

## LESSON: RESEARCH – NOTE TAKING

**Essential Questions:** 1. How do you take notes? 2. How do you keep track of sources for a bibliography?

**Objective:** At the end of this lesson students will be able to understand the purpose of note-taking and keeping track of bibliographic information.

**Grade Level:** 6 – 12

**Time Needed:** 50 minutes

**Materials:** Worksheet: Notes (or other handouts for note taking methods), pen, pencil, books for research or computers for research

### Procedure

**Before Class:** Work with the ELA teacher or other social studies teachers to be on the same page of note-taking practices. If Cornell or another note-taking device is used, use this lesson to review note-taking with the resources they may already have.

1. To begin the discussion, ask students: *Why do we need to take notes?*

- **Absorb Information:** Studies have shown that hearing information, writing it down, and then rereading helps the brain to process the information.
- **Review:** A good way to check and recall facts.
- **Memory:** When compiling large amounts of information, sometimes we need a little help remembering where things came from. Checking facts and keeping track of quotes for bibliographies is easier when notes are taken and are uniform. When trying to remember where you read that one point, now you can find it because of your notes.

2. Continue discussion by asking: *How do we take notes?*

- What clues are you looking for? What do you want to remember?
- Write down the information that is important to answer your research questions.
- Who? What? When? Where? Why? How?
- What do you know about the author?
- What does this tell you about your main topic?

3. Walk through the note sheet you plan to use and what the expectations are. Instruct students to include all of the bibliographic information on the sheet too, so it is easier to write the

bibliography later on.

4. Pick a paragraph from the introduction lesson or from a source used for the same lesson.

5. Walk through the **Worksheet: Note Sheet** using the paragraph as a model to take notes. Make sure to emphasize the bibliographic information. *Where do you find the information? How does knowing the author and the date something was published help us to understand the source? What is a bibliography? What is the purpose of a bibliography? To make students do more work? Like note-taking, bibliographies are a learning tool.*

- Help the reader check the information you present. It helps the reader trust that you know what you are talking about.
- Help the reader go to the source you found to use in their own work. Giving the date of publication, journal location, and page information are great clues to other researchers.

6. Using the website from the “Introduction to History Day” lesson (<http://62437547.nhd.weebly.com>), demonstrate the importance of looking at the bibliography.

Ask students to:

- Skim the bibliography.
- As a group pick a website from the bibliography and check the information.
- Go to the website and find where the information was taken. Showing the process of the bibliography helps verify the information presented is accurate.

7. Explain to students how this exercise will relate to their own History Day process. *Throughout this process you are also keeping track of where you found the information to present your own argument. In the end, you will create a bibliography and these notes are intended to help you keep track of the information needed for that such as author, title, and publication date. Continue to fill out sheets, have three to five completed.*

### **Lesson Extension/Alternative**

**Modified Notes Sheet:** For different learners and students at different learning stages, you can modify the note sheet to reflect exactly what they need. Change the questions and add or subtract questions when appropriate.

**Additional Guidance for Citations:** For more on bibliography, create another lesson. Walk through the different parts needed for a proper citation, how to read a citation and where to find the information. Using a book, journal article, newspaper, letter, diary entry, and other sources, practice writing citations and keeping track of the information.

**Practice Note Taking:** Use History Day theme sheet for the note taking exercise. Students have already read this and it reinforces the theme again.

**Online Citation Generators:** History Day students are permitted to use online citation generators to help with their annotated bibliographies, such as EasyBib or other online tools like BibMe or NoodleTools. Have each student have a source (website, book, newspaper, journal or database) and complete a class exercise in the computer lab where each student completes an entry for their bibliography. Walk them through the web steps as a class.

## **WORKSHEET: NOTES**

### **Bibliography information**

1. Author
2. Book title
3. Publication Date
4. Publishing house

### **Information about the source**

5. What clues are you looking for?
6. What do you want to remember from this source?
7. What three things has this source said that is relevant to your topic?
8. What do you know about the author?

### **Information from the source**

9. Who?
10. What?
11. When?
12. Where?
13. Why?
14. How?

**What did you learn from this source?**

15. What research question did this source answer or address?

16. What new questions did you find from this source?

17. What quotes stood out to you?

18. What images stood out to you?

## LESSON: RESEARCH – LIBRARY RESOURCES

**Essential Questions:** 1. What can I find at the library? 2. Are there other types of sources other than books at the library?

**Objective:** At the end of the lesson students will understand how to use the resources available from their school library.

**Grade Level:** 6 – 12

**Time Needed:** 100 minutes

**Materials:** Library materials, library reference help, library retrieve slips, pencil, note sheets

### Procedure

**Before Class:** Set up time in the library or in your classroom when a school librarian/media specialist can show the students how to use the books and Internet finding aids available to them. Using a pre-discussed topic, the presenter can search/research throughout class and show students how it is done.

1. *Where have you researched so far? List on board. Has this been successful or unsuccessful?* 2. *What are you looking for? List on board* 3. *How many sources do you have so far?* 4. *How are you using the sources?* 5. *How are you keeping track of the sources? Using the note sheet from previous lesson?* 6. *Where do you find new sources for new information?*

**Presentation by Librarian or Media Specialist:** In this presentation, discuss what the school has available for students to research. Best if it is interactive and the students can use the resources as the speaker is sharing them, like a scavenger hunt. However, must be monitored so they are learning and using the Internet appropriately and not just using basic Google searches.

Types of sources and issues to cover:

- Part 1: Books, Reference, Journals, Articles, Online resources (search terms – what words or phrases will effectively bring results?), Databases.
- Part 2: what do the ends of web addresses mean? (go into further detail about .com, .edu, .net, .gov, etc.)
- Part 3: How to use Google (using key terms, difference between Google and databases)
- Part 4: How to use or avoid Wikipedia (external links and references at bottom)

Have students ask the librarian questions to show where resources for their specific topic can be found. Ask the media specialist/librarian to suggest some websites to start research.

## Lesson Extension/Alternative

**Provide Beginning Websites to Search:** For students who have trouble navigating the vastness of the web, provide them with a list of websites to start looking, and search terms to narrow their scope. Or, start with overview books and encyclopedias.

**Provide Extra Structure for Research:** For the students who may need more “chunking”, consider the following: Instead of moving onto a library visit, have them write a paragraph of their “story”, the main event. Follow the items on the **Worksheet: Section Check List – Main Event**. Some students may need this step to help organize the other information they will discover and it also provides a checkpoint for teachers to grade. This checklist can be used after each section to help organize the process differently for students.

Name: \_\_\_\_\_

## WORKSHEET: SECTION CHECKLIST – MAIN EVENT

**Research Question:** \_\_\_\_\_

**Three Sources of Information** Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Notes from Three Sources of Information** Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

**Summary Paragraph** Use four to five sentences to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

**Visuals** Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

**Bibliography Citations** For each of your sources, you need to complete a bibliography entry.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## **LESSON: RESEARCH – VERIFICATION OF INFORMATION/INTEGRITY OF RESEARCH**

**Essential Questions:** 1. How do I know if I can believe the sources I have found? 2. How do I give proper credit to the sources I am using?

**Objective:** At the end of this lesson students will be able to use guiding questions to verify sources and distinguish credible sources from non-credible ones.

**Grade Level:** 6 – 12

**Time Needed:** 50 to 90 minutes

**Materials:** Computer hooked up to a projector.

### **Procedure**

**Before Class:** Have students bring one of the books or sources they have been using lately to use as an example in class.

2. Pull up a website that does not cite its information and is not clear on its authority of a topic. ([http://sciway3.net/proctor/marion/military/marion\\_wbts.html](http://sciway3.net/proctor/marion/military/marion_wbts.html)) Poke through it with the students and then ask:

- *How do we know the author is telling the truth?*
- *What information is left out?*

3. After a brief discussion (about one minute), go to a website that does have sources and credible information

([https://www.encyclopediavirginia.org/american\\_civil\\_war\\_and\\_virginia\\_the](https://www.encyclopediavirginia.org/american_civil_war_and_virginia_the))

- *How do we know the author is telling the truth?*
- *What is left out of the information given? Point of view? Perspective?*

4. This time around, the students and teacher can point to the research the author did and people they interviewed.

5. When researching, students need to consider what websites and books are trustworthy. Refer back to the discussion about bibliography.

6. *Ask students:* What makes something credible? Definition:

- Offering reasonable grounds for being believed.

- Of sufficient capability to be militarily effective.

7. Ask students: *What does that mean for History Day? Have a discussion about these ideas for three to ten minutes. What written or unwritten rules do you need to follow?*

8. With your partners or with another individual, pick one source and complete the **Worksheet: Verification, Integrity.**

- What do you know about the author?
- What information do you have that gives you that answer?
- What information has the author given that you can trust?
- What perspective does this author have?
- Are they biased?
- What information have you read about other places?
- How do you use their bibliography for your benefit?

9. Discuss with students the process of verifying information. Most sources should have a bibliography, a list of documents, writings, and other sources they used to come to their conclusions, or answer their research questions. You can look at those sources also to see how they got to their answers, and to find other information about your topic.

10. Ask students: *Now that you have verified that this information and/or author is accurate, how do we use it? Do you copy it exactly as the author said and put it in your paper? Why is it wrong to copy the words exactly and present them in your paper?*

a. Plagiarism (dictionary.com): The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author. **Teacher Note:** Readwritethink.org has good information on plagiarism.

11. Now that you've established that plagiarism is wrong, brainstorm ways to avoid plagiarism with students. Ideas might include: Taking notes instead of copying, paraphrasing, using keywords/important points to keep track of what was gained from that source and being honest.

12. Using the source you brought in today, find three to five more sources from that source, using the bibliography. Also, consider the following questions about research questions:

- Which of your research questions have you answered so far?
- How do these answers help your understanding of the topic?
- What new research questions do you have?
- Where can you look to find those answers?

Name: \_\_\_\_\_

### **WORKSHEET: VERIFICATION, INTEGRITY**

Using the source you brought to class today, answer the following questions about why this is a credible source.

1. What do you know about the author?
  
2. What information do you have that answers that question?
  
3. What information has the author given you that you can trust? (facts, data, repeated sources)
  
4. What perspective does the author have?
  
5. Is the author biased? How can you tell?
  
6. What information have you read other places?
  
7. How can you use their bibliography for your benefit?
  
8. Using the source you brought in today, find three more sources using the author's bibliography or works cited:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## LESSON: RESEARCH – LIBRARY VISITS

**Essential Questions:** 1. What else can I find at the library? 2. What can other libraries offer that is not at my school library?

**Objectives:** At the end of this lesson students will be able to use public or university library systems to help them research.

**Grade Level:** 6 – 12

**Time Needed:** Day 1: Pre-research. Day 2: Library visit.

### Procedure

**To the Teachers:** At this point, it is a great opportunity to invite History Day helpers (such as mentors, staff, or interested community members) into your classroom to reach more students in one class period. The helper and you can discuss research possibilities with more students.

This is also an opportunity to expand the research locations students have been using by visiting a local public or college library. Plan a field trip to your chosen library with students to learn about what they have available. They may have more access to online databases and other types of sources. Meet or communicate with the librarian beforehand to see if they can have a presentation about resources, make them aware of what students are already using, and see if they can pull books or magazines or articles about the topics the students are researching.

### Day 1: Introduce primary and secondary sources, depending on ability

1. Students have been finding sources, and taking notes.
  - a. Which of your research questions have you answered so far? b. How do these answers help your understanding of the topic? c. What new research questions do you have? d. Where can you look to find those answers? e. What new resources do you want to find? f. What should you expect at the library?
2. Librarian or Presentation: Get an overview of how to find resources and give students time to practice. Watch a video or walk through the library research catalog. Have students write down sources they will want to gather the day at the library. Having done the pre-research will help utilize the time wisely at the library.

**Day 2: Library Visit** Visit the library to gather the sources discovered the day before. Also, continue filling out note-sheets and answering research questions

## LESSON: RESEARCH – PRIMARY SOURCES/DOCUMENTS

### Part A: What are primary and secondary sources?

**Essential Questions:** 1. What is a primary source? 2. How is a primary source different than a secondary source?

**Objective:** At the end of this lesson students will be able to determine which source is primary and which is secondary. They will also see the importance of using both types of sources in their research.

**Grade Level:** 6 – 12

**Time Needed:** 50 minutes

**Materials:** Students should bring what they consider primary and secondary sources they have already collected from their research. Teacher should also have on hand a few examples to share with students.

**Note to Teachers:** For building new skills, we recommend having students do quite a bit of secondary research before they proceed to primary source research. This will give them time to be familiar with their topic and understand the context of the primary source.

### Procedure

1. Have students present the sources they brought giving the title, author, and date written.
2. Make a chart on the board of examples of primary and secondary while students share their sources. The **Handout: Primary and Secondary Sources** provides a chart of sample sources.
3. Share the definition of primary and secondary sources and give examples. Make sure to ask for questions and give explanations of the differences.
  - a. **Primary Source:** Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (Source: [www.yale.edu](http://www.yale.edu))

b. **Secondary Source:** A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. (Source: <http://www.princeton.edu/~refdesk/primary2.html>)

4. Have the students get into pairs to discuss the primary and secondary sources they brought. As a pair, they should decide which is really primary and secondary, why they classified it that way, and how they can find more of one or the other.

5. As students are categorizing sources, they can use the **Worksheet; Analyzing Primary Documents** to begin evaluating what the primary sources mean. Questions include:

a. Who wrote the document? Who is the document about?

b. What is the purpose of this document?

c. When was the document written? Is this document also referring to another time period?

d. Where was this document created? (Think about the city, state, country.) Is the place that the document was created also the same audience at which the author was directing the document?

e. Why was this document written?

f. What makes this document unique?

g. What kind of language is being used?

6. Have students present new findings, while changing the information on the board.

a. What are the expectations of the author?

b. Who is the intended audience of the document?

c. What is the perspective of the author?

7. Discuss as a class what they have discovered today and then suggest where to find primary sources. *What have your secondary sources told you about primary sources? Using the sources you already have, figure out three to five primary sources that will be helpful and where you can find them.*

### **Lesson Extension/Alternative**

**Primary Source Research Starting Points:** Each student's topic will lead them in different directions for their research. Consider providing a general list of places they can consider finding sources. The **Handout: Online Resources for National History Day Research** is a good general listing of online research sources.

**Primary Sources in the Real World:** Contact an historian, a history professor, a history graduate student, scientist, lawyer, a police officer, or anyone who needs to gather evidence for

their research or job. As a class, come up with questions to ask the visitor. Questions about how they use evidence or support to do their work. Examples:

- What is your job?
- How did you become educated for your job? (School, training, etc.)
- How do you use evidence in your job?
- Why do you need evidence or support in your job?
- How do you use the two kinds of sources (primary and secondary) together?

## **HANDOUT: PRIMARY AND SECONDARY SOURCES**

When historians study a topic, they try to gather a wide variety of sources during their research. Historians use sources like a lawyer uses evidence. Both need information to "make their case." But not all sources are the same. Historians classify their sources in two categories: Primary and Secondary. You are going to need to use both types of sources for a successful History Day project.

**Secondary Sources** Secondary sources are usually published books or articles by an author who makes a personal interpretation about a topic based on primary sources. The writer is not an eyewitness to, or a participant in, the historic event. Most books, encyclopedias, and websites are secondary sources. Secondary sources are useful because they provide important background information about your topic. The footnotes and bibliographies of secondary sources will also lead you to primary sources.

### **Examples of Secondary Sources:**

- Biographies
- History textbooks
- Books about the topic
- Articles about the topic
- Encyclopedias
- Media documentaries
- Interviews with scholars/experts
- Websites

**Primary Sources** Primary sources are materials directly related to a topic by time or participation. They provide a first-hand account about a person or an event because they were written or produced in the time period you are studying, are eyewitness accounts of historic events, are documents published at the time of specific historic events, or are later recollections by participants in historic events.

### **Examples of Primary Sources:**

- Historic objects • Government records • Photographs
- Manuscript collections • Newspapers from the era • Music of the era
- Interviews with participants • Letters • Original film footage
- Autobiographies

**Could it be both primary and secondary?** It all depends on how you use it. For your History Day bibliography, you are going to have to think of how you used the source and then categorize it as **either primary or secondary**. Each source should only appear in your bibliography once. If it could be confusing to your judge, use your annotation to explain why you categorized a source as either primary or secondary. For example, websites are usually secondary source, however, let's say you found a website written by the participant in an event where they discuss their experiences. This source should be categorized as primary – since the author was directly involved in the event – and you should use your annotation to explain this.

**Citing a Collection of Materials** When you are citing a collection of materials, such as several photographs from the same online archive, you can cite these materials as a collection. Rather than create a separate citation for each of these, cite the collection of images. You can then use your annotation to better explain the quantity of images that you found in this source and how extensively you used it.

Name: \_\_\_\_\_

### **WORKSHEET: ANALYZING PRIMARY DOCUMENTS**

1. Who wrote the document? Who is the document about?
2. What is the purpose of this document?
3. When was the document written? Is this document also referring to another time period?
4. Where was this document created? (Think about the city, state, country.) Is the place that the document was created also the same audience at which the author was directing the document?
5. Why was this document written?
6. What makes this document unique?
7. What kind of language is being used?
8. What are the expectations of the author?
9. Who is the intended audience of the document?
10. What perspective is shown in the document?

## Primary Source Archives – United States History

**Our Documents:** [www.ourdocuments.gov](http://www.ourdocuments.gov) We invite all Americans to participate in a series of events and programs to get us thinking, talking and teaching about the rights and responsibilities of citizens in our democracy. At the heart of this initiative are 100 milestone documents of American history ranging from 1776-1965.

**National Archives:** [www.archives.gov](http://www.archives.gov) The National Archives and Records Administration is a Federal agency that provides ready access to essential government records that document the rights of American citizens and the actions of Federal officials.

**American Journeys:** [www.americanjourneys.org](http://www.americanjourneys.org) American Journeys contains more than 18,000 pages of eyewitness accounts of North American exploration. Students can view, search, print, or download more than 150 rare books, original manuscripts, and classic travel narratives from the library and archives of the Wisconsin Historical Society.

**Library of Congress:** [www.loc.gov](http://www.loc.gov) The Library of Congress is the nation's oldest Federal cultural institution, and it serves as the research arm of Congress. It is also the largest library in the world, with more than 120 million items. The Library's website provides access to the catalog and numerous online resources include historic documents, online exhibits, and legislative documents.

**Chronicling America:** <http://chroniclingamerica.loc.gov> Digital collection of historic American newspapers from 23 states, from 1860-1922. Search by state, newspaper, dates, keyword, or use pre-determined search dates and keywords organized by topic, in "Topics in Chronicling America."

**Bartleby:** [www.bartleby.com](http://www.bartleby.com) Selected classics of literature, nonfiction, and reference books have been made available online. Search by subject, title, or author.

**Time Magazine Archive:** [www.time.com/time/archive](http://www.time.com/time/archive) Time Magazine has an archive of their articles going back to 1923 available online. These articles are full-text and fully searchable by keyword. They also include all of the Time Magazine covers, which are also searchable by keyword.

**Smithsonian Institute Collections:** <http://collections.si.edu> Search over 7.8 million catalog records with 568,100 images, video and sound files, electronic journals, and other resources from the Smithsonian's museums, archives, and libraries.

**Making of America:** <http://cdl.library.cornell.edu/moa> A digital library of primary sources in American social history from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and technology. The Making of America collection comprises the digitized pages of books and journals. This system allows you to view scanned images of the actual pages of the 19th century texts. Optical Character Recognition (OCR) has been performed on the images to enhance searching and accessing the texts

**The Avalon Project:** <http://avalon.law.yale.edu> Documents in law, history and diplomacy, ranging from 4000 BCE to the present. Documents are grouped by century and listed alphabetically. Full text for all documents, and source of document listed at the end.

**National Security Archives:** <http://www2.gwu.edu/~nsarchiv/> This archive from George Washington University is a repository for declassified documents that journalists and scholars have obtained under the Freedom of Information Act. Subject areas include Europe, Latin America, Nuclear History, China and East Asia, U.S. Intelligence

Community, Middle East and South Asia, September 11th Sourcebooks, Humanitarian interventions, and Government secrecy.

**U.S. Supreme Court Media:** [www.oyez.org](http://www.oyez.org) The Oyez Project is a multimedia archive devoted to the Supreme Court of the United States and its work. It aims to be a complete and authoritative source for all audio recorded in the Court since the installation of a recording system in October of 1955.

### **Primary Source Archives – World History**

**Europeana:** <http://www.europeana.eu/> A wide variety of items from galleries, museums, libraries and archives.

**World History Sources at the Center for History and New Media:**

<http://chnm.gmu.edu/worldhistorysources/whmfinding.php> Based on the area of the world you are interested in, select their listing of suggested sources.

**Internet History Sourcebooks Project:** [www.fordham.edu/halsall](http://www.fordham.edu/halsall) Links to a wide variety of historical texts from around the world broke down by timeframe and region. Sources range from Ancient Greek texts to modern American history.

## LESSON: RESEARCH – HISTORICAL CONTEXT

**Essential Questions:** 1. What is historical context? 2. How does it fit in with my topic?

**Objective:** At the end of this lesson students will be able to understand historical context and its importance in building their historical narrative.

**Grade Level:** 6 – 12

**Time Needed:** 50 minutes

**Materials:** Students should bring to class note sheets they have already filled out and sources they can physically hold onto such as a printed article, book, photo, journal, or newspaper.

### Procedure

1. Start a movie that many students haven't seen, but is appropriate, in the middle. Consider older movies such as *Citizen Kane*, *Rear Window*, *Metropolis*, or any silent movie. Watch 10 minutes and then stop. Ask these questions:

a. *What do you think?*

b. *Are you confused?*

c. *What questions do you have?* d. *Do you want to see more?*

2. As a class, discuss: *What happens when you start in the middle of a movie? Who only watches the middle? Do you walk into a theatre in the middle?*

3. Explain that in most cases, we need set-up and/or background information to fill in holes in our project. To understand why things have happened you need to set up the context and what happened previously.

4. How does this apply to your History Day research? There are usually five sections to a History Day project.

#### a. Historical Context

i. **Background:** Information about the topic with big ideas. This is usually a description of the existing problem, condition or situation that will change as a result of the Main Event. What was the background in the class example of a project we saw in earlier lessons?

ii. **Build-up:** More specific information about the topic including events that directly lead to your main event. What was the build-up in earlier lessons?

**b. Main Event (Heart of the Story):**

i. The heart of your story and the main focus of your project. What was the heart of the story in earlier lessons?

**c. Historical Significance**

i. **Impact:** The short-term impact of your main event. What was the impact from the story in earlier lessons?

ii. **Legacy:** Long-term impact of your topic, usually telling the reader why this is important in history. What was the historical significance of the story from earlier lessons? Why is that important in history?

5. Today we are looking at the historical context, meaning the background and build-up of your story. You are going to look at sources you have already gathered. *What keywords or search terms are going to help you? What new research questions do you need to write?*

6. Look back at the notes and sources you brought with you. *What do they already tell you about historical context? How do they fill in the background of the story? Do not look at new sources yet, only look at your current sources and notes to see if they give you clues and information.*

7. Think about the connection between the background and the main argument of History Day projects. *What is the connection between the build-up and the main argument? What is the cause and what is the effect? In the story from the introductory lesson, what is the connection between the main topic (heart of the story) and the background information given? What do people need to know to understand your story?*

**Lesson Extension/Alternative**

**Background and Build-Up Checklists:** Some students need the sections broken down. Use the **Worksheet: Checklists for Background and Build-Up** sections to guide students through each of these parts.

Name: \_\_\_\_\_

## WORKSHEET: SECTION CHECKLIST – BACKGROUND

**Research Question:** \_\_\_\_\_

**Three Sources of Information** Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Notes from Three Sources of Information** Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

**Summary Paragraph** Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

**Visuals** Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

**Bibliography Citations** For each of your sources, you need to complete a bibliography entry.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## WORKSHEET: SECTION CHECKLIST – BUILD-UP

**Research Question:** \_\_\_\_\_

**Three Sources of Information** Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Notes from Three Sources of Information** Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

**Summary Paragraph** Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

**Visuals** Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

**Bibliography Citations** For each of your sources, you need to complete a bibliography entry.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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3. \_\_\_\_\_

\_\_\_\_\_

## LESSON: RESEARCH – HISTORICAL SIGNIFICANCE

**Essential Questions:** 1. What is historical significance? 2. How does historical significance fit in my project?

**Objective:** At the end of this lesson students will be able to identify the historical impact and significance of their topic/historical narrative.

**Grade Level:** 6 – 12

**Time Needed:** 50 minutes.

**Materials:** Sources that students have already found and notes they have already taken.

### Procedure

1. Ask the students: *Why is something considered important? How do we measure that importance? When is something interesting but not important?*

2. Ask students (and list on the board), something that they think is important to them and their family. It can be an idea, a person, an event, anything. Pick three or five and ask those students to share why it is important to them.

3. When they have all shared, ask a question and tell them to think for about 90 seconds before they respond: “*Why should that be important to me also?*” Tell all students to write three to five sentences about why I should care about their chosen item; tell me why it should be important to me also.

4. Ask a few to share. If you know a student will respond well, continue to challenge them to form their argument.

5. Let students know that with History Day, they have to illustrate the historical significance of their topic. They need to convince the reader that this is important. That is often seen in what the topic influences and causes. This is another research component. You can define significance as:

- a. An impact
- b. A reaction
- c. A legacy
- d. Changes
- e. Consequences

f. Lasting effects

6. These can be short-term and long-term. Finding them can be difficult as historical significance is different for each topic. Some are obvious, some are hidden, and that is why this is still a research component. Students should articulate the importance of events and any consequences or lasting effects in relation to the annual theme. How did your topic influence history? (Example: television vs. color television. One changes the way we communicate news and entertainment while the other was just an aesthetic improvement on the other.)

7. Have students look through the resources they have already located and figure out what parts will address historical significance. Then, see if they can find three to five more that focus on the historical significance.

8. As a group, share what students have found. Ask student to think about where they might go next.

### **Lesson Extension/Alternative**

As stated in the “Verifications and Integrity” lesson, some students need to break up the research and section writing. Use the **Worksheet: Section Checklist for Impact and Legacy** and have students complete their writing for this section.

Name: \_\_\_\_\_

## WORKSHEET: SECTION CHECKLIST – IMPACT

**Research Question:** \_\_\_\_\_

**Three Sources of Information** Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Notes from Three Sources of Information** Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

**Summary Paragraph** Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

**Visuals** Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

**Bibliography Citations** For each of your sources, you need to complete a bibliography entry.

1. \_\_\_\_\_

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2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## WORKSHEET: SECTION CHECKLIST – LEGACY

**Research Question:** \_\_\_\_\_

**Three Sources of Information** Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Notes from Three Sources of Information** Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

**Summary Paragraph** Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

**Visuals** Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

**Bibliography Citations** For each of your sources, you need to complete a bibliography entry.

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