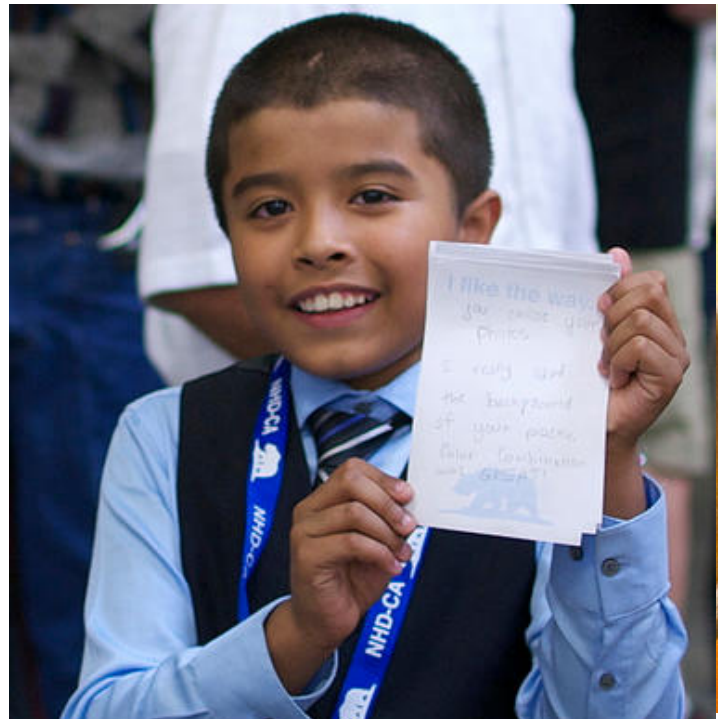
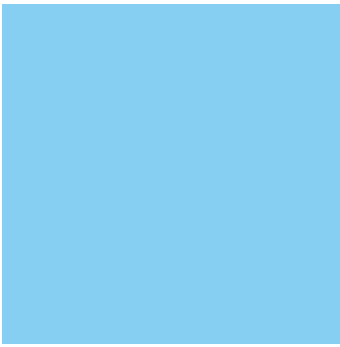




# + 4<sup>th</sup> and 5<sup>th</sup> Grade Poster Contest

*A Social Studies and Literacy Program*



# + The Poster Contest

## An Introduction to National History Day

The Poster Contest is a scaled-down version of the History Day exhibit category, and is specifically designed to prepare students in the upper grades of elementary school to complete History Day projects in middle and high school. The contest is open to 4<sup>th</sup> and 5<sup>th</sup> graders, and must be done on a Colorado History topic that relates to the following year's theme. Completing a poster allows students to pursue topics that interest them, learn how to write thesis statements regarding those topics, and then demonstrate the significance of their topic in history and its relation to the theme through evidence. Students accomplish this by investigating primary sources of various formats (e.g. photos, interviews, newspaper articles, maps, quotations, etc.), as well as secondary sources. Ultimately, when students construct their final posters, they should incorporate their evidence into their own words, while using

meaningful quotations and other primary source text in order to support their thesis statement. It should be noted that the poster is not included in any of the middle and high school CU Denver National History Day in Colorado Contests.





# How It Works



Students will begin working on their projects at the teacher's discretion, but no later than March or April. They will have their projects completed by May.

An in-school contest will then be held to select the most concise and well-rounded posters.

The winners from each classroom (top 3) will have their posters displayed at a museum or university in their vicinity on Colorado Day, August 1<sup>st</sup>.

Those posters will also be displayed at the annual Luncheon alongside middle and high school History Day projects. Luncheon attendees will choose a grand prize winning poster to be presented at the luncheon.

## Poster Design Parameters

Students will create their poster on a standard 30"x 40" poster board, in either portrait or landscape orientation.

The poster must be a Colorado topic that relates to the theme for the upcoming year.

The front of the poster should be creative, colorful, and fact-filled.

The back should be a process paper that details how the students chose their topic, conducted research, and constructed their project.

The project must utilize and analyze at least 3 primary sources and 5 sources total.

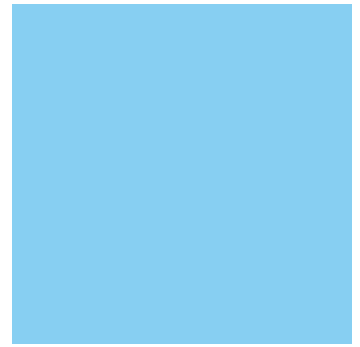
There are no limits to what can go on the poster, but the components must hang and stay on the poster.

## Posters should...

- Have a thesis statement and evidence to support it.
- Demonstrate an understanding of the topic and theme.
- Explain why it matters in the context of history.
- Use a variety of source formats including: quotes, photos, maps, interviews, newspaper articles, videos, etc.
- Have a list of sources used, organized in a simple, MLA-type format.







## THE BASICS: A BREAKDOWN

<b>Size Requirements</b>	<ul style="list-style-type: none"> <li>• Standard size 30"x 40" poster board.</li> <li>• Either portrait or landscape orientation.</li> </ul>
<b>Construction &amp; Design</b>	<ul style="list-style-type: none"> <li>• There are no limits to the components that may be added to the poster, but they must hang and stay on the poster.</li> <li>• Front side: Creative, colorful, fact-filled components that relate to a Colorado topic.</li> <li>• Back side: Process paper.</li> </ul>
<b>Required Components (Front)</b>	<ul style="list-style-type: none"> <li>• A thesis statement.</li> <li>• A Colorado History topic</li> <li>• Relation to the theme.</li> <li>• At least 2 primary sources.</li> <li>• At least 5 total sources.</li> <li>• Analysis/interpretation of sources demonstrates the significance of the topic in history.</li> </ul>
<b>Process Paper (Back)</b>	<ul style="list-style-type: none"> <li>• Includes a student narrative that addresses the following: topic choice, research methods, project creation, how the topic connects to the theme, and the topic's historical importance in history.</li> <li>• Written in complete paragraphs using "I" statements.</li> <li>• No longer than 500 words.</li> </ul>
<b>Crediting Sources</b>	<ul style="list-style-type: none"> <li>• Sources listed in a simple MLA-type format.</li> </ul>

# Primary vs. Secondary Sources

**Primary Sources: From the time period being studied.** A primary source is a document or physical object, which was written or created during the time that an event took place, a person lived, and/or an idea was spread. A primary source could also be a source produced by someone who lived during the time period being researched. Primary sources are as close to the actual historical event or person that you can get.

Examples:

- Diaries or journals
- Newspapers
- Speeches
- Letters
- News footage, films, cartoons, etc.
- Interviews
- Poems
- Books or articles
- Autobiographies
- Plays, music, or art
- 



**Secondary Sources: Written several years after the time period being studied.** A secondary source interprets and analyzes the event, person, and/or idea being studied, as well as the primary sources.

Examples:

- A textbook
- A book or article about the effects of an event, for example WWI
- A book or article that interprets previous findings
- Encyclopedias





# A Guide to Process Papers

One of the last items you will complete on your poster is the Process Paper. Judges read the Process Paper to learn how you chose your topic, how you conducted your research, how you created your project, and how your topic connects to the theme. Your paper should be written in full paragraphs, you should provide details of your work, and use “I” statements. The chart below is meant to help you compose your sentences and put together your Process Paper. Remember that your process paper cannot be longer than 500 words.



Required Responses	Ideas to Consider & Details to Include	Sample Sentence Frames
How did you choose your topic?	<ul style="list-style-type: none"><li>• State your topic.</li><li>• Describe how you chose that topic.</li><li>• State any other topics you may have considered.</li></ul>	I've always been interested in... When I heard the theme this year, I thought about... I brainstormed possible topics and the one I liked the best was... because... I decided to research... to learn more about... I started researching... and then I discovered...
How did you research your topic?	<ul style="list-style-type: none"><li>• Where did you do your research? Online? In a library? In an archive? Did you use/conduct interviews?</li><li>• Were you looking for anything specific? Did you find anything unexpected?</li><li>• What was your best source(s)?</li></ul>	I began my research by... I used... to do my research... Then I... My primary sources included... My best primary source was... My best secondary source was...
How did you create your project?	<ul style="list-style-type: none"><li>• Why did you decide on the design, layout, colors, pictures, etc.?</li><li>• How did you incorporate your primary sources?</li></ul>	I decided to design my poster like... because... The colors symbolize... The layout of my information shows... The contents of my board are apply to the theme... I incorporated my primary sources by...
How does your topic connect to the theme?	<ul style="list-style-type: none"><li>• Use the theme words to relate the theme to your thesis.</li><li>• How is your topic in relation to the theme historically significant?</li></ul>	(Insert topic) fits this year's theme because... My research and primary sources provide evidence that (topic) was significant in history because... This was significant because...



## FOR MORE INFO

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[nationalhistorydayincolorado.org](http://nationalhistorydayincolorado.org)