4th and 5th 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 4th and 5th 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 school (top 3) will have their posters displayed at the Boulder History Museum (Boulder Valley School District), the History Colorado Center (Denver Public Schools), Adams State University (Alamosa Schools), or other location in their vicinity on Colorado Day, August 1st.

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 2 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

| **Size Requirements** | • Standard size 30”x 40” poster board.  
| | • Either portrait or landscape orientation. |
| **Construction & Design** | • There are no limits to the components that may be added to the poster, but they must hang and stay on the poster.  
| | • Front side: Creative, colorful, fact-filled components that relate to a Colorado topic.  
| | • Back side: Process paper. |
| **Required Components (Front)** | • A thesis statement.  
| | • A Colorado History topic  
| | • Relation to the theme.  
| | • At least 2 primary sources.  
| | • At least 5 total sources.  
| | • Analysis/interpretation of sources demonstrates the significance of the topic in history. |
| **Process Paper (Back)** | • 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.  
| | • Written in complete paragraphs using “I” statements.  
| | • No longer than 500 words. |
| **Crediting Sources** | • Sources listed in a simple MLA-type format. |
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.

<table>
<thead>
<tr>
<th>Required Responses</th>
<th>Ideas to Consider &amp; Details to Include</th>
<th>Sample Sentence Frames</th>
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| How did you choose your topic?      | • State your topic.  
• Describe how you chose that topic.  
• State any other topics you may have considered. | 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?    | • Where did you do your research? Online? In a library? In an archive? Did you use/conduct interviews?  
• Were you looking for anything specific? Did you find anything unexpected?  
• What was your best source(s)? | 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?    | • Why did you decide on the design, layout, colors, pictures, etc.?  
• How did you incorporate your primary sources? | 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? | • Use the theme words to relate the theme to your thesis.  
• How is your topic in relation to the theme historically significant? | (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... |
Colorado State Academic Standards and National History Day in Colorado JUNIOR Poster Contest

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<tr>
<th>4th GRADE</th>
<th><strong>Social Studies</strong></th>
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| **Standard 1: History** | ✓ Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history.  
✓ Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships.  
✓ Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado.  
✓ Identify and describe how major political and cultural groups have affected the development of the region.  
✓ Analyze various era in Colorado history and the relationship between these eras in and eras in United States history, and the changes in Colorado over time.  
✓ Describe interactions among people and cultures that have lived in Colorado.  
✓ Describe the development of the political structure in Colorado history.  
✓ Describe the impact of various technological developments in Colorado. |
| **Standard 2: Geography** | ✓ Use geographic tools to solve problems.  
✓ Describe, explain, and analyze how human and physical systems vary and interact. |
| **Standard 3: Economics** | ✓ Define positive and negative economic incentives.  
✓ Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.  
✓ Explain how the productive resources—natural, human, and capital—of Colorado have influenced the types of goods produced and services provided.  
✓ Define and apply choice and opportunity cost. |
| **Standard 4: Civics** | ✓ Analyze and debate multiple perspectives on an issue.  
✓ Analyze the origins, structures, and functions of the three branches of the state government and its relation among them.  
✓ Identify and explain a variety of roles leaders, citizens, and others play in state government.  
✓ Identify and explain the services state government provides and how those services are funded.  
✓ Explain the historical foundation and the events that led to the formation of the Colorado government.  
✓ Describe how the decisions of the state government affect local government and interact with federal law. |
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<tr>
<th>Reading, Writing &amp; Communication</th>
<th>Standard 1: Oral Expression and Listening</th>
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<td></td>
<td>✓ Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td>✓ Report on a topic of text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.</td>
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<td>✓ Identify the reasons and evidence a speaker provided to support particular points.</td>
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<th>Standard 2: Reading for All Purposes (Non-Fiction)</th>
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<td>✓ Key ideas and details</td>
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<td>✓ Craft and Structure</td>
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<td></td>
<td>✓ Integration of knowledge and ideas</td>
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<td></td>
<td>✓ Range of reading and levels of text complexity</td>
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<td></td>
<td>✓ Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td>✓ Read with sufficient accuracy and fluency to support comprehension.</td>
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<td>✓ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
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<td>✓ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>✓ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that are basic to a particular topic.</td>
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<th>Standard 3: Writing and Composition</th>
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<td>✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<td>✓ Write narratives to develop real experiences and events using effective technique, descriptive details, and clear event sequences.</td>
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<td>✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<td>✓ Apply Standard English conventions to effectively communicate with written language.</td>
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<th>Standard 4: Research and Reasoning</th>
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<td>✓ Use primary, secondary, and tertiary written sources to generate and answer research questions.</td>
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<td>✓ Conduct short research projects that build knowledge through investigations of different aspects of a topic.</td>
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<td>✓ Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
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<td>✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>✓ Articulate the position of self and others using experiential and material logic.</td>
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<td><strong>5th GRADE</strong></td>
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| Standard 1: History | ✓ Identify different ways of dating historical sources to understand historical context.  
✓ Examine significant historical documents.  
✓ Create timelines of eras and themes in North America from 1491 through the American Revolution  
✓ Analyze cartoons, artifacts, artwork, charts, and graphs related to era and themes in North America from 1491 through the American Revolution. |
| Standard 2: Geography | ✓ Use geographic tools and sources to answer questions about the geography of the United States.  
✓ Identify variables associated with discovery, exploration, and migration.  
✓ Explain migration, trade, and cultural patterns that result from interactions.  
✓ Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.  
✓ Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.  
✓ Give examples of the influence of geography on the history of the United States. |
| Standard 3: Economics | ✓ Define a capitalist market economy, and apply its activities and affects to the local, state, and national level.  
✓ Identify different financial institutions, and assess their products and services. |
| Standard 4: Civics | ✓ Analyze and practice rights, roles, and responsibilities of citizens.  
✓ Describe how the decisions of the national government affect local and state government. |

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| Standard 1: Oral Expression and Listening | ✓ Describe a process and persuade an audience.  
✓ Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
✓ Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion. |
| Standard 2: Reading for All Purposes (Non-Fiction) | ✓ Key ideas and details  
✓ Craft and Structure  
✓ Integration of knowledge and ideas  
✓ Range of reading and levels of text complexity  
✓ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary. |
| Standard 3: Writing and Composition | ✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
✓ Write narratives to develop real experiences and events using effective technique, descriptive details, and clear event sequences.  
✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
✓ Apply Standard English conventions to effectively communicate with written language. |
| Standard 4: Research and Reasoning | ✓ Use primary, secondary, and tertiary written sources to generate and answer research questions.  
✓ Conduct short research projects that build knowledge through investigations of different aspects of a topic.  
✓ Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.  
✓ Articulate the position of self and others using experiential and material logic.  
✓ Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.  
✓ Acknowledge the need to treat all viewpoint fair-mindedly  
✓ Recognize what they know and don’t know.  
✓ Recognize the value of using the reasoning process to foster desirable outcomes. |
FOR MORE INFO

NATIONAL HISTORY DAY IN COLORADO

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