NATIONAL HISTORY DAY 2015

LEADERSHIP & LEGACY in history

NHD NATIONAL HISTORY DAY

http://bit.ly/1KXADId

Melissa Andersen, *Serrano High School*
Jeni Boulanger, *Pinon Mesa Middle School*

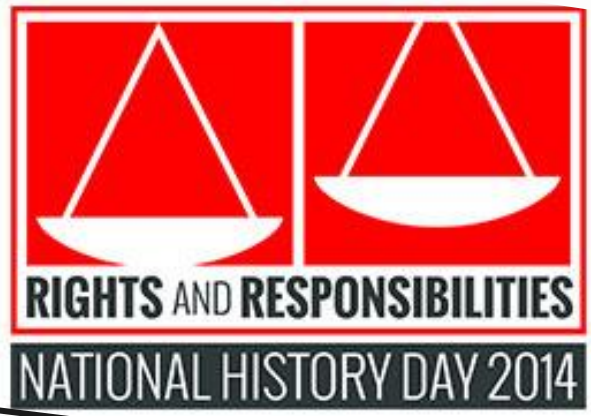
The Challenge:

High School Overview | Middle School Overview | Elementary Overview

- Choose a topic that fits the NHD theme.
- Research!
  - primary sources
  - multiple perspectives
- Create a product
  - 3-D exhibit
  - documentary
  - performance
  - website
  - historical paper

Selecting a TOPIC

- Must align to NHD theme.
  - Exploration, Encounter, Exchange in History
  - What does it mean?
- Brainstorm topics
- Topic Proposal



Researching

- Driving Questions
- Bibliography (Annotated)
- Variety of Resource Types
- Circle Maps/Research Log to contain Research/Planner
- Primary & Secondary Sources
- Multiple Viewpoints/Opposition
- Interviews
- Unanswered Questions
- Thesis Statement
- Filling in the Gaps

Choosing a Project Category

Consider the following:

- Which category best fits your interests & skills?
- Will you have access to the equipment or materials you need to create your entry?
- Does your research fit one category better than another?

So what project to do?

- Historical Paper
- Historical Documentary
- Historical Website
- Historical Exhibit
- Historical Performance

... let's take a look at what's involved.

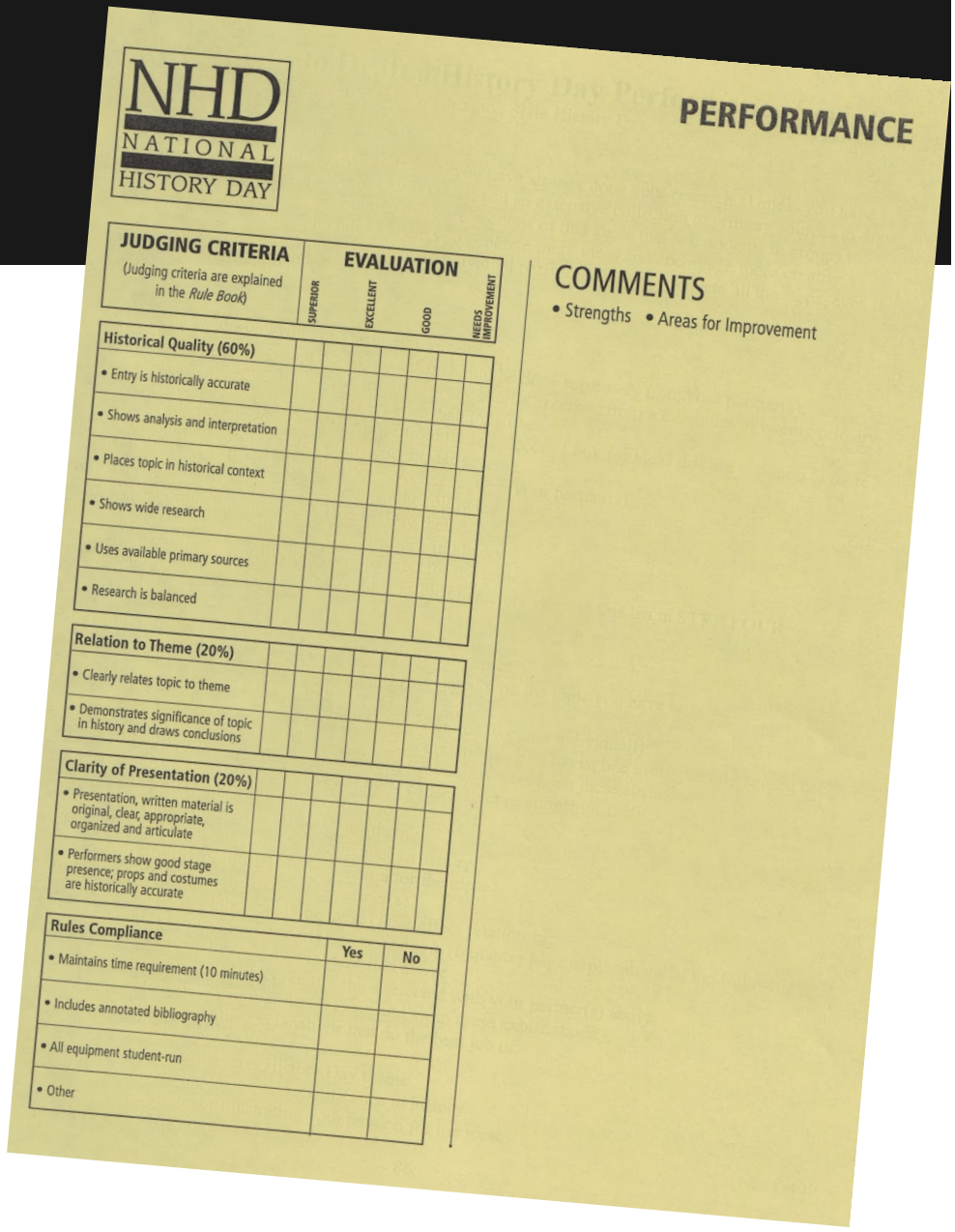
Group vs. Individual

- Take time to consider whether you work best alone or with others.
- Groups include 2-5 members.
  - Paper MUST be Individual.

  - Consider the pros and cons?

Scoring Rubrics

- Adapted Rubric for Classroom Grading
  - Paper
  - Documentary
  - Website
  - Exhibit
  - Performance



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PERFORMANCE

JUDGING CRITERIA (Judging criteria are explained in the *Rule Book*)	EVALUATION: SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Historical Quality (60%)				
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				
Relation to Theme (20%)				
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				
Clarity of Presentation (20%)				
• Presentation, written material is original, clear, appropriate, organized and articulate				
• Performers show good stage presence; props and costumes are historically accurate				

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		

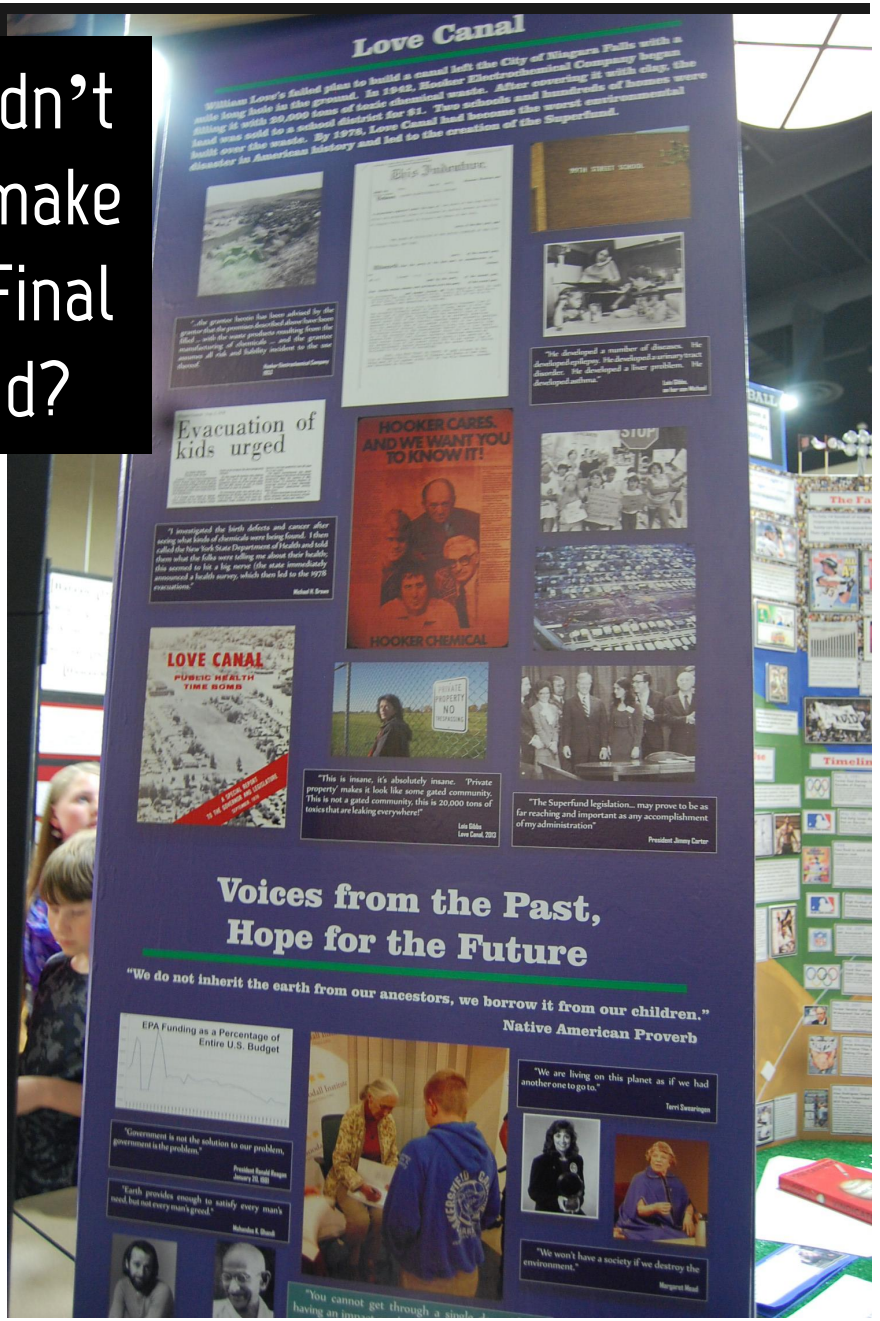
COMMENTS
• Strengths • Areas for Improvement

An Important Reminder...

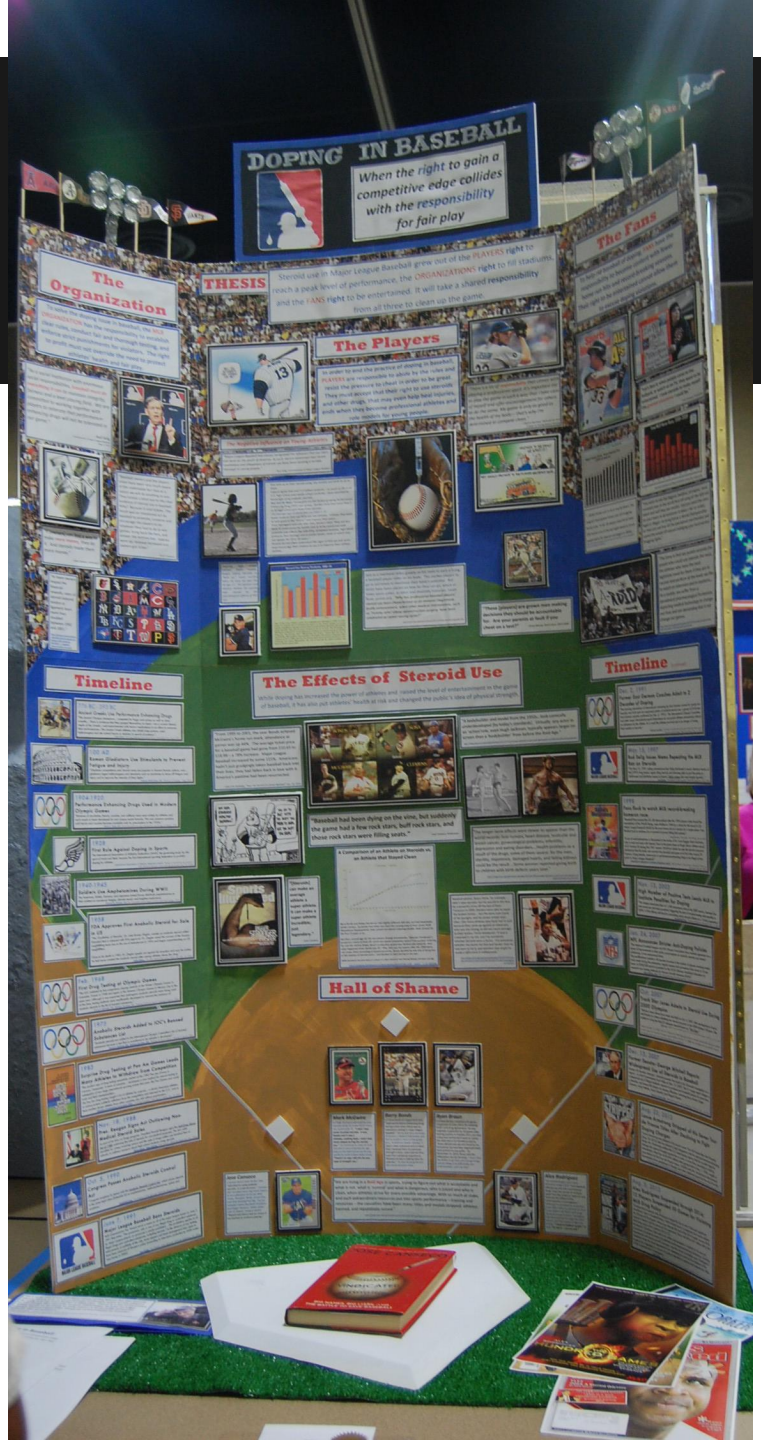
Regardless of the category you choose, keep in mind that the most important part of any entry is its **historical quality**. Avoid getting so caught up in the production or creation of your project that you lost sight of the importance of **historical quality**. Judges are not looking for glitzy productions. They are looking for **solid research** and a **thorough analysis** of the topic.

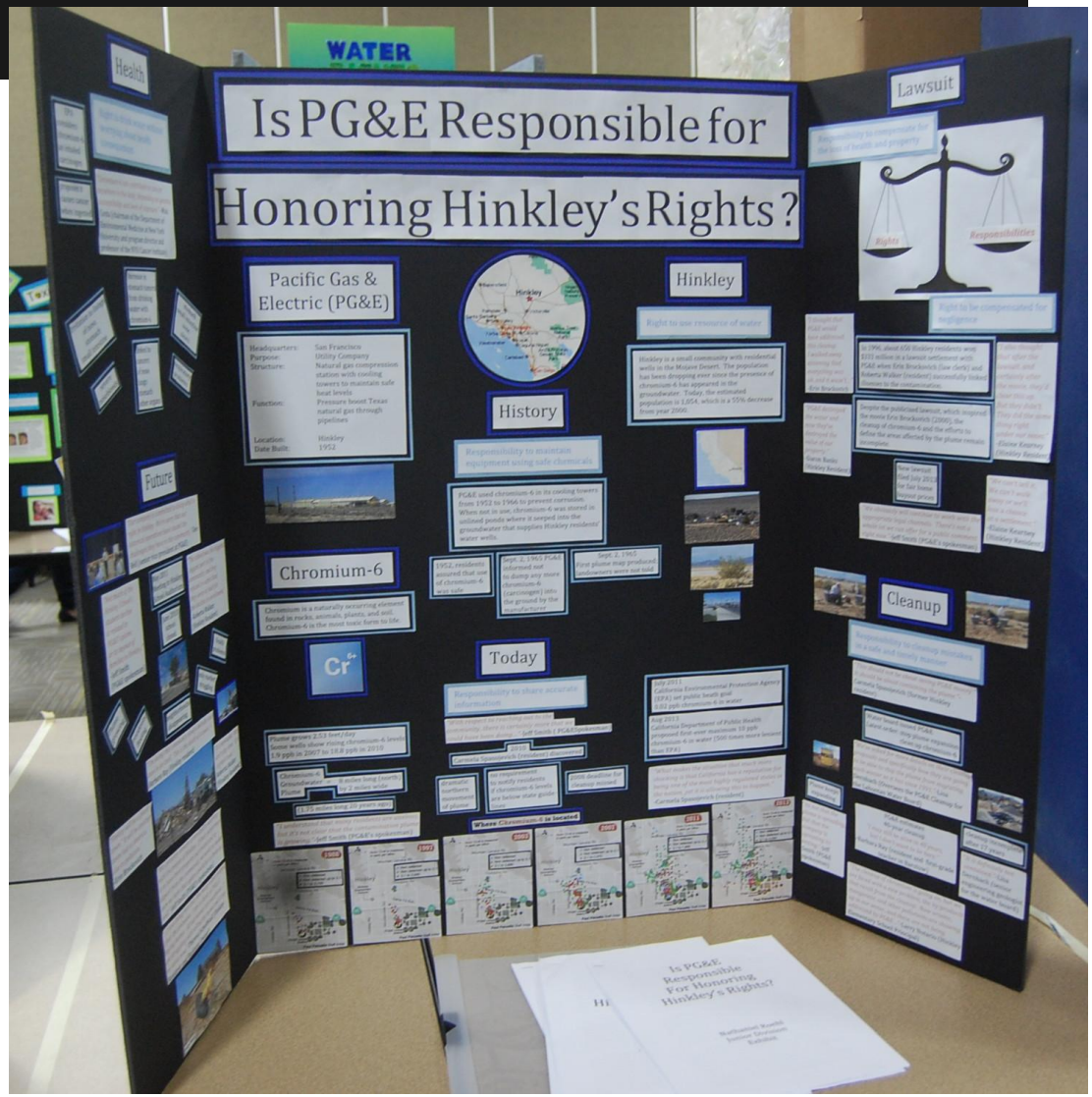
...And **student-produced** work.

Why didn't these make State Final Round?



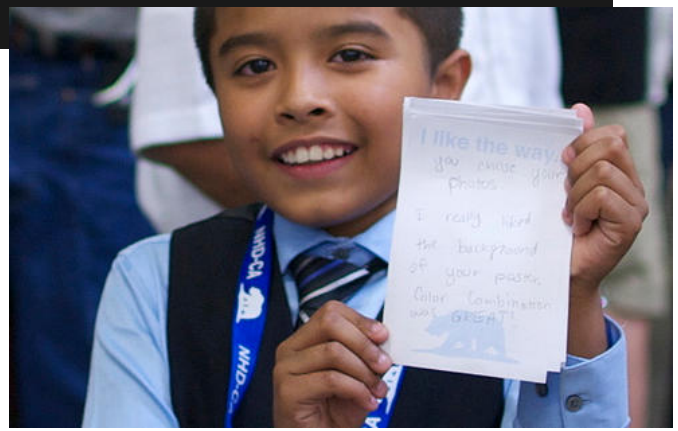
...and these 2 did?

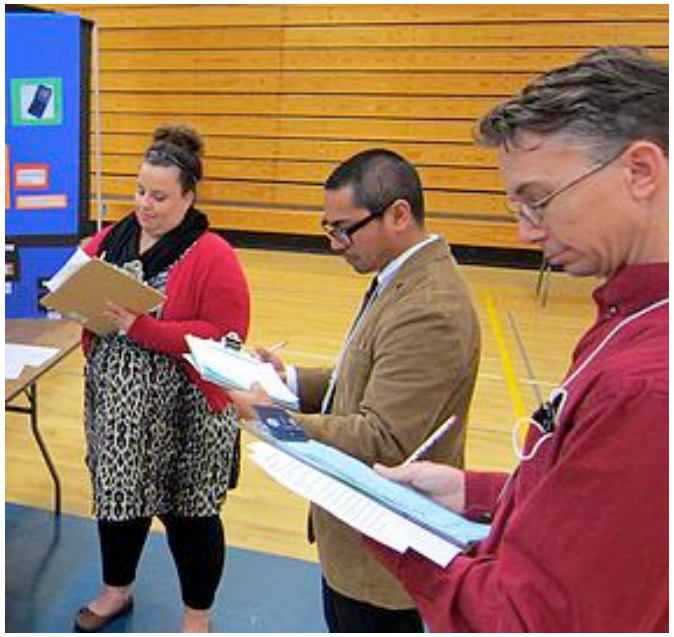




Reflection

- Formal Process Paper (sample)
  - How did you choose the topic?
  - How did you research it?
  - Why & how did you create project?
  - How does your project fit the theme?
- Interview
  - Self-Reflection
  - Preparation



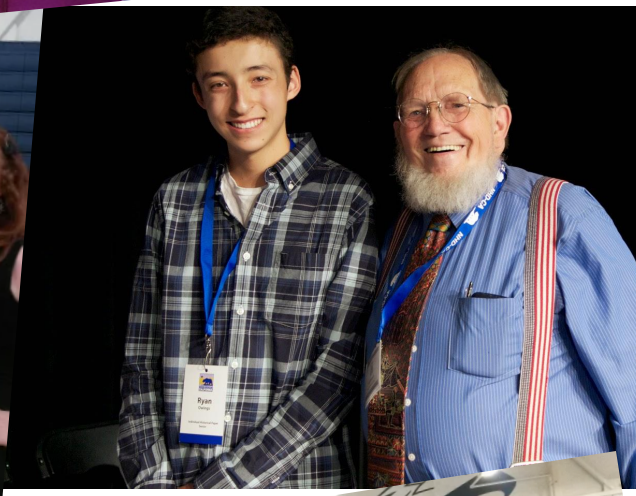


DNA

KateLynn's Exhibit Advances to Final Round of State Finals!

Why Teach History Day?

- History Day and The Common Core
- History Day Unit by Design



"Because there are so many different interesting subjects and so many ways to learn about them, I feel that every kid in Snowline deserves to get this chance to work in school not only on the school curriculum but also in subjects they really want to learn about but just never really got the chance."

- Joshua Gonzales, 8th grade

Resources

- Resources Folder
- History Day UbD

"Exit Ticket" -

We appreciate your feedback

Contact us for further questions & support...

jeni boulanger@snowlineschools.com

melissa andersen@snowlineschools.com