes</p>	<p>Materials Needed: A variety of primary and secondary sources, Primary/Secondary Resource checklist, computer/chromebook, My Primary/Secondary Resources Graphic Organizer</p> <p>Teacher websites to support finding primary sources:</p> <ul style="list-style-type: none"> ● Library of Congress ● Document Bank of Virginia ● DocsTeach
<p>Overview: At the end of this lesson, students will be able to analyze various sources using different techniques.</p> <p>Essential Question: Why is it important to analyze or carefully examine resources when studying history?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1.a Analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history. ● VS.1.i Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities. ● VS.1.j Investigating and researching to develop products orally and in writing. <p>Common Core:</p> <ul style="list-style-type: none"> ● RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) ● RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Research Skills ● Research Materials ● Primary and Secondary sources <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Primary Source ● Secondary Source ● Artifact ● Article ● Encyclopedia ● Biography

- **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

C3:

- **D2.His.9.K-2** Identify different kinds of historical sources
- **D2.His.10.K-2** Explain how historical sources can be used to study the past.
- **D2.His.12.K-2** Generate questions about a particular historical source as it relates to a particular historical event or development.
- **D2.His.11.K-2** Identify the maker, date, and place of origin for a historical source from information within the source itself.
- **D2.His.11.3-5** Infer the intended audience and purpose of a historical source from information within the source itself.
- **D2.His.13.3-5** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- **D2.His.12.K-2** Generate questions about a particular historical source as it relates to a particular historical event or development.
- **D2.His.9.3-5** Summarize how different kinds of historical sources are used to explain events in the past.

Activate Background Knowledge: Ask students to share what they already know about primary and secondary sources and provide an example of each.

Direct Instruction: Share a picture of a map, photograph, and another mysterious primary source that surrounds a certain event in history.

Example sources related to the Civil War:

- [Battle of Gettysburg Map](#)
 - <https://www.loc.gov/item/99448797/>
- [Attack on Fredericksburg](#)
 - <https://www.loc.gov/item/2004661286/>
- [Bomb Proof Quarters in Fort Sedgwick](#)
 - <https://www.loc.gov/item/2012646266/>

After **identifying** what the source is, students should **observe** the source, discuss their observations as a group, and generate a few questions on sticky notes to be shared with the general group. More than likely students will provide a vague or general response based on the incomplete information that is presented to them.

Support students' observations and question development by providing a couple of question examples (based on the type of source) such as:

- *What do you see?*
- *Who do you think the intended audience is?*
- *Is there a caption or a title?*

For example, if students were examining the Battle of Gettysburg Map, the intended audience might be other soldiers that need to know the layout of the battlefield. After generating some initial questions about the source, ask students the **essential question**:

Why is it important to analyze or carefully examine sources when studying history?

After allowing students to share their responses, the teacher will tell students that primary sources are often incomplete and don't tell the entire story, so it is important to take time to examine sources more carefully or **analyze** them to see if they can reveal clues about the past or help them gather information, which is what they will be doing today.

Independent Practice: Students will collaborate in groups to analyze a primary source of their choice related to their NHD topics using one of the analysis tools from DocsTeach linked below:

- [Artifact or Object](#)
 - https://www.archives.gov/files/education/lessons/worksheets/artifact_analysis_worksheet_novice.pdf
- [Photograph](#)
 - https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf

- [Map](#)
 - https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet_novice.pdf

Extension: Remind students that primary sources typically have little to no context or background information and that it is up to them to make connections and draw conclusions, and collectively decide how they can use the source as historical evidence. Ask students to answer the following questions prompts on a sheet of paper about one of the primary sources.

- How do you feel when you look at the source? What are you thinking?
- What questions do you have?
- How do you think the creator was feeling?
- Does this source match up with what you already know or other research?

Tell students that now they will test their thoughts about the past by looking at secondary sources and finding facts and evidence to support their thoughts and conclusions. The teacher will allow students to compare notes and their findings.

Closure: Once students have worked collaboratively in groups to analyze their source using the graphic organizers, they will share their analysis with the class.

Lesson 9 - Note Taking

<p>Program Length: 90 minutes</p>	<p>Materials Needed: dry erase board or flip chart paper, a video, primary and secondary source about a specific topic</p>
<p>Overview: At the end of this lesson, students will be able to understand the purpose of notetaking and develop a framework for taking notes.</p> <p>Essential Question: Why do we need to take notes?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● ELA.4.9.c The student will use technology as a tool to research, organize, evaluate, and communicate information. ● ELA.4.9.c Organize information presented on charts, maps, and graphs. ● ELA.4.9.e Develop notes that include important concepts, summaries, and identification of information sources <p>Common Core:</p> <ul style="list-style-type: none"> ● W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <p>C3:</p> <ul style="list-style-type: none"> ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 	<p>Required Prior Knowledge: research skills, research materials, primary and secondary sources</p> <p><i>Teacher Note: consider ensuring that all teachers collaborate to develop or maintain consistent note-taking practices for students across each subject. If there is a specific note-taking practice that is already used, consider using this lesson as an opportunity to review it.</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Notes ● Recall
<p>Activate Background Knowledge: Ask students, when you are learning something new in school, how do you remember the information?</p>	

Direct Instruction: Give students a few minutes to review three sources around an unfamiliar, but age appropriate topic. The resources should include a short video, a primary resource, and a secondary resource-preferably an article (just have them read one paragraph).

For example, consider using these resources about Trench Warfare:

- Video -  Fast Facts - World War One: Trench Life
- [Photo - Repairing Front Line Trench After Bomb Explosion - DocsTeach](#)
 - <https://www.docsteach.org/documents/document/repairing-line-trench-bombing>
- [Letters - Letters From the First World War, 1916-18 - UK National Archives](#)
 - <https://cdn.nationalarchives.gov.uk/documents/education/letters-from-the-first-world-war-1916-1918-3-trenches.pdf>
- [Article - Trench Warfare \(paragraph 1, 3, or 4\) - Britannica](#)
 - <https://kids.britannica.com/students/article/trench-warfare/631473>
- [Photo - A Formidable Weapon in Trench Warfare - Library of Congress](#)
 - <https://www.loc.gov/item/2016645663/>
- [Book - Elements of Trench Warfare - Library of Congress](#)
 - <https://www.loc.gov/item/17018613/>

After reviewing the resources, ask the students a couple of questions such as:

- *How did the trenches impact warfare?*
- *How was trench warfare used to gain the upperhand on the opposing side?*

Students are **not allowed** to reference the sources to answer the questions. More than likely, students will have difficulty recalling the information.

Then, pose the following question verbally and have it written on the board or large piece of chart paper:

- *What do you think could help you gain a better understanding of the information that you were given?*

After students provide their thoughts, share with students that notetaking is helpful because it helps our brain process information, recall facts, and sometimes we need help remembering and giving credit to where things came from. Continuing the discussion, ask the students:

- *How do we take notes?*
- *What is the important information needed when taking notes about a historical topic?*

Allow students to share their answers, and then tell students that they will be using a note taking organizer to help them take notes from the sources that were shared at the beginning of the lesson. Model how to do this with the class.

Independent Practice: Students will collaborate in groups to take the remaining notes from the sources shared using the graphic organizer. Take this time to check in with groups on their notetaking.

Closure: Revisit the initial activity by asking questions about the topic. Students will share their answers and should have a better understanding and be able to recall information about the topic.

My Notes (Secondary Source)

Source:

Who:

When:

Where:

What:

How:

Quotes:

My personal interest:

Where did I get this information?

My Notes (Primary Source)

Source:

Who created this?

When was it produced?

Where was it created?

What was the purpose?

What information can you gather?

How does it relate to what you already know?

What stands out to you about this source?

What do you think they want you to understand?

Lesson 10 - Writing a Thesis Statement

<p>Program Length: 60 minutes</p>	<p>Materials Needed: chart paper, devices, card sorting game, Rosa Parks Thesis Statement, Graphic Organizers, Thesis Checklist</p>
<p>Overview: Students will understand what a thesis statement is and begin to write a thesis statement that is tied to the National History Day theme.</p> <p>Essential Question: What is a thesis? How do we write one? How can we tie it to the theme of National History Day?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.7 The student will write effective narratives, poems, and explanations. ● ELA.4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. ● ELA.5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. ● ELA.5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly ● W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Fact ● Opinion <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Thesis ● Argument ● Counter Argument ● Theme ● Significance ● Fact ● Opinion

- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C3:

- **D2.His.16.3-5** Use evidence to develop a claim about the past.
- **D3.3.3-5** Identify evidence that draws information from multiple sources in response to compelling questions
- **D3.4.3-5** Use evidence to develop claims in response to compelling questions.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.3.3-5** Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Activate Background Knowledge: Start by asking the students who can give an example of a fact and an opinion. Add this example to the chart. Then have the group turn and talk with a neighbor to each have an opportunity to give a fact and opinion to each other.

Bring the group back together. Ask, how do we know the difference between a fact and an opinion? Add this information to the chart.

Hook: Have the students go to the [Library of Congress - America's Story](https://www.americaslibrary.gov/) website (<https://www.americaslibrary.gov/>). This can be a group activity or an individual activity. Direct them to "Explore the States." Start with Virginia and once they read the text, ask if they spot an opinion among the facts. Follow up with visiting a few other states to look for opinions.

Direct Instruction: Bringing the students together, ask students what they know about writing a thesis or what a thesis is. On the anchor chart, give them this definition: *a National History Day thesis statement is an argument about the impact of a historical event, person, or idea that you are researching.* Emphasize that the thesis justifies what you believe to be the impact and significance of your topic in history.

Tell the students that their thesis should be short and the heart of their NHD exhibit. It should be **one sentence** and it should focus on the Who, What, Where, When, and Why of the topic. The thesis contains facts but also the author's opinion or argument. The thesis is a living and changing document throughout the research the students complete. It is also a good idea to have an anchor chart with this information on it so students can refer back to it frequently.

Tell the students they will now look at some statements to see if they can determine if they are thesis statements or plain statements. Prepare the [Statement Sort Cards](#) (see below) for groups of students to sort into the categories of thesis statements or just statements. Students may also want to sort the statements into facts and opinions. As a group, go over the answers the students discovered.

Have students come back to their work area. Using the [Thesis Statement Graphic Organizer](#) (see below), have the students consider their topic and complete the Who, What, Where, When, and Why. If they are struggling, have them write whatever they may know about their topic.

As a group, bring the students together. Using an example, pull out the who, what, where, when, and why of a thesis statement. The teacher can create the organizer on an anchor chart or use a copy of the digital organizer to display it for the class. Display or distribute this

[example of a thesis statement](#) (Rosa Parks example below). This part of the lesson can be completed as a class or in small groups. Students can use different colors to underline each answer to who, what, when, where, and why.

As an introduction to using the [Thesis Statement Checklist](#) (see below), have students use the Rosa Parks Thesis (or an example of your own) statement and work through the Thesis Checklist. This activity can be scaffolded to be done with partners, in small groups, or with the whole class.

Students next need to develop their argument. Questions that can help guide them could be: What is their opinion of their topic in connection to the current NHD theme? What is it they want to justify through the primary and secondary sources they are researching? Using the [Topic Significance Questionnaire](#) (see below), have the students consider their topic and answers to the three questions.

From their organizers, students will create their thesis for their exhibit. Utilizing either the [Sentence Framework or Free Write worksheets](#) (see below), have students start writing. Remind students this is a living document and will change as they research. Provide time for writing conferences with the teacher and peer editing/revising sessions. During writing conferences with the teacher and peers, have students use the [Thesis Statement Checklist](#) to check that they have all the pieces of their thesis statement.

Closure: Explain to students that the next time they work on their NHD projects they will work on creating their process papers and bibliographies.

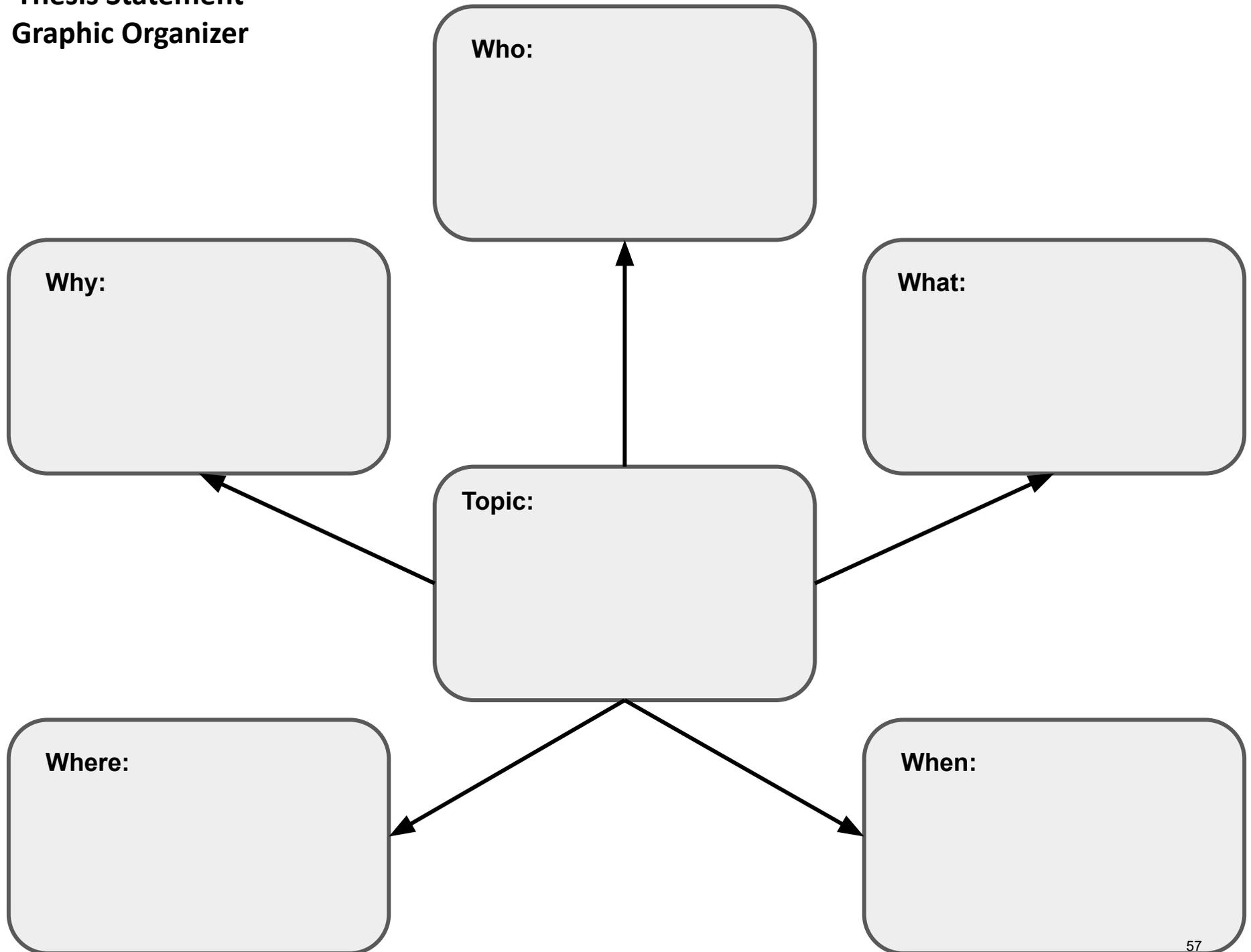
Statement Sort Cards

<p>History is the best subject in school.</p>	<p>For anyone, cats make good pets because they are loyal and helpful.</p>
<p>Brownies are made with sugar and milk.</p>	<p>Mint chocolate chip ice cream is the best kind of ice cream.</p>
<p>The Navajo Code Talkers were a group of Native Americans who, from 1942 to 1945, aided the United states with communications by relaying frontline orders in the native language using code. This resulted in the recovering of Japanese -held territory to the end of the way changing the lives of millions.</p>	<p>In response to the stock market crash of 1929, President Franklin Delano Roosevelt initiated a revolutionary “New Deal.” This government reaction brought reform to the US banking system and helped get Americans back to work. Roosevelts goal of restoring economic stability would go unmet, however, until the country mobilized for war.</p>
<p>A tablet is a useful tool because it can access the internet and has many helpful apps.</p>	<p>The Battle of Antietam was the worst day during the Civil War.</p>

Example Thesis Statement

Rosa Parks was arrested in Montgomery, Alabama when she refused to give up her seat to a white passenger in 1955. The following year-long bus boycott and Supreme Court battle broke the barrier of segregation on public transportation, opening doors for other civil rights movement victories through non-violent protest.

Thesis Statement Graphic Organizer



Why is this topic important?

What was the impact of this person/event/place on history? Why was it important?

What is the connection to the theme?

Thesis Statement Sentence Frames

Depending on topic, wording may need to be rearranged.

This _____
event/person/place

in _____
date

is significant because _____

Your opinion/argument

Thesis Statement Sentence Frames

Depending on topic, wording may need to be rearranged.

This _____
event/person/place

during _____
era/time period

is important because _____

Your opinion/argument

Thesis Statement Checklist

Name: _____

Topic: _____

_____ This includes the theme _____

_____ States the main topic

_____ Clearly states the impact of the topic

_____ Topic is placed in relevant historical context

_____ Important who, what, when, where and why included

_____ These statement is about 50 words long

_____ Grammar and spelling are correct

_____ Technical detail are correct (no I, we, they, us)

Lesson 11 - Writing a Process Paper

<p>Program Length: 2 class meeting sessions - suggested breakdown one session of introduction and one session of writing/revising/editing</p>	<p>Materials Needed: chart paper, anchors, organizers, notebooks/paper, Process Paper Organizer</p>
<p>Overview: At the end of the lesson, students will understand what is needed to write the process paper and use organizers to write, edit, and revise their process paper.</p>	
<p>Essential Question: What is the process paper? What will the reader understand about our National History Day project?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.7 The student will write effective narratives, poems, and explanations. ● ELA.4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. ● ELA.5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. ● ELA.5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly ● W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Paragraph Writing ● Editing/Revision Skills <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Process Paper ● First Person Writing ● Historical Argument ● Word Count

- **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C3:

- **D2.His.16.3-5** Use evidence to develop a claim about the past.
- **D3.3.3-5** Identify evidence that draws information from multiple sources in response to compelling questions
- **D3.4.3-5** Use evidence to develop claims in response to compelling questions.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.3.3-5.** Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Activate Background Knowledge: Thinking back to the beginning of your NHD journey, how did you choose your topic? How did you start to research your topic? Allow students to turn-and-talk with a neighbor and then share their ideas with the group. Record responses on chart paper if desired.

Direct Instruction: Introduce Process Paper: Teachers can create an anchor chart or display page 1 in the [Process Paper Organizer](#) (see below). Explain to students that the Process Paper is a written essay that explains to the reader the important details of their research and exhibit. The process paper should focus on: how the student chose their topic, how research was conducted, how the exhibit was created, and what is the historical argument and its relation to the current theme.

Introduce/Review First Person Writing: Teachers can create an anchor chart or display page 2 in the [Process Paper Organizer](#). Explain to students what first person writing is, if it is a newer concept. If this is a concept review, brainstorm with the students the differences in writing from various points of view. Emphasize that in First Person writing, as in the Process Paper, the author should use the pronouns *I, we, me, my, our*.

Brainstorm/Drafting: Before students begin to brainstorm what they will include in each section of their Process Paper, use pages 3-6 of the [Process Paper Organizer](#) (see below) to review pieces to include and also sentence frames/starters. This will give students who may struggle a starting point in their writing. Create anchor charts or have these slides available for the students to use throughout their writing process.

Pages 7 and 9 of the [Process Paper Organizer](#) (see below) are graphic organizers that can be used by students to set up their writing. Pages 8 and 10 are organizers for students to create their paragraphs. Allow students ample time to draft, write, and edit/revise their process paper.

Word Count: Word count will be a new skill for most 4th and 5th graders. Refer to page 13 as a guide for teachers and students for how the words count in the process paper. As 4th and 5th grade historians, the rules for word count aren't as strict. Students are encouraged to try.

Final Step: Use page 11 of the [Process Paper Organizer](#) deck to introduce the title page of the Process Paper. Bring students' attention to the components of the title page - title, name or names, division/category, word count. Explain to students they will need two word counts for their exhibit - one count for the process paper and one count for the student composed words on their exhibit board. Both counts are to be 500 words or less.

Closure: Congratulate students on their hard work! Explain that they may need to go back and revise their process papers as they finish putting their projects together.

What is a Process Paper?

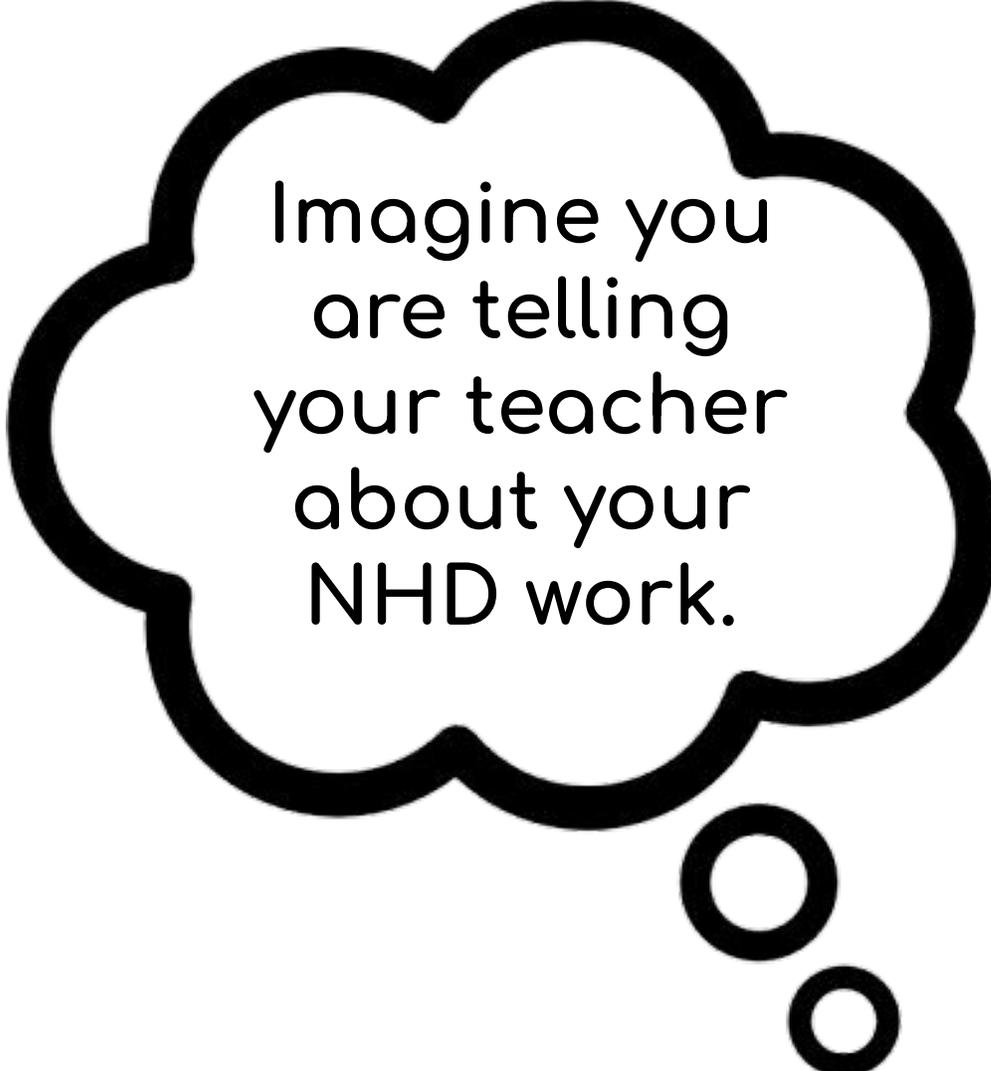
It is a paper that is no more than 500 words. It tells the reader:

- ★ How you chose your topic
- ★ How you conducted your research
- ★ How you created your exhibit
- ★ What your historical argument is and how it relates to the current theme

First Person Writing

As the author of your Process Paper, you are retelling the events or you experiences of your research and creating your exhibit.

In your Process Paper, use pronouns - *I, me, my, we, our.*



Imagine you
are telling
your teacher
about your
NHD work.

How did you choose your topic and how does it relate to the annual theme?



Name your topic.

Describe the process of choosing it.

Use the theme words in your writing.

Sentence Frames/Starters

- I've/We've always been interested in...
- When I/we heard about the theme this year I/we thought about...
- I/We brainstormed possible topics and the one I/we liked best was...because...
- I/We decided to research...to learn more about...

How did you conduct your research?



What was your best source?
Did you use something from the Library of Congress, the Archives, an interview, an online resource?

Sentence Frames/Starters

- When I/we first started my research I/we...
- Then I/we.....
- My/Our best secondary source was.....
- I/We found a great primary source at the....

How did you create your exhibit?



How did you decide on the layout, design, and colors of your project?

What tools and materials were important to put together?

Sentence Frames/Starters

- I/We decided to design my/our project like...because....
- The colors chosen symbolize.....
- The layout of my/our information shows....
- I/we especially enjoyed.....

What is your historical argument? How is your topic significant in history?



Restate your thesis statement.

Outline your historical argument, including the WHY?

Give examples based on evidence.

How has history/society changed since your topic happened?

Sentence Frames/Starters

- The argument I/we make in my/our project is...
- Because....
- The other side of the argument is...
- My/Our topic is important because....
- My/Our research and the document I/we was significant in history because....

How did you choose your topic?
How does your topic relate to
the current theme?

How did you conduct your
research?

Topic

How did you create
your exhibit?

What is your historical
argument? How is
your topic significant
in history?

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Process Paper Title Page

You must include:

- Title
- Student Name(s)
- Age Division and Entry Category
- Word Count:
 - ◆ Exhibit: Student-composed word count for the exhibit board
 - ◆ Process Paper: Student-composed word count for the paper
- Do not include your grade, school or teacher name

Title

Name(s)

Elementary Division

Individual/Group Exhibit

Student-composed Words: 499

Process Paper: 410

Some Notes About Word Count From the NHD Contest Rule Book

FIGURE 3. COUNTING WORDS IN NHD PROJECTS

REQUIRED WRITTEN MATERIALS (ALL CATEGORIES)

Item	Do the words count?	Explanation
Process paper	Yes	All words in the process paper count toward the process paper's 500-word limit.
Title page and annotated bibliography	No	Words in the title page and annotated bibliography do not count.

Please also consult the Required Written Materials for All Categories (Section 5.2, p. 18).

PAPER, EXHIBIT, AND WEBSITE CATEGORIES

Example(s)	Number of Words	Explanation
December 7, 1941	One	A date counts as one word.
365 <i>or</i> forty-eight	One	A number counts as one word.
A cow jumped over the moon.	Six	Words such as "a," "the," and "of" count as one word each.
John Quincy Adams	Three	Each word in a name is counted individually.
mid-September <i>or</i> up-to-date	One	A hyphenated word counts as one word.
Eighteenth-century politics	Two	A hyphen is needed in "eighteenth-century" because it is a compound adjective. By contrast, "in the eighteenth century" is four words.

Please also consult the rules for each of these categories (pp. 22-36).

Lesson 12 - Writing a Bibliography

<p>Program Length: two 60 minute sessions</p>	<p>Materials Needed: Graphic Organizers, chart paper, several nonfiction books</p>
<p>Overview: At the end of the lesson, students will understand what a bibliography is and how to write a bibliography. As an extension, students will be able to write an annotated bibliography.</p>	
<p>Essential Question: What is a bibliography? Essential Question for Extension: What does it mean to annotate?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.7 The student will write effective narratives, poems, and explanations. ● ELA.4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. ● ELA.5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. ● ELA.5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly ● W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● W.4.5 With guidance and support from peers and adults, develop and 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Citing Work <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Bibliography ● Annotations ● Primary Source ● Secondary Source ● Plagiarism

strengthen writing as needed by planning, revising, and editing.

- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C3:

- **D2.His.16.3-5** Use evidence to develop a claim about the past.
- **D3.3.3-5** Identify evidence that draws information from multiple sources in response to compelling questions
- **D3.4.3-5** Use evidence to develop claims in response to compelling questions.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.1.3-5** Construct arguments using claims and evidence from multiple sources.
- **D4.3.3-5** Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Activate Background Knowledge: Brainstorm with students if they have any ideas about what a bibliography is and why we include them in our research. Record responses on chart paper.

Show the video, [Citation for Beginners](#) . This three minute video will give a broad overview of a bibliography - what it is and what it includes.

Direct Instruction: *Teacher note - VHD Participants in grade 4 and 5 do not have to annotate their bibliography for VHD contests. They only need to have a list of their sources. This lesson will lead students through creating the basics of a bibliography. As an extension, students can be guided to create an annotated bibliography, using the activities in the lesson and organizer document.*

What is a Bibliography?: Share page 1 of [Bibliography Anchors & Organizers](#) (see below) as a summary of the video and to review what a bibliography is. Share with the students that they will begin with the basics of bibliography.

What should we include and where do we find it?: Share page 2 of [Bibliography Anchors & Organizers](#) (see below). The basic parts students will be including will be the author, title, and date published. Ask students, where do we find the author and title when we use a book? Reinforce they are half way to completing the bibliography! Next, show pages 4-7. These slides show the covers of two books along with the Copyright Page. Explain that all books have a copyright page just before the title page of a book. This page contains publishing information. What students will focus on will be the date of publication. You should have nonfiction books around the room where students will visit and right down the basic information for book bibliographies using the organizer on page 8.

Once students have practiced with the books, gather them back together to share a couple observations and some information they found in their search. Explain that books aren't the only resources that have copyright/bibliography information. For the next example from the [Library of Congress](https://www.loc.gov/item/2018673673/) (<https://www.loc.gov/item/2018673673/>), you'll show how to find the citation easily at the Library of Congress. Teachers can show the slide first and then visit the page to walk through the process or go directly to the linked page. The second example is from World Book Online. Please visit your schools resources to see what databases your district subscribes to.

National History Day has examples of various other kinds of resources students may encounter and need to cite. Visit the [NHD Example Bibliography](https://www.nhd.org/sample-bibliography) (<https://www.nhd.org/sample-bibliography>) for more examples.

Activity: This activity may be done in pairs, groups, or individually. Each student will need a copy of page 10 of the [Bibliography Anchors & Organizers](#) (see below) and three colors (red, blue, and green) of markers, crayons, or colored pencils. On the handout, students will look through the citations and circle the titles in red, the author in blue, and the date in green.

Once all the students have had a chance to complete the activity, check in with them to see if they found the information.

Student Independent Work: Students can use pages 12-13 from the [Bibliography Anchors & Organizers](#) to track their sources as they work. Multiple copies will be needed.

Differentiation for tracking resources: As the students are collecting their resources throughout the project, encourage them to record the bibliography information. If students are using Google Slides or Powerpoint, they can record their information in the notes section of each slide. Students can also use source cards to keep track of their information. These source cards from Minnesota History Day can be printed (https://www.mnhs.org/sites/default/files/historyday/teachers/curriculum-and-timeline/source_cards_work_pages.pdf) or accessed via Google: [Book Source Card](#), [Website Source Card](#), [Database Source Card](#), [Illustration Source Card](#), [Encyclopedia Source Card](#), and [Newspaper Source Card](#).

Page 11 of the [Bibliography Anchors & Organizers](#) can be used as a guide to create a basic citation for the bibliography.

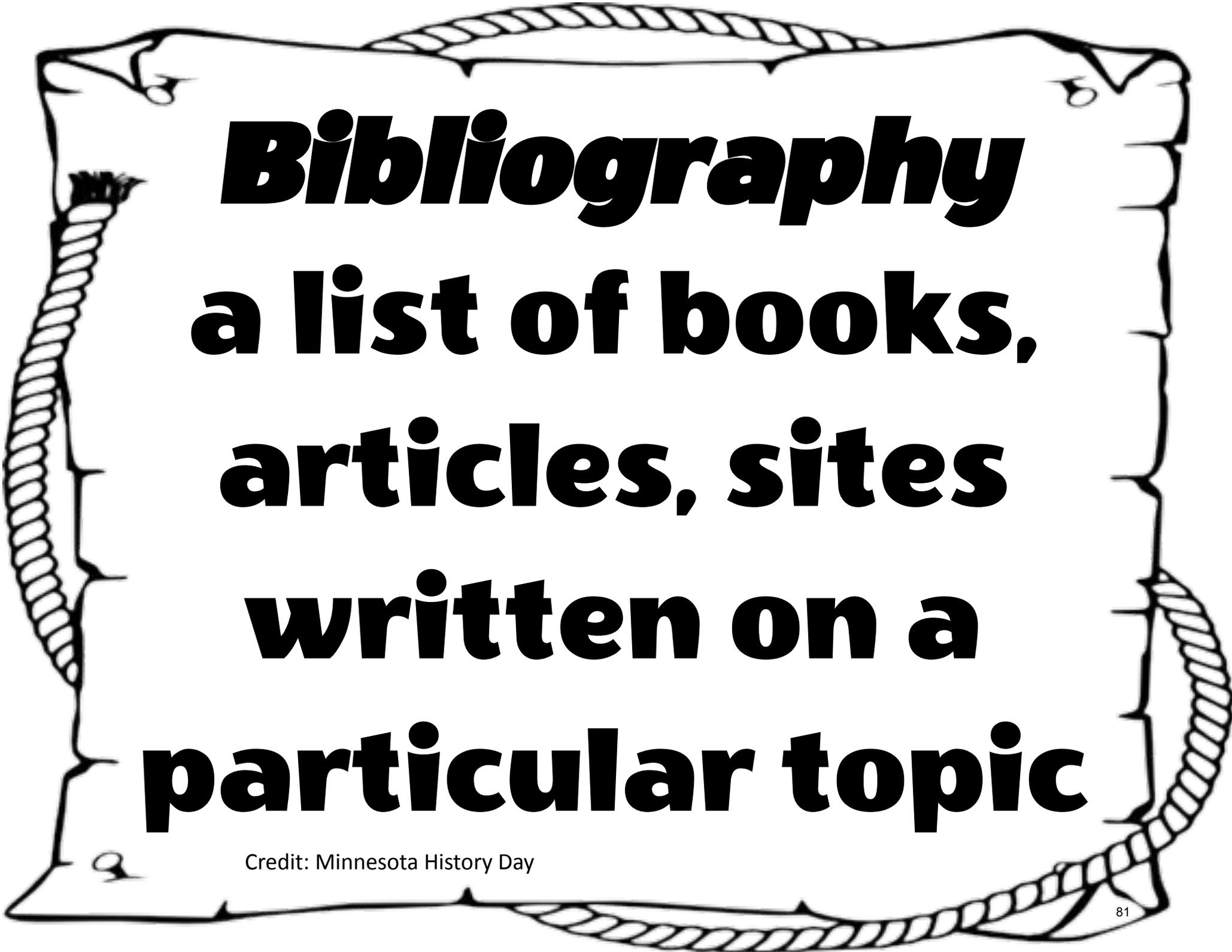
If students have access to online citation tools such as Noodle Tools, EasyBib, or World Book - Citation Maker, they can also be used. It is important that students understand the purpose of a bibliography and what goes into creating one. Check with your Media Specialist/Librarian to see if your school/district subscribes to any citation tools

Extension - Creating an Annotated Bibliography: After teaching bibliography basics, teachers can choose to extend the lesson to annotating a bibliography. However, students in grade 4 and 5 are not required to add annotations for the purposes of VHD contests.

Teachers can share pages 14-15 of the [Bibliography Anchors & Organizers](#) to introduce annotated bibliographies.

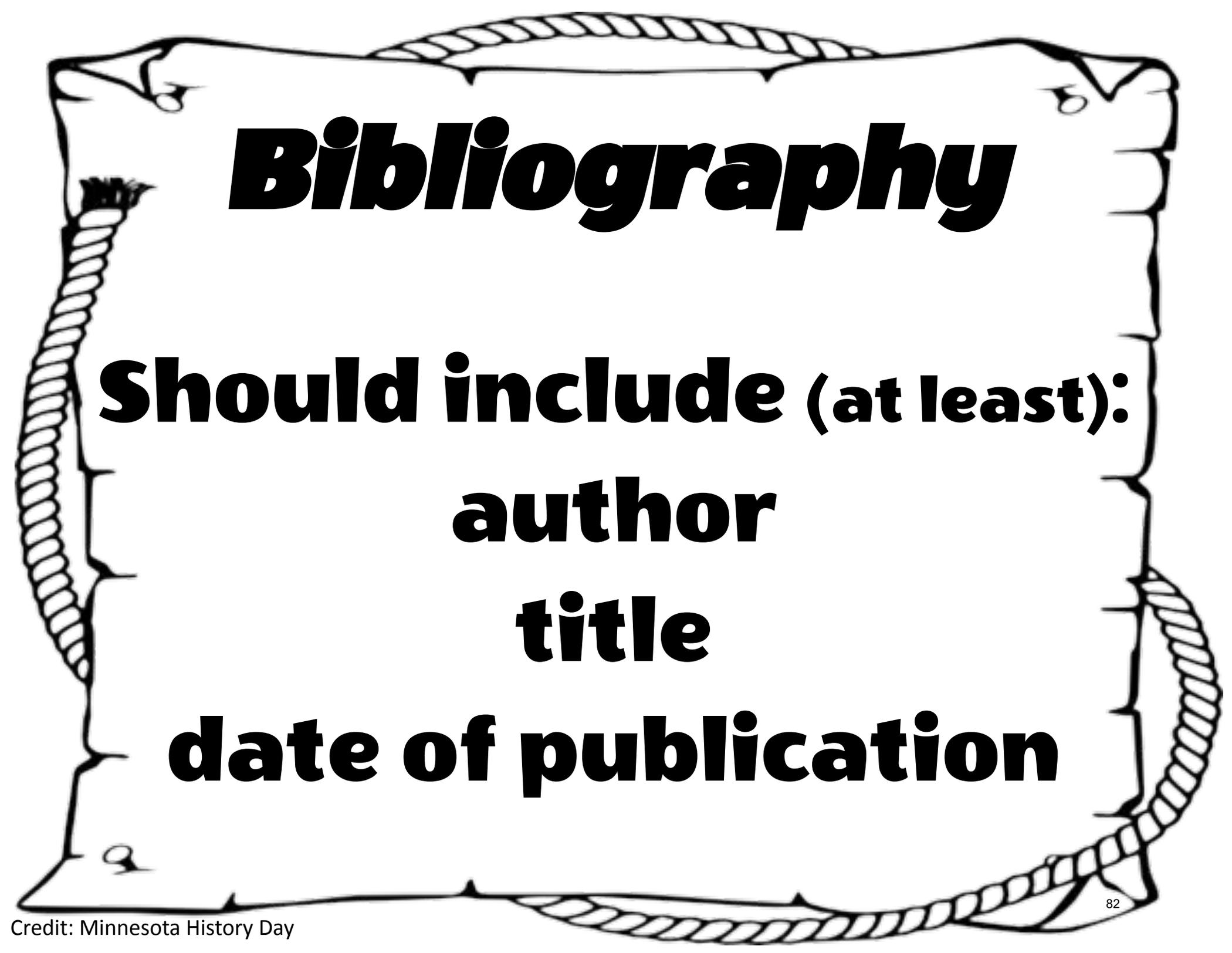
Caution students from starting all annotations with “This source...” It is always beneficial to diversify sentence starters. A list of sentence starters are available to students on page 16. Remind students to use pronouns in their annotations just as they did in their process papers - *I, my, we, and our*.

Closure: Gather students together to reflect on their bibliography work, both successes and struggles. Tell them that the next time they come together, they’ll be working on the fun part of creating their narrative and constructing their exhibits. Encourage them that the finish line is in sight!



Bibliography
a list of books,
articles, sites
written on a
particular topic

Credit: Minnesota History Day



Bibliography

Should include (at least):

author

title

date of publication

She Loved Baseball

THE EFFA MANLEY STORY

Title



Author

EN

BY
Audrey Vernick



ILLUSTRATED BY
Don Tate

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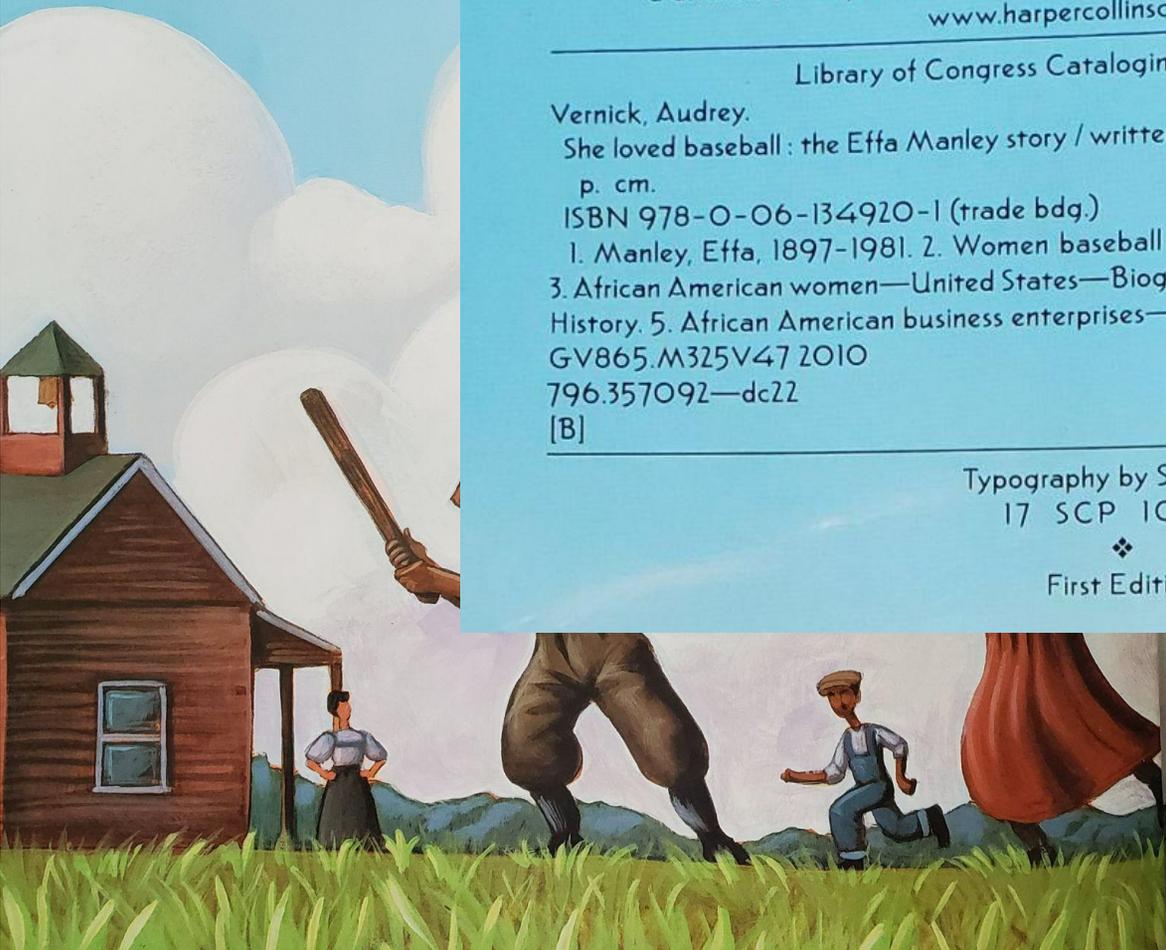
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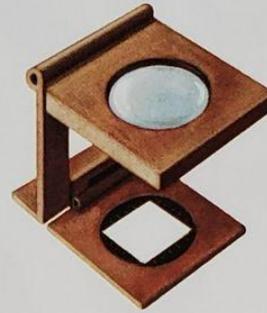
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Book design by Anahid Hamparian
Production by Sue Cole
The text of this book is set in Stempel Schneidler.
The illustrations are done in acrylic on paper and digital.

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Harris, Cole. "France in North America." In *North America: The Historical Geography of a Changing Continent*, edited by Robert D. Mitchell and Paul A. Groves, 65-92. Savage: Rowman & Littlefield Publishers, 1990.

Hine, Lewis Wickes, photographer. Salvin Nocito, 5 years old, carries 2 pecks of cranberries for long distance to the "bushel-man." Whites Bog, Browns Mills, N.J. Sept. 28, . Witness E.F. Brown. Location: Browns Mills, New Jersey / Photo by Lewis W. Hine. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2018674122/>.

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant: A History of the American People*. Boston: Wadsworth, 2010.

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Zakaria, Fareed. "Big Fuss Over a Small Deal." *Time*, December 9, 2013, 29. <http://content.time.com/time/magazine/article/0,9171,2158654,00.html>.

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Kind of Source	Title	Author	Date Published

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APA citation style:

Hine, L. W., photographer. (1908) *Rhodes Mfg. Co., Lincolnton, N.C. Spinner. A moments glimpse of the outer world Said she was 10 years old. Been working over a year.* Location: Lincolnton, North Carolina. United States North Carolina Lincolnton, 1908. November. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2018673673/>.

MLA citation style:

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Walker, Maggie Lena

Walker, Maggie Lena (1867-1934), was a prominent African American businesswoman and community leader. She became the first woman in the United States to establish and serve as president of a bank.

Walker was born Maggie Lena Mitchell in Richmond, Virginia, on July 15, 1867. After graduating from high school in 1883, she became an elementary-school teacher. Her teaching career ended in 1886 when she married Armstead Walker, Jr., a building contractor. The couple had three sons, but one died in infancy.

As a teenager, Walker had joined the Grand United Order of St. Luke (later called the Independent Order of St. Luke), an African American *fraternal organization* (group for mutual aid and fellowship) and life insurance society. In 1899, after serving in a number of positions of increasing responsibility, she attained the organization's top executive post, the grand secretary-treasurer. She remained in that office until her death. Under her leadership, the order greatly expanded its membership and increased its financial stability.

In 1902, Walker established the organization's newspaper, the *St. Luke Herald*. In 1903, she established the St. Luke Penny Savings Bank and became its first president. In 1929, the bank absorbed two other Richmond banks owned by African Americans and became the Consolidated Bank and Trust Company. Walker served as the first chairman of its board of directors.

In addition to her career with the Independent Order of St. Luke, Walker worked to create more opportunities for African American women and children. She was a member of the Richmond Council of Colored Women. She revived the National Association for the Advancement of Colored People (NAACP), and she was a member of the organization. Walker died on Dec. 15, 1934. The house that she lived in is now a national historic site.

Critically reviewed by the Maggie L. Walker National Historic Site

[How to cite this article](#)



Online Databases

Depending on the particular database, you'll find the citation information in a similar way to the Library of Congress. This example is from World Book Online. As you scroll down, look for a link for citations. This site has 'How to cite this article'. Once you click it a separate page will appear with 3 citations to choose from.



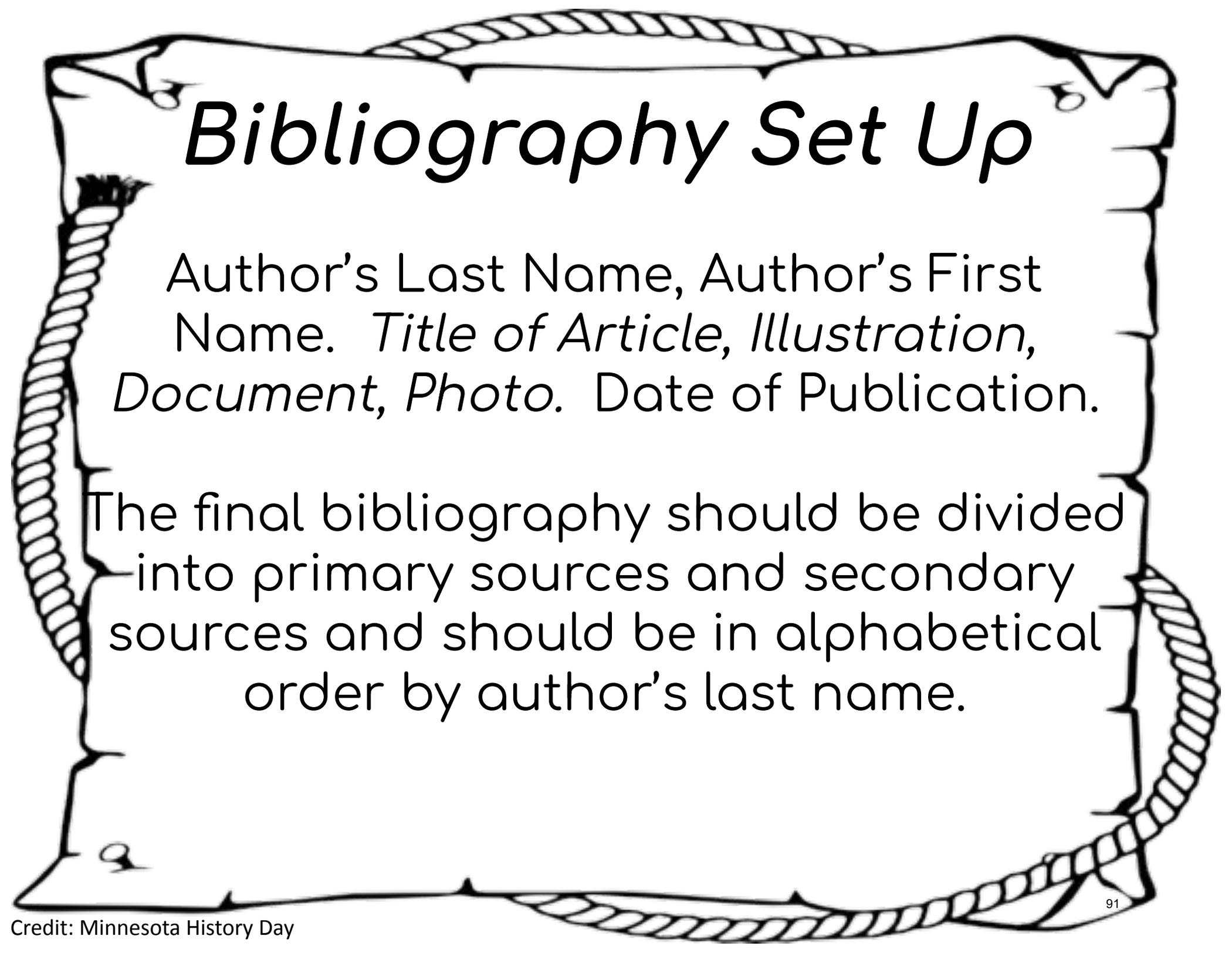
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APA:
Walker, Maggie Lena. (2022). In *World Book Student*. <https://worldbookonline.com/student/article?id=ar749893>

Harvard:
'Walker, Maggie Lena' 2022, *World Book Student*, World Book, Chicago, viewed 6 July 2022, <<https://worldbookonline.com/student/article?id=ar749893>>



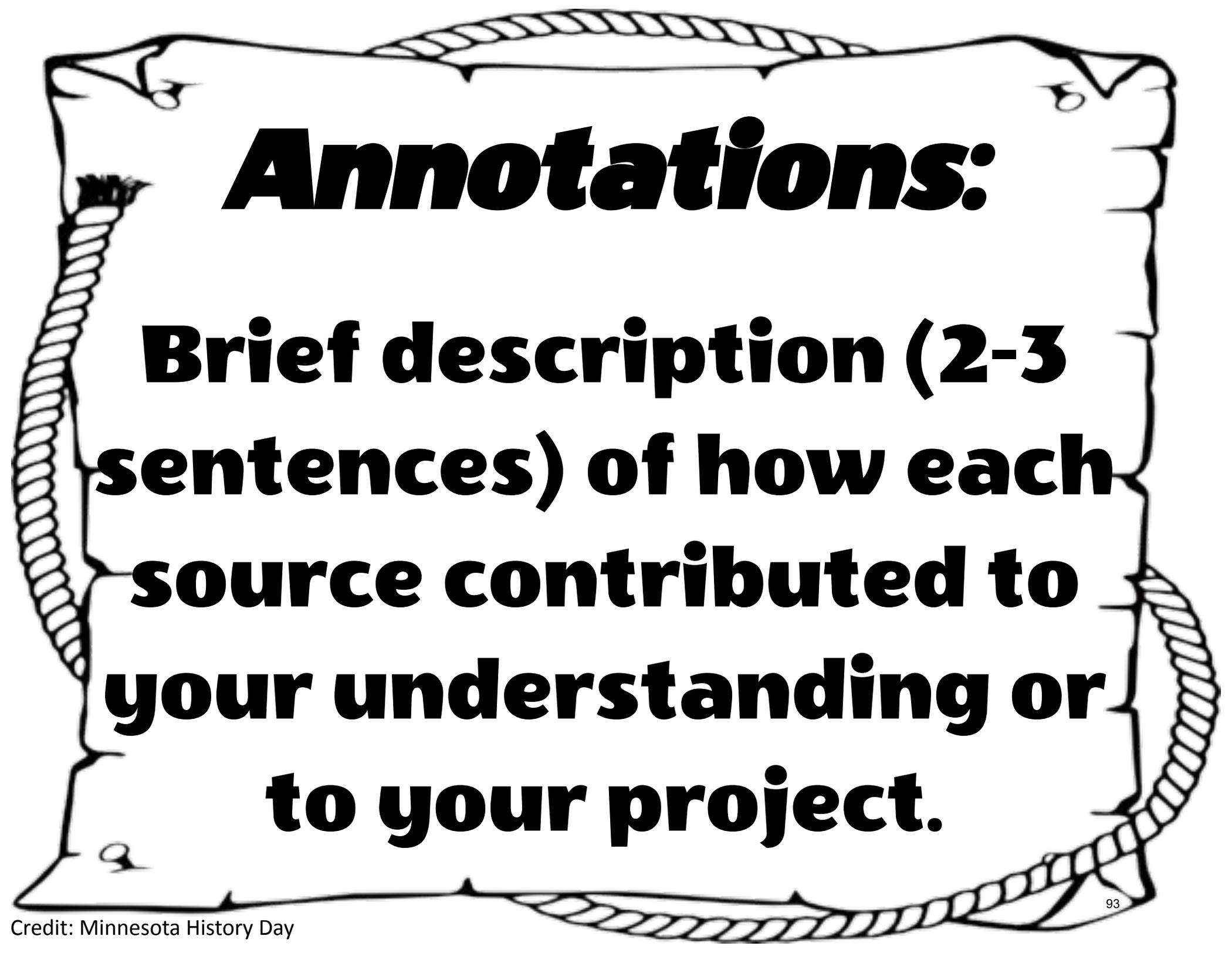
Bibliography Set Up

Author's Last Name, Author's First Name. *Title of Article, Illustration, Document, Photo.* Date of Publication.

The final bibliography should be divided into primary sources and secondary sources and should be in alphabetical order by author's last name.

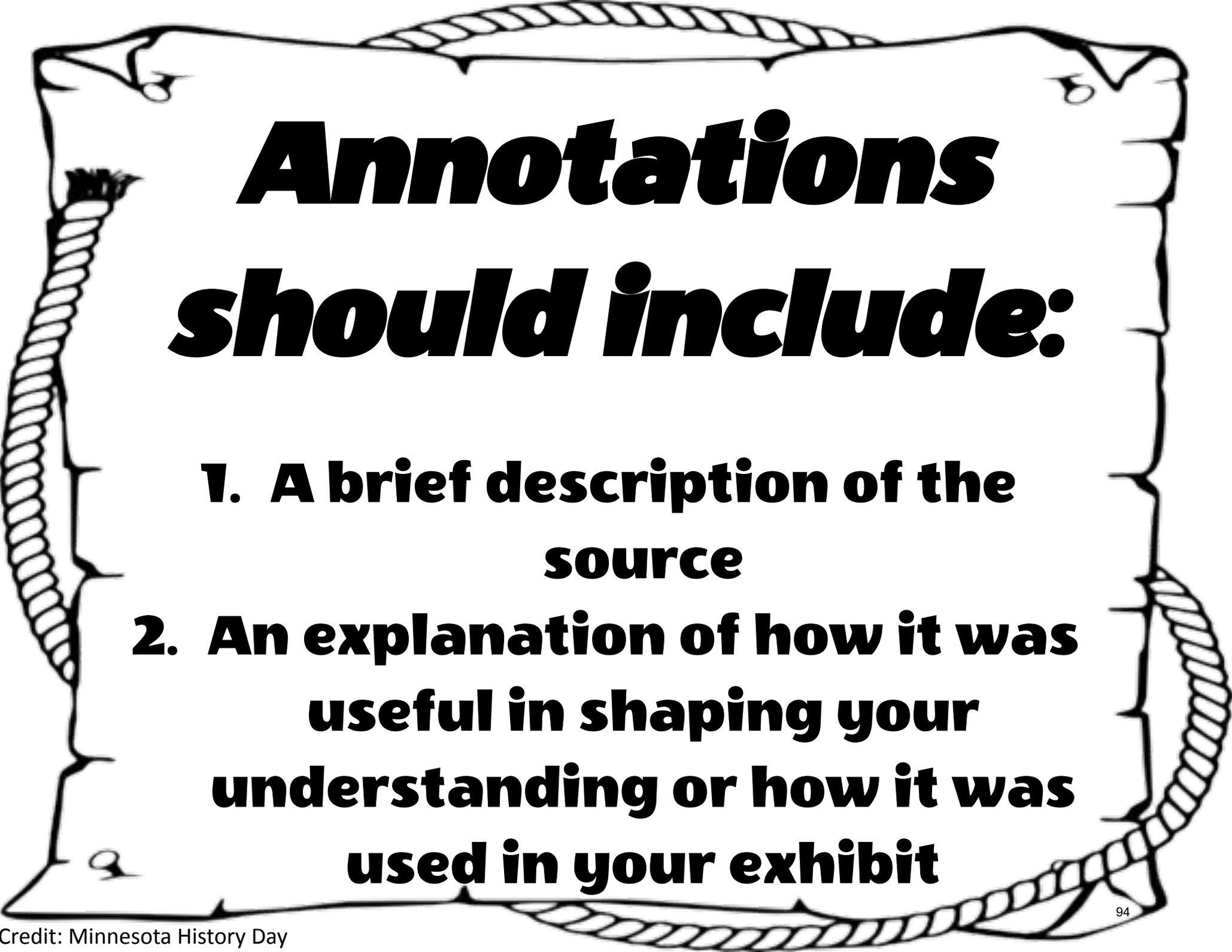
Resources for: _____

Kind of Source	Title	Author	Date Published



Annotations:

Brief description (2-3 sentences) of how each source contributed to your understanding or to your project.



Annotations should include:

- 1. A brief description of the source**
- 2. An explanation of how it was useful in shaping your understanding or how it was used in your exhibit**

Sentence Starters for Annotations

- This book helped me/us to understand...
- This document was important to my/our topic because...
- After reading this newspaper article I/we...
- I/We used this speech to...
- This website was...
- I/We found out that...
- This memoir provided me/us with...
- I/We learned that...
- This manuscript showed me/us that...

Lesson 13 - Narrative Organization

<p>Program Length: 90 minutes (followed by short mini lessons of 45 min)</p>	<p>Materials Needed: Picture books , graphic organizer</p>
<p>Overview: By the end of the lesson students will be able to take their research and notes, and compile it into an engaging narrative that is concise, factual, and unbiased.</p> <p>Essential Question: How do I organize and share my information?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● ELA.4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. ● ELA.4.7 The student will write cohesively for a variety of purposes. a) Identify the intended audience. d) Organize writing to convey a central idea. ● ELA.5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. ● ELA.5.6.c The student will identify transitional words and phrases that signal an author’s organizational pattern. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ● W.5.3 Write narratives to develop real or imagined experiences or events 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Story elements <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Narrative ● Climax ● Theme ● Resolution ● Falling action ● Rising action ● Plot ● Exposition ● Bias ● Evidence ● Reasoning ● Clickbait

<p>using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> ● W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ● W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>C3:</p> <ul style="list-style-type: none"> ● D2.His.6.3-5 Describe how people’s perspectives shaped the historical sources they created. ● D2.His.10.3-5 Compare information provided by different historical sources about the past. ● D2.His.11.3-5 Infer the intended audience and purpose of a historical source from information within the source itself. 	
<p>Activate Background Knowledge: Ask students, what are the elements of a good story? As students respond, guide and prompt them to discuss the elements of a plot to include: exposition, rising action, climax, falling action, resolution, etc. Share that as historians, they have collected so much information that it is important to choose the most important elements that get to the heart of the story.</p>	
<p>Anticipatory Set: Share with students that as historians, one part of their job is to tell an amazing story, and that they will listen to how writers have crafted their stories to get some ideas. Read one picture book of your choice and highlight story elements as you go.</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> ● <i>The Babe & I</i> by David A. Adler ● <i>Mailing May</i> by Michael O. Tunnell ● <i>Pink and Say</i> by Patricia Polacco ● <i>Grandfather’s Journey</i> by Allen Say ● <i>Baseball Saved Us</i> by Ken Mochizuki 	

- Other recommended readings can be found from [Bookriot.com's "50 Must-Read Historical Fiction Picture Books"](#)
 - (<https://bookriot.com/best-historical-fiction-picture-books/>)

Direct Instruction: After reading the picture book, share with students that when writing about history, it is important to build their narrative using specific elements. Give each student the narrative organization graphic organizer/checklist, and discuss each component.

After giving an overview of each component, tell students that they will take their research and notes and start by setting the scene and building background about their topic/thesis statement just like in the picture book they read. Students should find two or three pieces of information for each component and write it in the [Narrative Organization Graphic Organizer](#) (see below).

Independent Practice: After working with the teacher on building background, students will take their topic sentence/thesis, notes, and compiled research and use the [Narrative Organization Checklist](#) and Graphic Organizer to craft the remainder of their writing starting with the build up, main event/focus, etc.

It is highly recommended that you scaffold each section by utilizing the graphic organizer and check in with students as it is being scaffolded. This may take a couple of days. You may consider doing one part of the graphic organizer per day if time permits.

Extension - Understanding Bias: Show the video  [WHAT IS BIAS? - Intro for young children](#)

Share with students that it is important to be able to identify bias so they can ensure that when they present their information it is factual, true, and not biased. Provide students with two similar example texts. One text is heavily biased and one is unbiased. As a class, work together to point out the differences between the texts, and decide which one should be used.

Afterwards, students should utilize the [Summarizing Without Bias tool and checklist](#) (below) to review their narrative. After reviewing their narrative, they will utilize the checklist to listen to another group's narrative and provide recommendations (if any) to their peers.

Refer back to *Lesson 5 - Locating Reliable Sources* to guide students. Let them know that one way to avoid bias is to use several reliable sources.

Closure: At the end of each lesson, groups will take turns sharing a component of their choice. For example, one group may choose to share how they built background information, another group may choose to share how they pulled out elements around the main event, and a third group may share the historical significance or overall moral/theme.

Narrative Organization Checklist

My Topic/Thesis Statement:

Background

-
-
-

The Build Up/Rising Action

-
-
-

Are there any quotes, images, or special texts I want to include? _____

Narrative Organization Checklist

My Topic/Thesis Statement:

Main Events/Focus

-
-
-

Historical Importance

-
-
-

Are there any quotes, images, or special texts I want to include? _____

Narrative Organization Checklist

Intro

Who are you and what is your story about? Tell us the topic/thesis. _____

Background

Did I discuss the main people and setting (when, where) ?

Did anything happen before my topic that I should tell? _____

Build Up & Rising Action

What events lead up to the most exciting or important event? _____

Main Event & Focus

What were the main events? What is the heart of the story? _____

Historical Importance

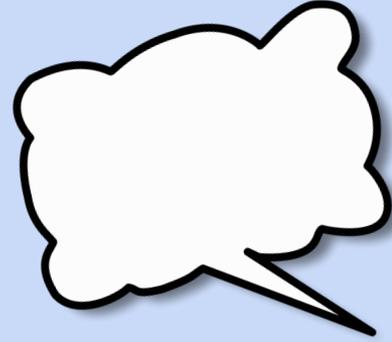
How does this affect history today? Any lessons learned? _____

Conclusion/Wrap Up

Tell us your topic/thesis again in a different way. _____

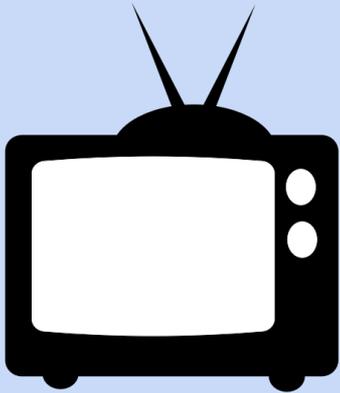
What is Bias?

Bias is a way of thinking that tells one side of a story. It often comes out in our writing, speaking, and actions





Bias is all around us. When we research we must watch out for bias, so that we can make sure we are telling the truth and state the facts.



How can we watch for bias?

Is the information incomplete or missing details?

Is the writer or creator trying to persuade or convince you?

Does the writer or creator want you to believe something?

Did you check the writer's past experience? Do they have a reason that would make them speak about the topic in a certain way?



How can we watch for bias?

What are the words being used? Are they over-exaggerated?

Are there strong emotions in the text?

Did you check other sources?



Let's Compare

Which is one is biased?

Text One

Thai food usually has five primary **flavors**: sweet, spicy, sour, salty, and **bitter**. The sweet **flavor** in Thai food comes from sugar and coconut. The spicy **flavor** comes from chili peppers. The sour **flavor** comes from fruits like limes and pineapples. The salty **flavor** comes from salt and fish sauce. And finally, the **bitter** taste comes from leaves. People think that Thai dishes are delicious when they have all five **flavors**.

Text Two

Thai food usually has five primary **flavors**: sweet, spicy, sour, salty, and **bitter**. The sweet **flavor** in Thai food comes from sugar and coconut. The spicy **flavor** comes from chili peppers. The sour **flavor** comes from fruits like limes and pineapples. The salty **flavor** comes from salt and fish sauce. And finally, the **bitter** taste comes from leaves. Because of all of the flavors, Thai food is the best food in the world.

Let's Compare

Which is one is biased?

Text One

Very few high school players are good enough to go right to the NBA from high school. In fact, of those who do go directly to the NBA, many fail after a few years, which is why it is a foolish decision. They may have been star players in their high schools. But they are not good enough to make it as professional basketball players. However, LeBron was not like other high school players. He **achieved** his dream of playing in the NBA. He even got to play for Ohio's NBA team, the Cleveland Cavaliers. Although LeBron was able to succeed, if you are interested in basketball, focus on your academic career instead.

Text Two

Very few high school players are good enough to go right to the NBA from high school. In fact, of those who do go directly to the NBA, many fail after a few years. They may have been star players in their high schools. But they are not good enough to make it as professional basketball players. However, LeBron was not like other high school players. He **achieved** his dream of playing in the NBA. He even got to play for Ohio's NBA team, the Cleveland Cavaliers.

Let's Compare

Which is one is biased?

Text One

Celebrating Columbus Day is horrible. Why? Christopher Columbus was an Italian explorer who **explored** for the king and queen of Spain. Columbus sailed to this “New World,” as Europeans called it, four times. During these travels, Columbus and other explorers violently forced the Native people off of their land, and used them for hard labor and enslaved many of them. Because of this, we should uplift the culture of Indigenous people rather than celebrate Christopher Columbus.

Text Two

Did you know that in some places, they celebrate Indigenous People's Day, instead of Columbus Day? Why? Christopher Columbus was an Italian explorer who **explored** for the king and queen of Spain. Columbus sailed to this “New World,” as Europeans called it, four times. During these travels, Columbus and other explorers violently forced the Native people off of their land, and used them for hard labor and enslaved many of them. Because of this some people have decided to recognize the struggles and culture of Indigenous people as a holiday.

Lesson 14 - Exhibit Construction

<p>Program Length: 60 minutes for actual lesson; students may need more time to complete their exhibit</p>	<p>Materials Needed: Exhibit Board, materials for designing and mounting resources to board (glue, double sided tape), rulers/measuring tape, Exhibit Construction Anchors & Organizers, National History Day Rule Book, copies of the Exhibit Graphic Organizer</p>
<p>Overview: Students will understand the rules of creating a National History Day Exhibit and will create their exhibit boards.</p> <p>Essential Question: How will I present my research? What are the rules to follow to create a National History Day exhibit?</p>	
<p>VA SOLs:</p> <ul style="list-style-type: none"> ● VS.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship. ● ELA.4.7 The student will write effective narratives, poems, and explanations. ● ELA.4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. ● ELA.5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. ● ELA.5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. <p>Common Core:</p> <ul style="list-style-type: none"> ● W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly ● W.4.4 Produce clear and coherent writing in which the development and 	<p>Required Prior Knowledge:</p> <ul style="list-style-type: none"> ● Text Features <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Orientation ● Segmentation ● Explanation ● Main Title ● Subtitle ● Subject Label ● Captions ● Short Term Impact ● Historical Context ● Historical Significance

<p>organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>C3:</p> <ul style="list-style-type: none"> ● D2.His.16.3-5 Use evidence to develop a claim about the past. ● D3.3.3-5 Identify evidence that draws information from multiple sources in response to compelling questions ● D3.4.3-5 Use evidence to develop claims in response to compelling questions. ● D4.1.3-5 Construct arguments using claims and evidence from multiple sources. ● D4.1.3-5 Construct arguments using claims and evidence from multiple sources. ● D4.3.3-5 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. 	
<p>Teacher Notes: Depending on how many students you are working with, you may want to consider talking with your administration or PTA/PTO support in gathering resources. The</p>	

basic boards that can be purchased at office supply stores are a good place to start. NHD rules allow for taller structures but starting with the basic board is a good starting place. Students will need to have their exhibit board, printed primary and secondary sources, captions, and materials to put their boards together - materials can include but are not limited to: construction paper, cardstock, letters, glue sticks, double faced tape

Activate Background Knowledge: Remind students that they had worked hard on their research, notes, and organizing their narrative, so now they are going to pull all those pieces together to create their final project. This should be an exciting, fun part of the process, so try to bring energy to this lesson.

Direct Instruction: Explain to students there are additional rules to follow from NHD for the creation of the exhibit board. Refer to the relevant pages of specific exhibit board rules in the [NHD Contest Rule Book](#) (<https://www.nhd.org/sites/default/files/NHDRuleBook2021Digital.pdf>). Display this page either electronically or create an anchor chart that can remain visible throughout the time students are working on their exhibits. Go through the specific rules with the students. Take questions or wonderings from the students as you go through the rules. (see pages 1 and 2 of the [Exhibit Construction Anchors & Organizers](#) below)

Students at this point are familiar with word count from the process paper. Emphasize that the word count for the exhibit board is separate from the process paper. Details for the word count are in the Contest Rule Book.

Next, share [samples of exhibit boards](#) (pages 7 and 8 of the [Exhibit Construction Anchors & Organizers](#)) from previous years of NHD contests. Have students share observations and questions they have regarding the example exhibits.

Pass out a copy of the Exhibit Organizer (see below). Go over the different sections of the exhibit board and what needs to be included. After going over the various sections, have students look again at one of the example exhibits. What connections can they make between the example and the organizer? Clarify any misunderstandings and questions students may have.

Next, share page 5 from the [Exhibit Construction Anchors & Organizers](#). Go over the main parts of the exhibit. This page points out the major sections that need to be covered in the exhibit. Refer back to an exhibit example and have students point out their observations and connections to the major sections they see.

Give students turn and talk time to allow them to discuss with a peer some of their ideas for their exhibits. Allow students time to begin drafting. Page 4 of the [Exhibit Construction](#)

[Anchors & Organizers](#) gives a blank version of the board layout. You may also want to print this out on [11x17 paper](#) to give more room for sketching out ideas.

Have students pause their drafting. Share page 6 to go over the kinds of fonts/sizes of text that help make exhibits organized. Emphasize to students that organization and neatness are important in making a good exhibit. Page 9 gives another view of an exhibit board with details pointed out.

Allow students to continue to draft and create. Allow enough time for pieces to be printed, cut and mounted to the exhibit board. Be prepared that there may need to be reprinting of pieces. Remind students frequently to check their word count and the rules that were introduced at the beginning of this lesson.

Students may need extra support while creating their exhibit boards. Teachers may want to ask parent volunteers or co-workers to help out.

Closure: Congratulate the students on completing their NHD projects. Remind them that they might need to make small edits to the board in the coming days, and to not worry too much about small imperfections. Provide students an opportunity to go around the room and view each other's work, where they can give support and suggestions to their classmates. Tell students that in the next lesson, they will practice some public speaking techniques in preparation of speaking with judges at the NHD contest.

FIGURE 3. COUNTING WORDS IN NHD PROJECTS

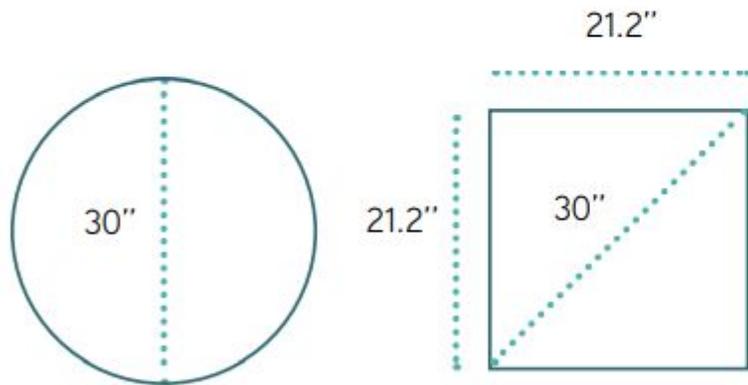
PAPER, EXHIBIT, AND WEBSITE CATEGORIES

Example(s)	Number of Words	Explanation
December 7, 1941	One	A date counts as one word.
365 <i>or</i> forty-eight	One	A number counts as one word.
A cow jumped over the moon.	Six	Words such as “a,” “the,” and “of” count as one word each.
John Quincy Adams	Three	Each word in a name is counted individually.
mid-September <i>or</i> up-to-date	One	A hyphenated word counts as one word.
Eighteenth-century politics	Two	A hyphen is needed in “eighteenth-century” because it is a compound adjective. By contrast, “in the eighteenth century” is four words.

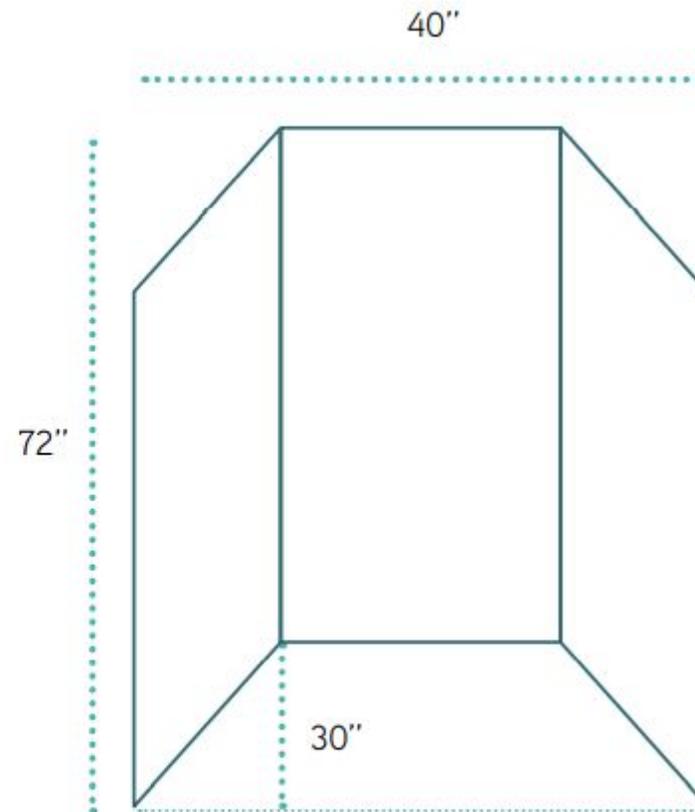
Please also consult the rules for each of these categories (pp. 22-36).

FIGURE 6. EXHIBIT SIZE LIMIT ILLUSTRATION

Drawings are not to scale and do not illustrate all possible exhibit shapes.



Top View of Circular or Rotating Exhibits or Those Meant to be Viewed from All Sides



Front View of Stationary Exhibit with Maximum Dimensions

Title

BACKGROUND

Place your topic in Historical Context

What information do we need to know that is going to help understand your topic?

What outside circumstances are going to influence your topic that we need to know about?

BUILD UP

Who are the main players and what are they doing to prepare for the main events of your topic?

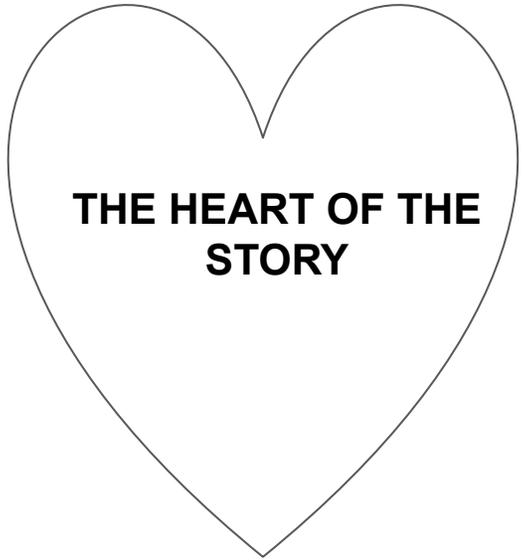
Give more specific information related to your topic and "background" section.

What are the events leading up to the main event?

What is life like before the main events of your topic?

THESIS

MAIN EVENT



THE HEART OF THE STORY

SHORT TERM IMPACT

What are some of the immediate reactions to the main event shortly after it happened?

What changed? New Laws? NEw way of thinking?

Who was affected by the event?

How is the world different after the main events of your topic?
Examples?

HISTORICAL SIGNIFICANCE

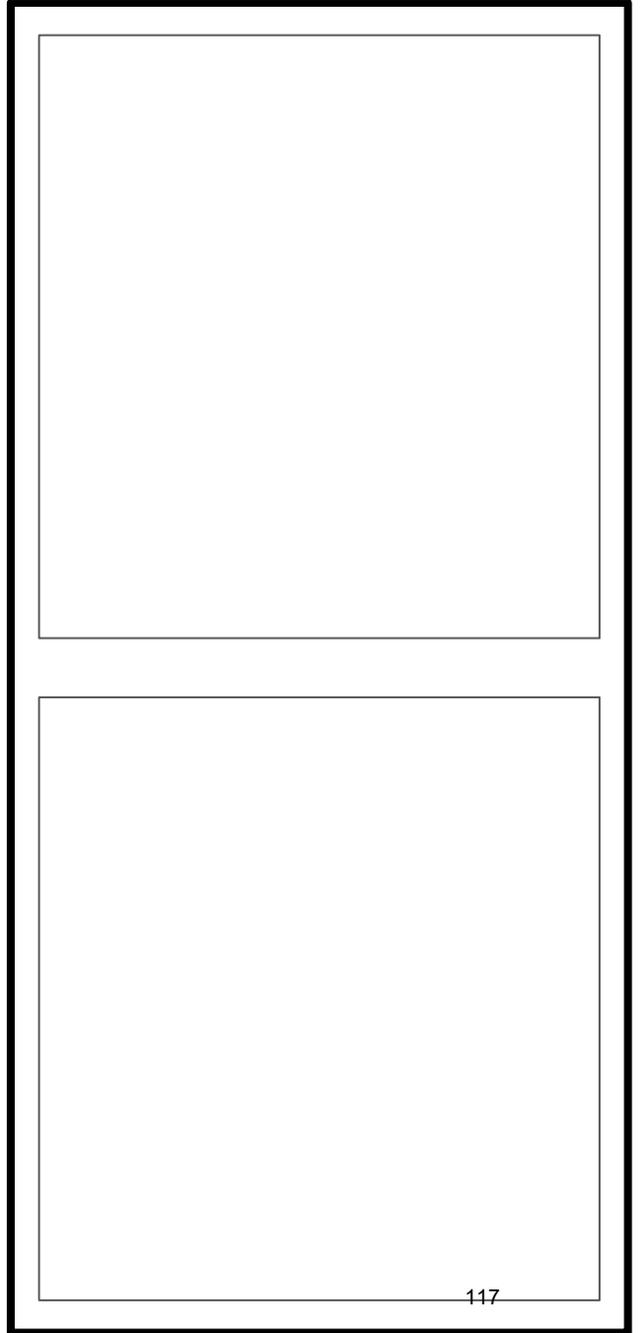
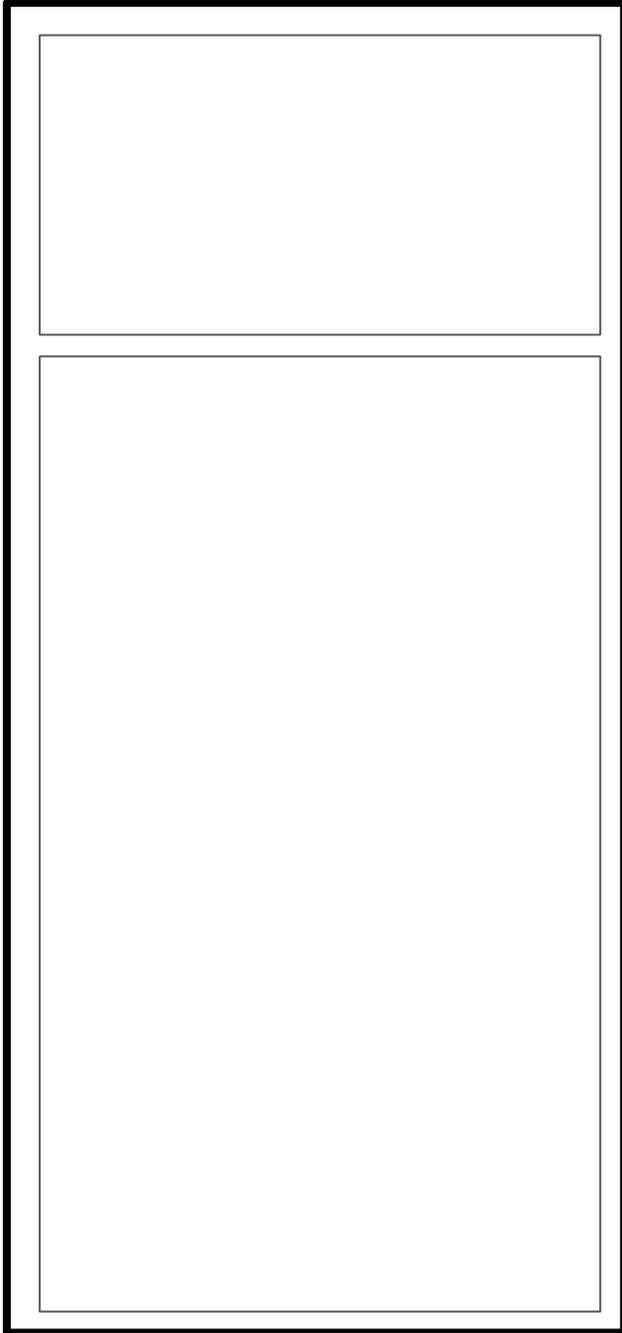
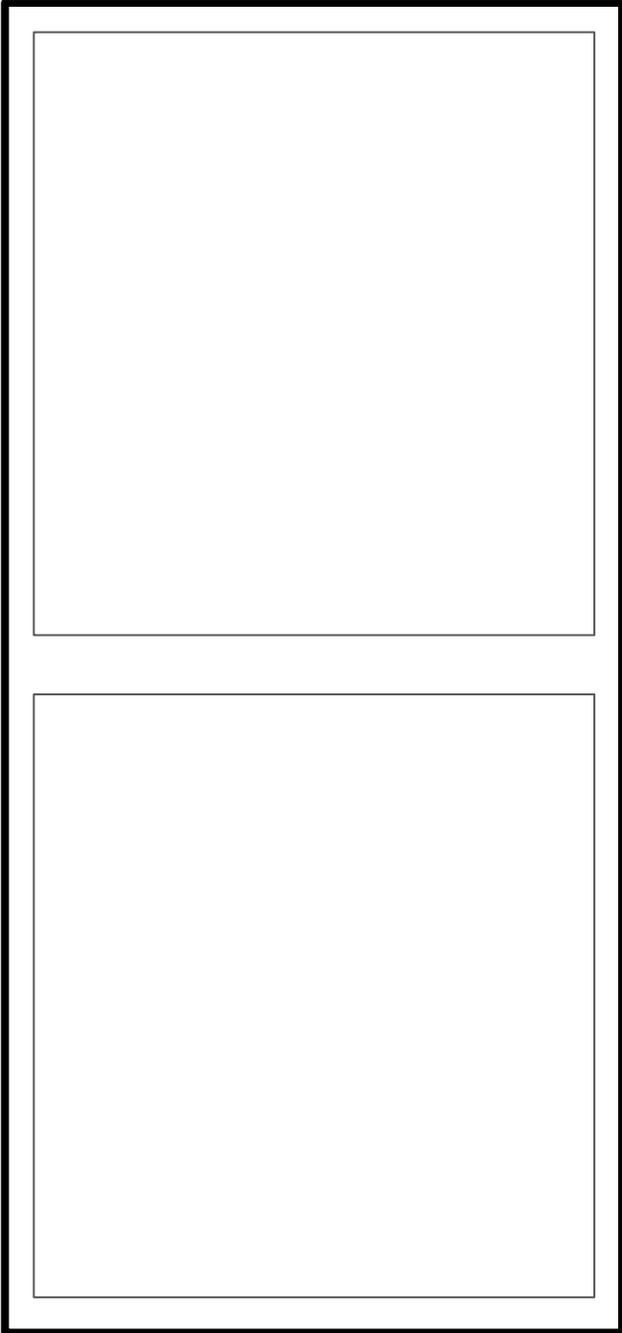
Why is this topic important in history?

What is the long term significance?

What were the intended/unintended consequences?

So what?

What do you want t reader/audience to take away from your project?



Elements of an Effective Exhibit

Orientation

Where is the anchor of your exhibit?

Make sure the title and subtitle of the exhibit are prominent features of the design.

Make the main idea/thesis clear to the viewer.

Segmentation

How do you break your exhibit into parts?

Organize the exhibit into subtopics.

Use design elements to make subtopics clear to the viewer.

Explanation

How will you tell the story?

Use clear and concise captions and text to:

1. Identify pictures, objects, or documents
2. Interpret information for the viewer.

Levels of Text

Introduction to the use of labels on historical exhibits.

**Main
Title**



**A TOWN BUILT
ON IRON**

The main title introduces the topic and attracts viewer interest.

Subtitle



***“The Evolution of
Hibbing, Minnesota,
1880-1980*”**

The subtitle focuses the topic and limits what the project will interpret

**Subject
Label**



Moving the Town

A subject label breaks down the topic into smaller parts for explanation and organization. These labels guide the viewer around the exhibit.

Captions



The original town site of Hibbing was located over a ride lode of iron ore. Because the ore was more valuable than the town, the buildings of Hibbing were moved to a new site in 1919.

Captions are the most detailed label and provide the opportunity for interpretation. These should be short, active, and clear.

Tremendous Transformation in Tehran

The 1943 Tehran Conference marks a significant milestone in modern history and affects the world as we know it today.

The Location
 Sessions at the Tehran Conference were held at the Hotel Majlis, which was the headquarters of the British Embassy. The hotel was built in 1926 and was one of the largest and most modern buildings in Tehran at the time. The hotel was built by the British and was one of the largest and most modern buildings in Tehran at the time.



The members of the Tehran Conference, with great...
 to the members of the Tehran Conference, with great...
 to the members of the Tehran Conference, with great...

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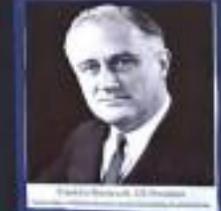
The Tehran Conference was held in the...
 The Tehran Conference was held in the...
 The Tehran Conference was held in the...

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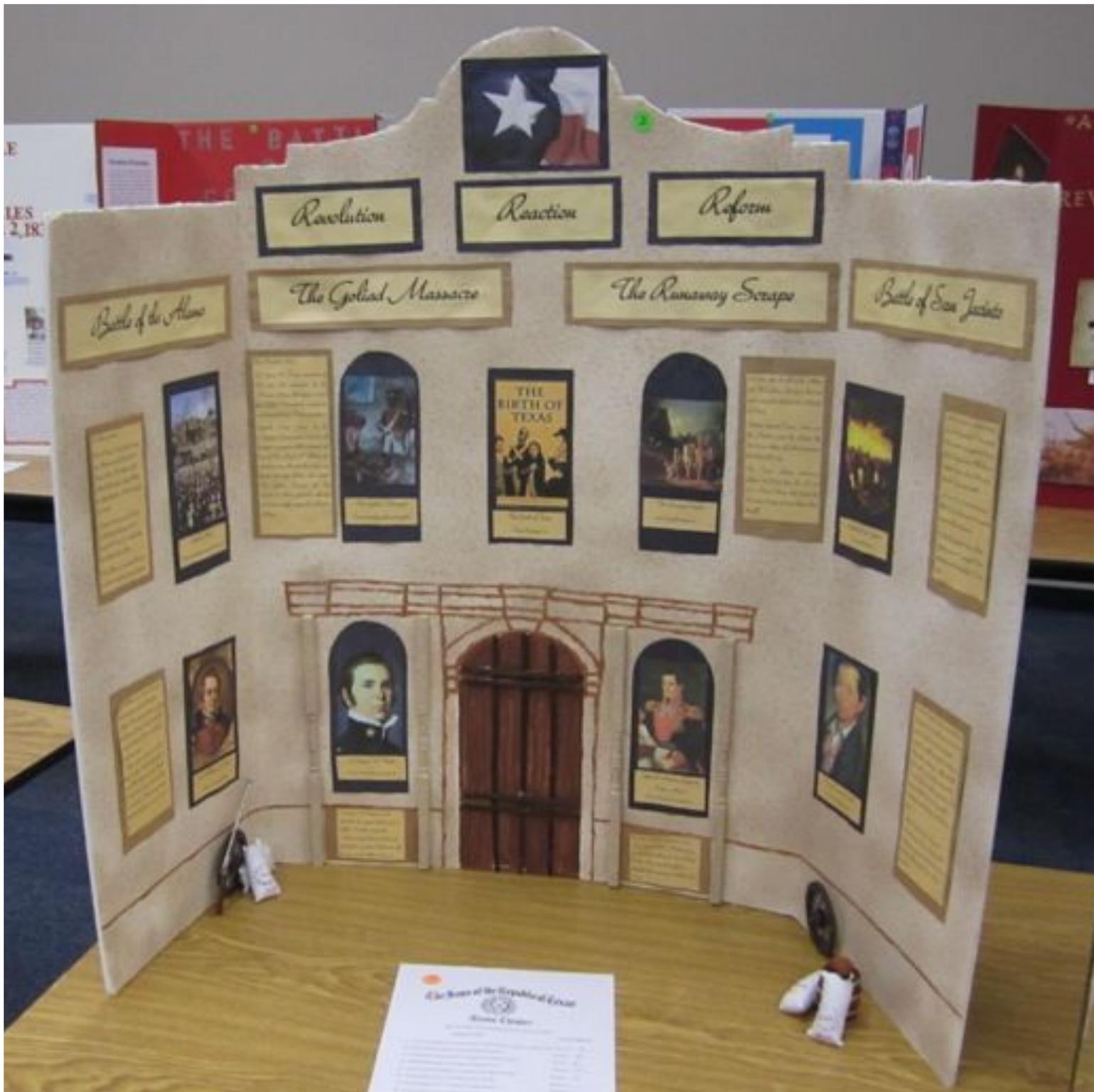


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Credit: Texas History Day

Take a closer look

Title



JACK THE RIPPER: MEDIA'S PERPETUAL SENSATION AND NOTORIOUS CATALYST OF SOCIAL REFORM

Thesis



The British Journalist and prominent "London" Editor Fred Bremer (1839-1908) was assassinated by the first of a number of the "Jack the Ripper" murders. Bremer's death was a catalyst for existing social tensions in London and the United States.

Text

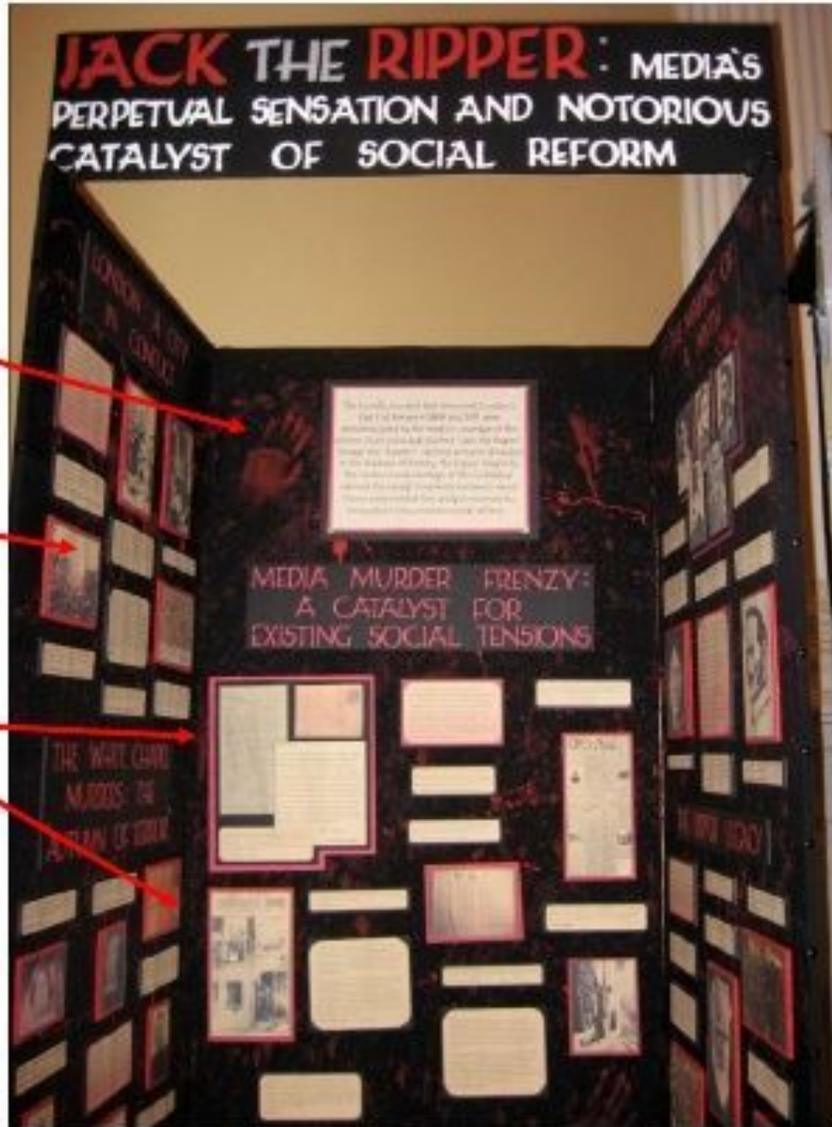


MEDIA MURDER FRENZY: A CATALYST FOR EXISTING SOCIAL TENSIONS

Images, Illustrations and Documents



Captions/Labels



✓ Smart Color Choices

✓ Good Font Selection

✓ Strong Organization

✓ Annotated Bibliography & Process Paper



Lesson 15 - Preparing for the Interview

At all NHD contests, students must participate in an interview with their judges. The interview allows students an opportunity to share more details about their topic, their research process, and any other aspects of the project they found interesting or exciting. It is also helpful for the students to reflect back upon the work they did and think about why their topic is important. Crucially, the interview is NOT an interrogation of the student to see what they do or do not know. In addition, interviews do not count towards how the judges rank projects in the contest. This should be seen as the students' time to shine in front of supportive adults after weeks of hard work.

Regardless of the tone of the interview, students should practice their public speaking skills prior to the contest. They do not need to memorize a formal speech or presentation, but should be prepared to answer the various questions judges may ask them.

The best way to prepare for public speaking is to practice, practice, practice! While it is helpful to practice speaking with their regular teacher and classmates, it is also important to practice in front of adults the students are not as familiar with. Invite a trusted adult, such as another teacher or administrator, to visit the class and have students speak with them.

Have the students start practicing with their classmates, then move on to their regular teacher, and finish by speaking with a less familiar trusted adult. Students will build their confidence and familiarity with their project as they progress.

Common questions judges may ask students include:

- What was your most important source? Why?
- What is the most important point you are trying to convey about your topic?
- What was the most difficult part of creating your project?
- Why did you pick this topic?
- How does your topic connect to this year's NHD theme?
- What are the most important causes/consequences of this event?
- What was the most enjoyable part of creating your project?
- Did you learn anything that surprised you?

For more resources and details about the interview process, check out [NHD's Guidelines for Conducting Interviews](https://www.nhd.org/guidelines-conducting-interviews) (<https://www.nhd.org/guidelines-conducting-interviews>).