
National History Day in Idaho

Teacher Survival Kit



NHD in Idaho

2018-2019

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BENEFITS OF HISTORY DAY & PROGRAM OVERVIEW

The National History Day Program (NHD) is a program dedicated to academic rigor in the social studies curriculum for students in grades 6-12. For over 35 years, students around the country have participated in NHD. Beginning at Case Western Reserve University in Ohio, the program has grown to be one of the largest, most successful programs in the country. NHD in Idaho took root in 1984 and has since been the signature social studies program in the state, sponsored by the Idaho State Historical Society, and it is the signature social studies program in the state of Idaho.

Students investigate various topics in history related to an annual theme, conduct in-depth research, and present the information in a variety of formats. Students from all over the state compete in regional contests, culminating in the statewide event in Caldwell at the College of Idaho. Select qualifiers then go on to represent the state of Idaho at the National contest at the University of Maryland, College Park.

Although a competition, the National History Day in Idaho program emphasizes fundamental skills like research, note taking, information analysis and synthesis, and ultimately a presentation of information in one of five categories: documentary, exhibit, paper, performance, or website. As a tool for college readiness, the History Day program teaches and reinforces the skills that students will eventually need to be successful in college. Other aspects of the History Day process incorporate time management, group decision-making, project management, and organization skills that will position History Day participants to excel in a college setting. Bibliography and citation skills, as well as knowledge of public and academic libraries and other related research resources, are skills that college students will be expected to know and tools with which NHD students become adept.

The attributes of the program listed above are not content-related. Rather than focusing on memorization of historical facts, NHD asks students to engage with in-depth analysis, synthesis, and application of their chosen topic. Through this process a student's topic transcends the project, engaging with other classes, subjects, and disciplines. While students will become experts regarding the content of a project, the skills learned will help prepare students to achieve at the next level.

Teacher Roadmap

History Day is a national program that encourages students to investigate a topic in history and create a project based on a nationally chosen theme. Students are the directors of the project they produce as they are in charge of researching, writing, and presenting the information on their topic. The guide provided is intended to assist teachers as they guide students through the different steps of creating a project.

HOW TO PLAN YOUR YEAR

In this section are instructions for how to plan your calendar for the year. Suggested timelines can give you options for how to implement NHD in your classroom. Deadlines help you to guide students to break up the process into manageable chunks of work. Parent letters and contracts will help families understand the expectations for completing an NHD project and participating in the contests.

INTRODUCTION

“Introducing History Day” and the “National Theme” lessons are intended to provide background information for students as they make decisions for their project. The first lesson previews the whole process of History Day while inviting students to start thinking about their own project. The theme discussion in the Socratic Seminar method will get them thinking about the theme words and theme connections in the project. The guided notes for the theme will help students... The NHD Scavenger Hunt is designed to lead students to discover the contest rules for themselves. Paperwork system information will give you options for ways that your students can keep track of information as they move through the research process.

TOPIC SELECTION

The next section, “Choosing a Topic,” emphasizes in three lessons the fact that students will be working with this topic over a long period of time. One of the strengths of the History Day program is getting students to move from simply reporting the facts to explaining the significance of a specific event in the overall ebb and flow of history. Making an argument as to the importance of a topic in history is crucial. The three lessons involved encourage students to pick one detail out of a larger picture by looking at eras and timelines. Then they hone in on what they enjoy about a particular era or event, and then develop research questions to guide the research and the first steps of their project.

RESEARCH

Research about the chosen topic is the foundation of the History Day project. Students should understand that they will be investigating a topic over a period of time in order to complete a quality, thorough, unbiased investigation of the topic.

Students will be asked to gather, analyze, and present the relevant information of their topic. The lessons provided are intended to build understanding of the research process and how to effectively use research. The process is clearly outlined to emphasize identification of bias and using appropriate resources.

ANALYSIS

After students begin to understand the basic narrative of their topic, they will begin to develop their argument, or thesis statement, which describes the significance of their topic in history. In this step, students will also look at historical context, understanding how their topic is connected to larger issues in history.

PROJECT CREATION

When organizing the project, the writing process is structured to work through the different steps of the writing process. Starting with the development of the thesis, students will compile answers to the research questions they have been creating throughout the project. Then build the story using an outline and write the narrative. This makes the writing process in the following lesson less daunting. After they develop their final project, they are done!

ASSESSMENT

Teachers can use NHD projects to assess student achievement. Several rubrics are available to guide teachers.

CONTESTS

The National History Day program does not require students to participate in the competitive aspect of the project. Presenting the project and interviewing with judges, however, is a valuable experience. Sharing a project is the culminating activity that makes NHD an authentic learning experience and demonstrates real student achievement. Even without the competition, however, there are many fundamental skills that students will learn by participating in History Day. As a History Day teacher, you can structure the competitive aspect of the program in the way that best suits your classroom. Even if students are not required to participate in the competition, many teachers find it beneficial to have all their students participate in a school-level showcase of their work.

A NOTE FOR TEACHERS

Teachers must remember that the steps may be similar in each classroom setting, but the time it takes to complete a step, or the time you can devote in class depends on your classroom and teaching style. This guide is intended to be adaptable to your needs.

Models of History Day Participation

Social Studies/History Classroom Assignment

History Day is assigned as the major project for a quarter or semester. The assignment may apply to an entire grade level or selected classes. The project may culminate in a school history fair with a number of students advancing to a Regional History Day event.

- Projects usually account for 25% to 50% of overall grade for that quarter or semester.
- Students advancing to History Day events may receive extra credit for revising their entries.
- Minimum of 10 weeks to complete the assignment. For schools that intend to participate in the competitive cycle, projects are usually completed by mid to late February.
- Participation in the competition cycle is not a required part of History Day participation. Please notify us if you intend to participate in a non-competitive classroom so we can continue to send you relevant teaching materials.

Interdisciplinary Assignment (Language Arts/Social Studies)

Teachers collaborate to build upon the learner outcomes required for a History Day project. Language Arts instructors focus on research and writing skills. Social Studies teachers assist students with topic selection and research/analysis skills.

Alternative Classroom Enrichment Assignment

Students who have completed the standard curriculum, or want to substitute an in-depth research assignment for other tests and assignments, participate in History Day as an optional project. Students can work during a school day "pull-out" or after school. Support is provided by a G/T coordinator who serves as an advisor and liaison with parents and History Day staff.

Gifted/Talented Enrichment Activity

Advanced students take ownership of their project and can push themselves further.

Supporting Materials

No matter how History Day is implemented, there are rich resources available to teachers, students, and parents. For lesson plans, classroom calendars, rubrics, worksheets, handouts, and more visit National History Day in Idaho's Teacher Toolkit, full of tools from actual History Day teachers across the country!

<http://history.idaho.gov/nhdi>

Levels of Competition & Regional Assignments

Competitions are an optional part of National History Day in which most schools choose to participate. Entering a project in a History Day contest is an opportunity for students to become the expert by sharing their work with peers, parents and community members. As students advance through the contests, they are encouraged to revise and improve their work.

Regional

Idaho is divided into 6 regions for regional contests. Each region includes a number of Idaho counties. Approximately 1,100 students compete at the regional level in Idaho. Regional contest registration materials will be available online in January. Contact your regional coordinator for more information.

Region 1: North Idaho

Idaho, Clearwater, Shoshone, Lewis, Nez Perce, Latah, Benewah, Kootenai, Bonner, Boundary

Region 2: South West Idaho

Canyon, Payette, Gem, Washington, Adams, Owyhee

Region 3: West Ada

Western Ada County

Region 4: Treasure Valley

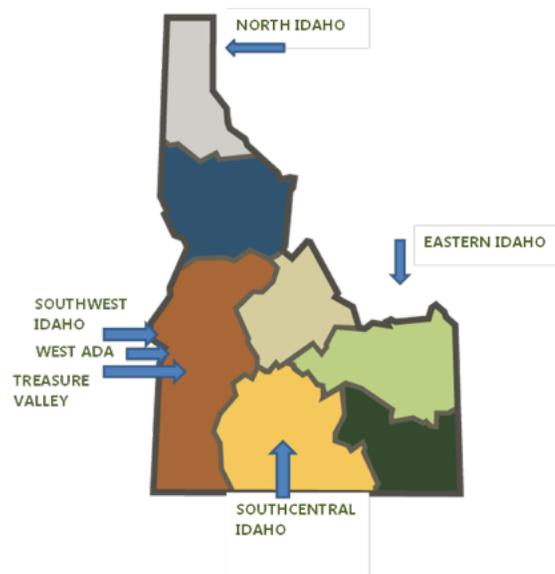
Eastern Ada County, Boise, Valley, Elmore

Region 5: South Central Idaho

Lemhi, Custer, Blaine, Camas, Gooding, Lincoln, Minidoka, Jerome, Twin Falls, Cassia, Butte

Region 6: Eastern Idaho

Clark, Fremont, Jefferson, Madison, Teton, Bonneville, Bingham, Power, Bannock, Caribou, Bear Lake, Franklin, Oneida



	Northern	Southwest	West Ada	Treasure Valley	South Central	Eastern	STATE	National
Reg. Open	2/1	2/1	1/18	2/1	1/18	TBD	2/23	TBD
Reg. Close	3/1	2/22	2/15	3/1	2/15	TBD	3/25	TBD
Papers Due/Websites Locked	3/1	2/22	2/15	3/6	2/15	TBD	3/25	TBD
CONTEST	3/16	3/9	3/2	3/16	3/1	3/4	4/6	6/10-14
Location	North Idaho STEM Charter Academy	Idaho Arts Charter School	Lowell Scott Middle School	TBD	College of Southern Idaho at Hailey	Rocky Mountain Middle School	College of Idaho	University of Maryland, Baltimore

Regional Coordinators

NORTH IDAHO REGION

Coordinator: Dave Johnson
North Idaho Stem Charter Academy
15633 N. Meyer Road
Rathdrum, ID 83858
Email: djohnson@northidahostem.org
(208) 687-8002

WEST ADA REGION

Coordinator: Johanna Bringhurst
National History Day in Idaho
214 S. Broadway Ave.
Boise, ID 83702
Email: johanna.bringhurst@ishs.idaho.gov
(208)780-5190

EASTERN IDAHO REGION

Coordinator: Rona Johnson
Rocky Mountain Middle School
3443 N. Ammon Road
Idaho Falls, ID 83401
Email: jolleyr@d92.k12.id.us, jolleyr@d93mail.com
(208) 525-4403

SOUTH CENTRAL REGION

Coordinator: Nathan Kolar
The Sage School
PO Box 30
Hailey, ID 83333
Email: nathankolar@gmail.com
(208) 788-0120

TREASURE VALLEY REGION

Coordinator: Johanna Bringhurst
National History Day in Idaho
214 S. Broadway Ave.
Boise, ID 83702
Email: johanna.bringhurst@ishs.idaho.gov
(208)780-5190

SOUTHWESTERN REGION

Coordinator: Marie McGrath
Idaho Arts Charter School
1220 5th Street North
Nampa, ID 83651
Email: marie.mcgrath@idahoartscharter.org
(208) 463-4234 ext. 448

State Contest: April 6, 2019

Idaho History Day takes place at the College of Idaho on Saturday, April 6th, 2019. Entries from each regional contest will be eligible to compete at the State, with approximately 400 students taking part. State qualifiers will receive information and registration materials at their regional awards ceremonies. Eligible students must register for State in order to compete. Information about State will be available on the NHD in Idaho website in March.

Students compete between 9:00 and 12:30pm. The awards ceremony is between 4 and 6pm. Students also compete for special prizes. These prizes are sponsored by businesses, individual donors, local civi groups, universities and more. Prizes include gift packages and cash up to \$500. Students also compete for scholarships. The College of Idaho provides a \$20,000, \$15,000 and \$10,000 scholarship for senior division students.

National Contest: June 9-13, 2019

The National Contest will be held June 10-14th, 2019 at the University of Maryland in College Park, Maryland, just outside of Washington, DC. The top two entries in each category and division will represent Idaho at the contest, approximately 60 students. Students and teachers can apply for financial aid scholarships of \$500 to help pay their way to the contest.

At the national contest, students compete for special prizes and scholarships. They are also eligible for many special opportunities. Every year there is an exhibit showcase at the Smithsonian National Museum of American History and one students from Idaho will be awarded the chance to display their exhibit. Every year there is a documentary showcase at the Smithsonian National Museum of African History and Culture where students who made documentaries about African American History are awarded the opportunity to show their documentary at the Oprah Winfrey Theatre. Students also have the chance to meet Idaho's congressional representatives. Teachers who attend the national contest can attend teacher workshops taught by NHD staff, master NHD teachers, and guests such as educators from the Smithsonian Edsitement Learning Lab, Lynn Novick, Ken Burns award winning film-making partner, and more.

Judging

Every entry type has its own evaluation form. Judges evaluate projects in four areas:

Historical Quality is 60% of a student's score. Is entry historically accurate, does it show analysis and interpretation, does it place the topic in historical context, does it show wide research, did they use available primary sources, and is the research balanced?

Relation to Theme is 20% of a student's score. Did the students clearly relate the topic to the theme, demonstrate the significance of the topic in history, and draw conclusions?

Clarity of Presentation is 20% of a student's score. Is the presentation or written material original, clear, appropriate, organized and articulate?
Rules compliance is evaluated by judges and can affect your score.

In the Teacher Toolkit you can find evaluation forms. Look for the NHD in Idaho judging policies at www.history.idaho.gov/nhdi.

Teacher Must-Dos

- 1. Connect with the History Day staff.** The History Day staff at the Idaho State Historical Society will be there to help you throughout the process. Make sure to let them know that you are participating emailing the state coordinator Johanna Bringhurst at Johanna.bringhurst@ishs.idaho.gov. Reach out to your regional coordinator so they can send you important updates about contests.
- 2. Build your support network.** In addition to the History Day staff, it's useful to begin building your support network in the school. Your English or Language Arts teacher may be able to assist with aspects of writing thesis statements or creating bibliographies. Your librarian or media specialist may be able to support the research process. Connecting with community or university libraries will help your students to access even more research resources. Your PTO can help pay to get students to contests and pay registration fees.
- 3. Keep parents informed.** Let parents know about this project, important deadlines, and ways that they can assist.
- 4. Know the deadlines.** By connecting with the History Day staff, you will get regular updates on program and competition deadlines. Keep these dates in mind as you plan your History Day calendar.
- 5. Divide the project into parts.** Don't forget that this may be the first time your students have embarked on a research project of this size. By dividing the project into smaller parts, helping them to meet the smaller deadlines along the way, and awarding points for the process – not just the final project – you will help them to build time and project management skills.
- 6. Don't rush it.** Students may be excited and motivated by the possibility of creating the final project, but there are important steps along the way that they need to go through. Allow time for them to first understand the theme, explore topics, and conduct research before letting them put their actual project together.
- 7. Think about skill-building.** There are many ways to scaffold important lessons that will support the History Day project. Before you even introduce the project, there are likely important skills that you are already planning on introducing in your classroom that will feed into History Day. For example, do you have other lessons already planned to explain the difference between primary and secondary sources? How to analyze documents? Maybe the Language Arts teacher is already planning on covering thesis statements and bibliographies? These skill-building activities can do double-duty in a History Day classroom.
- 8. You don't have to be the expert on every topic.** Many teachers initially feel overwhelmed by the prospect of having students researching topics with which they may be unfamiliar. Remember that you don't have to be the content expert on each of your students' topics. You are the expert in the process and can guide them to where they might find those answers.
- 9. Know that each student will get something different out of History Day.** While the competition is an exciting part of History Day, the ultimate goal is the academic growth of the students. Not all students are going to go to the national contest. Help students to understand that even if they don't win, they have still gained important skills as historians and scholars.
- 10. You are the boss.** History Day can be adapted to suit your classroom. You have the ability to adapt the program to suit specific classroom needs, like limiting group size, category options, or restricting topic choice to the time period covered in your class.

History Day Game Plan

Students and Grading

- Which students or classes are going to do National History Day? _____
- Will this be an optional or required project? _____
- Will this project be a large, medium, or small part of their grade? _____
- Is the project going to be completed mostly during class, outside of class, or a split?

Group, Project, and Topic Choice

- Can students work in groups? What is your maximum group size? _____
- If students can work in groups, are you going to let them select members from other class periods?

- Are you going to allow students to choose from all five presentations categories? If not, which ones are you going to allow? _____
- Will student topic choice be limited to a certain time period or geographic area? If so, what are the limitations? _____
- Can multiple students, or groups of students, select the same topic (either within the same class or within the same period)? _____

Opportunities for Collaboration and Support

- Are there departments at your school with which you can collaborate? If so, who?

- Does your school library have resources you can use? _____
- Are there local public, college, or university libraries that you can use? If so, which ones?

- Do you need to reserve computer lab time? _____
- Do you plan on sending a letter home to parents/guardians about this project? _____
- Will students need to sign a contract or get their topic/group choice okayed by their parents/guardians?

The History Day Competition Cycle

- Are you offering History Day competitions as an option to your students? _____
- Do you plan on holding a school-level contest, fair, or expo to share your History Day students' projects?

- Which regional contest will your students attend? When and where is it? _____

Chapter 2

How to Plan Your Year

How to Plan Your Calendar

National History Day is a process. Teachers are guiding students through the process. These are suggested steps to plan out the time you will use for National History Day.

STEP 1: Work backwards. Start with the date of your regional contest deadlines and count back to determine how many weeks you have.

For example, if my students must have their projects complete by Feb. 12, because that is the date that websites and papers must be turned in for their regional contest, then I can count backward to determine when we need to start to have enough time to complete each step.

STEP 2: Divide your time into manageable pieces.

Because National History Day is a process, it can be done across 6 weeks, or 15 weeks, depending on the time you want to spend in class. Below is a chart that breaks the process up into steps and tells you how many weeks you should plan for that step depending on how much total time you have available.

6 Weeks: This time frame works best if you will be using all your class time and want to spend a concentrated period of time on NHD.

10 Weeks: This time frame works best if you want to spend some time in class each week on NHD but not all of your class period time.

15 Weeks: This is a good time if you want to have some class time, and some time at home.

	6 Weeks	10 Weeks	15 Weeks
Intro to NHD Process and Annual Theme	1 Week	1 Week	1 Week
Topic Exploration and Selection		1 Week	2 Weeks
Research	2 Weeks	4 Weeks	5 Weeks
Thesis Statement and Final Research	1 Week	1 Week	2 Weeks
Project Organization and Outline	1 Week	1 Week	2 Weeks
Project Creation, Process Paper, Annotated Bibliography	1 Week	2 Weeks	3 Weeks

STEP 3: Create a calendar for each week including important deadlines and graded milestone assignments.

Dates	Work
Dec. 10-14	Intro to NHD Process and Annual Theme
Dec 17-21	Topic Exploration and Selection
Jan 8-Feb 2	Research
Feb 5-9	Thesis Statement and Final Research
Feb 12-16	Project Organization and Outline
Feb 19-March 2	Project Creation, Process Paper, Bibliography
March 2	Entry Deadline

Product Due	Due Date	Requirements	Points Rec'd	Point Value
<i>Topic Proposal</i>	Friday, 12/17	Proposal Worksheet		30
<i>Thesis Statement</i>	Friday, 12/21	Typed or neatly handwritten thesis statement		20
<i>Research Plan</i>	Friday, 1/1	Research plan packet		45
<i>Note Card Check #1</i>	Thursday, 1/10	50 note cards using specified note card format		100
<i>Project Proposal</i>	Thursday, 1/25	Project proposal form		25
<i>Note Card Check #2</i>	Thursday, 2/1	An additional 40 note cards		80
<i>Analysis Worksheets</i>	Friday, 2/12	Interpretation worksheet		30
<i>Working Bibliography</i>	Friday, 2/12	Annotated bibliography in MLA format of all sources used		50
<i>Outline</i>	Friday, 2/16	Outline of project		50
<i>Final Project</i>	Thursday 3/2	Final NHD Project		300
		Total		730

Beware of potential scheduling conflicts and delays:

1. Entry types have different deadlines. (Papers and websites are due earlier than other entries so that judges can view them before the contest.)
2. Snow days!
3. School assemblies, field trips, etc.
4. You do not want to be rushed at the end!

STEP 4: Share your schedule and plans with your administrators, students and parents so that all parties are excited to be involved and clear on the time involved.

You can find timelines and calendars from other NHD teachers in the Teacher Toolkit at history.idaho.gov/nhdi!

How to Plan Content Standards

Common Core + NHD

National History Day (NHD) correlates to the Common Core State Standards for Literacy in History/Social Studies, Science, and the Technical Subjects (CCSS for Literacy in All Subjects in Wisconsin).

Here are just a few examples of connections to CCSS.

CCSS Standard: Reading/History (RH) 1

Anchor Standard: Explicit/implicit meanings

Grade Level: 6-8

Cite specific textual evidence to support analysis of primary and secondary sources.

Connection to NHD:

Students must use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research question and thesis.

CCSS Standard: Speaking and Learning (SL) 2

Anchor Standard: Information Analysis

Grade Level: 9-10

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Connection to NHD:

Students choosing presentation types such as exhibits, websites, performances, and documentaries must choose the format and media that best proves their thesis. % All students go through an oral interview with NHD judges at all levels of competition where they must defend their thesis using evidence from research.

A full PDF version of "National History Day and the Common Core State Standards: Connections and Correlations" is available at NHD.org

Scope & Sequence

The topics students cover through their NHD projects can both align with and expand your district's grade specific scope and sequence. Having students choose topics (even from Units that haven't been taught yet) allows students to become experts in a chosen field and share their knowledge with their classes and community in a meaningful way. Teachers have the ability to choose what area of history they want student projects to be derived from – for example, if your district curriculum has you teach Idaho History in 4th grade, you may ask that all students choose from Idaho specific topics, both bolstering their learning and helping them find passion in their current studies.

Differentiation

National History Day offers teachers unique opportunities to meet the needs of a diverse classroom. Because of its focus on inquiry based learning, students develop questions and plan inquiries and teachers serve as guides through the learning process. Teachers can help students frame a question that is meaningful and appropriate to the needs of the individual student. By curating a research process that fits the needs and abilities of *your* classroom, all students can have the opportunity to learn at their highest potential and create remarkable products showcasing their knowledge while providing a long term record of measurable academic growth. Whether you are teaching a Gifted and Talented class, English as a Second Language class, or a classroom of mixed abilities, you can customize the program to fit your needs.

Tools to assist teachers in differentiation are available in a variety of places and more are being developed all the time. The contest rule book in Spanish is available online at www.nhd.org, and inquiry kits for ESOL/ESL/ELL students are available at www.thinkport.org/tps.

Student & Parent Involvement

Parent Letter

Dear Parent or Guardian,

August 14, 2018

This year your student will be participating in an exciting project called National History Day, joining 2500 other students in Idaho and 600,000 from across the nation. NHD is a year-long education program sponsored by the Idaho State Historical Society. Students are pulled out of the classroom and into the world of a professional historian by engaging them in the process of discovery and interpretation of historical topics. Rather than simply reading a textbook and memorizing dates, your student will learn history **by becoming a historian themselves**. They will develop research, critical thinking, analysis and presentation skills. Most importantly, by actively participating in a project that appeals to their own interests and talents, students become engaged learners and develop confidence in their academic abilities.

History Day has a theme. This year the theme is: **"Triumph & Tragedy in History."** Your student will study this theme and choose a topic to research. This topic will be historical, not a current event. They will find many different kinds of information in books, encyclopedias, websites, or in public and college libraries.

History Day students share their work by creating a project. They will choose from one of five different formats:

Exhibit: An exhibit is a visual representation of your research, much like a small museum exhibit. Most students use a tri-fold board to display pictures, information etc. There is a 500 word limit that applies to all text that appears on the exhibit entry.

Paper: Paper must be 1,500 to 2,500 words, and is the only category that must be completed individually.

Performance: The performance should portray your topic in an original production, not exceeding ten minutes.

Website: A historical website has both text and visuals presenting factual information as well as supporting examples about your topic and tied to your theme choice.

Documentary: This original production should showcase your ability to use audiovisual equipment to communicate your topic. You may use film, video, audio, computers, and graphic presentations. It may not exceed ten minutes.

In order to make this a memorable learning experience, we need the support of all our families. We will introduce History Day to students and go over all of the requirements in class. Since this assignment is required of all students and will be taking place over the span of two quarters, there will be a few important deadlines that students will have to meet. The deadlines are as follows:

- Thursday, October 1 - Parent Night (to discuss the stages of research)
- Tuesday, October 13 - Topics must be submitted for teacher approval
- Thursday, October 29 - Thesis proposal and preliminary annotated bibliography due (6 sources due)
- Thursday, November 12 - Annotated Bibliography (15 sources due)
- Tuesday, December 8 - Project outline/plan/storyboard due

- Tuesday, January 13 - Process paper and bibliography due
- Wednesday, January 20 -Projects due

The deadlines are a way to ensure that our students are making adequate progress towards completing the project. Since the deadlines are clearly stated and made aware in advance, students will lose points for missing a deadline. Deadlines are not suggestions, but dates that we expect the desired work to be completed. Students will be given more specific information on all aspects of the project as the deadlines approach. The students will also be given some class time to work on these projects but the majority of the project work will need to be completed at home.

Students will have the option to enter their project in a series of competitions. At these contests, judges will interview students about their ideas and project creation.

Parents and families are welcome to attend! At each contest, projects will be selected to advance to the next level.

- **Regional** – 6 Regional events take place across the state in February and March. Talk with your teacher about the date.
- **State** – April 6, 2019
- **National** – June 9-13, 2019

Parents, teachers and other adults play an important support role in the NHD process. You can help in many ways, while still allowing your teen to have ownership over the following project. You can:

- Listen to your teen's ideas as they work on selecting a topic, doing their research and creating a project.
- Help your student access research by providing transportation to libraries.
- Be supportive of your student as they complete a long-term project and help them manage deadlines.
- Remember that the final project must be the work of the student. You can do things *with* your teen, but not *for* them, unless it would be dangerous for the student to complete the task themselves.
- Remind your student that creating an NHD project is a huge accomplishment and to be proud of this regardless of the results of the NHD competition cycle.

Your student's teachers are more than willing to answer any questions you might have over the course of this project. You can also find more information about the program at both www.history.idaho.gov/nhdi (National History Day in Idaho) and <http://www.nhd.org> (the official NHD website).

Thank you,

Johanna Bringhurst
Coordinator, National History Day in Idaho

History Day Student Contract

Directions

1. Review the advantages and disadvantages of working alone and in a group.
2. Indicate choices in the box below and sign this contract.
3. Ask your parent/guardian to read this contract and sign his or her name indicating support of your choices.
4. Turn in this complete contract by: **(Insert Date)**

WORKING AS AN INDIVIDUAL

Advantages

- You will increase your independence.
- You will be the sole decision maker.
- You can work when and where you want.
- You will not face differences in opinion and work ethic.

Disadvantages

- You will be responsible for all costs and research.
- You won't use collaborative skills.
- You won't have a partner to motivate you.

WORKING AS A GROUP

Advantages

- You can improve collaborative skills.
- You can share project costs
- You can make decisions together.
- You can draw on one another's strengths and talents

Disadvantages

- You may have scheduling difficulties.
- You may have differences of opinion.
- You may have differences in work ethics.
- You will have to increased communication demands.

I will work:

_____ As an individual

_____ As a Group with

I/we would like to research

_____ for my History Day project.

Student Signature: _____

Parent Signature: _____

Teacher Sign off: _____

Chapter 3

Introduction to National History Day

Introducing NHD in Idaho to Students

Helping students to understand National History Day is important, but especially important is to get them excited about the process and creating a project.

Video: Check out this video created by Minnesota National History Day which gives students a quick overview of the process: <https://www.youtube.com/watch?v=w1NOjSVNg9c&feature=youtu.be>.

Examples: Showing winning projects to students can also help them get an idea in their mind of what the end goal of the process is. Examples of national winners can be found at <https://www.nhd.org/students>.

Idea Board: A bulletin board dedicated to NHD is a great way to keep students focused on the process. Consider putting a timeline of the research process on your board, along with the theme and questions to get students thinking. Pictures and primary sources related to the theme can also help get kids excited!

Lesson plans for thinking like a historian, introductions to primary and secondary sources, and other scaffolding ideas can be found at the Teacher Toolkit at www.history.idaho.gov/nhdi!

Annual Theme: Triumph & Tragedy

Each year, NHD students select a topic based on the annual theme. This year the theme is Triumph & Tragedy in History. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The intentional selection of the theme for NHD is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.

You can request a theme book from the state coordinator or you can download a copy at NHD.org or access the theme narrative at history.idaho.gov/nhdi.

LESSON: INTRODUCTION TO HISTORY DAY – THEME “2019: TRIUMPH AND TRAGEDY IN HISTORY”

Essential Questions: 1. What do we mean by “Triumph and Tragedy in History?” Why do we have a theme? Objective: At the end of this lesson students will understand the basics of the National History Day theme in relation to completing their project.

Grade Level: 6 – 12

Time Needed: 50 minutes or more

Materials: White board, markers, notebook paper, National History Day Theme Narrative, Contest Rule Book, questions to consider

Procedure

Before Class: To gain understanding of the National History Day theme for 2019, “Triumph and Tragedy in History,” discussion in the form of a Socratic Seminar is encouraged. Socrates encouraged his students to continue asking questions and often relayed to them that he did not always know the answer. The discussion modeled below is built around the concept that we do not know the answer to how all topics relate to the theme, but we need to continue researching and ask questions to find the answer.

Possible questions to consider for the board: 1. What do we mean by ‘triumph?’ 2. Does a triumph always come at the expense of another? 3. What do we mean by ‘tragedy?’ 4. Can tragedy take place outside of war or genocide? 5. Any other questions you would like to consider?

1. Outline the goals for the day. What do we want to get out of this conversation?

We need to understand what the theme means before selecting topics. In the end, we are going

to be looking for History Day topics that have connections to the theme. The theme is a lens by which we view topics. We need to understand what these words mean in order to see how these ideas played a part in history.

2. As a group, students will share a goal they have for the day. One person shares, then the next person will share their goal, and make a connection between the goal they just heard and their own or something related in their classroom. This will hopefully build a shared desire for participation. Throughout the sharing, the facilitator will record the goals on the board next to the other questions already prepared.

3. Explain the Socratic Seminar method. With your knowledge of the National History Day program, we are going to have an open conversation to keep you thinking about the use of the theme and the program. A Socratic Seminar is based on Socrates and his students having conversations and constantly bringing up more questions to consider. With this method, we are going to set goals of what you would like to achieve and share responses. After setting goals, we will look at the questions and add anything else you would like to consider. We will set ourselves in a circle to welcome conversation. I do not have the answers to these questions. This is a time for us to all explore the theme and History Day further to benefit your classroom.

4. After explaining the process, read the National History Day Theme Narrative. Instruct students to underline, highlight, and write down questions they have regarding the reading they have done.

5. After the reading the narrative, ask students to write down some synonyms of the theme words and jot a few notes to the questions below. When they are complete, start the discussion by asking a question and having a student answer it. The questions will likely either be about the History Day process or about the definitions of the words below. Questions to consider (on the board):

Theme Connection & Process	Theme Words & Key Ideas
1. Do you have to use the theme words in your project?	1. What is the definition of triumph?
2. What makes a strong theme connection?	2. What is the definition of tragedy?
3. What does "in history" mean?	3. Does it have to be about a famous person in history?
4. Will local, United States, and world history topics work with this theme?	4. Other questions?
5. Other questions?	

6. With about 15 minutes left of class, or assigned for homework, ask: What questions were answered? Which were not? What other questions did the discussion generate for you?

7. Following the conversation, create a list of possible topics to study and to be added to throughout the next few lessons while choosing topics.

Lesson Extension/Alternative

Out-of-Class Assignment: Have the students read the theme narrative either the day before in class or as homework. Have them underline key words and write down key points they would like to remember. Have them answer the questions that will be on the board and come up with questions of their own.

Small Group Responses: Consider having the students write answers to the questions after the reading and working in small groups or pairs instead.

Theme Connection Ideas: Have students review the narrative and provide basic definitions for the ideas. Once they understand the definitions, students should be encouraged to think about how these ideas play a role in different topics. Using the samples provided – or selecting samples from relevant course content – show examples of successful theme connections. Remind students that they may not know the answers to these ideas when they pick their topic, but should look for these ideas early on in their research process.

Group Question Generation: Read the theme narrative prior to the lesson. Mark places in the reading where questions from your students may occur. In class, explain that you are going to create a class list of questions for discussion based on the History Day theme. Read the theme narrative with your students, stopping to generate a list of questions on the board. This should include any questions that students come up with and any questions that you anticipated but did not come up during the reading. After reading the theme narratives, lead a class discussion to try to answer the questions. For each question you answer, see if you can create another question to add to the list. This can be based on the information from the question just answered, or just a general question about the theme. Essentially, you are modeling the process of generating research questions students will need to use during the research portion of the project. Explain that new information should generate more questions. Before the end of class, have students write a summary of what they understand the theme means to them.

This lesson was created by National History Day in Minnesota and used with their permission.

Guided Notes for “Triumph & Tragedy in History”

1. What are the definitions of the theme words? Fill out the Frayer model map for both Triumph and Tragedy

Frayer Model Map

Definition	Characteristics

Example	Non-Examples

Frayer Model Map

Definition	Characteristics

Example	Non-Examples

2. Do you need to connect your topic to both triumph and tragedy? Check one. Yes No

3. If your topic includes both triumph and tragedy, do you need to talk about both in your project? Check one. Yes No

4. Where should you include your theme connection in your project?

5. Why is point of view important in a History Day project?

6. In history. We recommend that students pick History Day topics that are at least 20 years old. The news, however, is full of events to inspire you! For each of the current events listed below, think of a topic that took place in the past that you could research for History Day.

Current Event	“In History”	Current Event	“In History”
Example: Police brutality and excessive use of force	<i>Example: Miranda v Arizona (1966) and Miranda Rights, which require the police to inform people who are under arrest of their rights.</i>	Your Example:	Your Example:
Current Event	“In History”	Current Event	“In History”
Russian Election Tampering	Your Example:	Your Example:	Your Example:

Rulebook

It is important that each student follow the rules for their category. You may request a Contest Rule Book from the state coordinator and access it online in both English and Spanish at <https://www.nhd.org/how-enter-contest>.

History Day Rule Book Scavenger Hunt

Name: _____

Go to the NHD in Idaho Webpage: www.history.idaho.gov/nhdi

1. What is the theme for the 2018-2019 year?

Download the Theme Sheet for 2019 from the "Teacher Toolkit" square, and the "Understanding the Theme" section.

2. List 4 sample topics?

3. What do you think – Can triumph and tragedy happen at the same time? Support your answer.

Download the Contest Rulebook from the "Project Production and Presentation" section.

4. Find the section, Rules for All Categories. Read through the rules so you are familiar with them. No matter which project you chose you must follow these rules. How many rules are there for this section?

5. Look at page 11, Rule 5: What are some examples of "Reasonable Help?"

6. Look at page 12, Rule 13 – what are the required written materials?

7. Look at page 13, rule 15. All categories, except historical papers, must complete a process paper. What is a process paper and what are the 4 parts of a process paper?

a. What is it?

b. Part 1

c. Part 2

d. Part 3

e. Part 4

8. Look at page 18, rule 16: What is an annotation?

Now go to back to page 6. Read the information presented here on primary and secondary sources.

a. What is the purpose of using primary sources?

b. What is the purpose of using a secondary source?

c. Are interviews with experts considered a primary source?

d. If a book about the Revolutionary War was published in 2010 would it be considered primary or secondary?

e. If that same book had a quote from the Revolutionary War would it be considered a primary source?

f. What could you do to make that quote a primary source?

9. Look at page 9: Find the section on Entry Categories and list the 5 different kinds of presentations available. Four of the categories allow individual or group projects. Indicate which category type is for individuals only.

10. What type of category are you thinking about creating? Go to that section of the rulebook and list five things about that category type.

Now go to the National History Day Webpage: <http://www.nhd.org/> Click on "For Students" then "How to". Once on this page click on "Project Categories" under See Project Examples.

Take a look at examples of winning NHD projects. Choose one example of a winning NHD project in your category. What was the topic that the winner chose? List one thing that stands out to you about the project.

Paperwork Systems

It is important that students have a good system for keeping their research organized. Some students take notes in google docs so they can access their research at school and at home. Some use binders and notebooks to keep their research notes organized. Some students write on index cards. Select a system that you think will work best for your students.

Every source will need to be included in their bibliography. **Noodle Tools** is a helpful online program that can help students keep track of their sources. NHD teachers can get a free one year subscription.

You can find Fact Stores, a Source Matrix, Cornell Notes and more research organization tools in the Teacher Toolkit at history.idaho.gov/nhdi

Step 4:

Stop and **reflect right after** you have finished reading the source. Write down the **main ideas, vocabulary words, or questions** from your notes.

Step 1:

Fill out the top section with important **information about you and your project.**

CORNELL NOTES: HEART OF THE STORY or DURING MY TOPIC

Name: _____ Class/Period: _____

Topic: _____

Task: Take notes for the During, or "Heart of the Story" section of your topic. Look for the 5W's: What happened? Include important details. How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen?

Main Ideas/Questions: _____

Notes: Write the source and page number all your notes.

Step 2:

Take notes as you read your sources. Keep your notes for each section of your project separated. For each note, **write down the source and page number.** This will help you with your bibliography.

Step 5:

Write the summary right after you read the source and have pulled out the main ideas. It is a **short overview** of what you learned about. Include important details of your notes.

Summary: _____

Step 3:

Use this space to write **bibliographic information** for the source. Include the type of source, title, author, and year the source was published. You will use this information to create your bibliography.

Sources: _____

Chapter 4

Topic Selection

Topic Ideas

Selecting a good topic is crucial to success in History Day. Students will spend months with this topic, so it is important that they pick something they are really interested in and something that has a good amount of researchable information.

Choosing A Topic Lesson Plans

LESSON: CHOOSING A TOPIC 1 – USING HISTORICAL ERAS

A list of Idaho topic ideas can be found in the Teacher Toolkit at [history.idaho.gov/nhdi!](http://history.idaho.gov/nhdi)

Essential Questions: 1. What is an era? 2. What are some synonyms or other words to describe an historical era? 3. How are historical eras usually defined? 4. How do events in history relate to the History Day theme?

Objective: At the end of the lessons students will be able to distinguish the vastness in a historical era, distinguishing events within different eras, and the possibilities of interests in each era for topic selection.

Grade Level: 6 – 12 **Time Needed:** 50 minutes

Materials: Worksheet: Choosing a Topic 1, Worksheet; Choosing a Topic Using Historical Eras, textbooks, encyclopedias, timelines, general history books, images, chalkboard/whiteboard, chalk/markers

Procedure

1. In a whole class setting, ask students if they are familiar with how historians break up history into eras or in the 20th century decades. For up to three minutes, discuss what a historical era is, and why it is used in history. (Dictionary.com definition: A period of time marked by distinctive character, events, etc.).

2. Make a list of eras or significant decades students are familiar with on the board (five to seven eras). With these examples, have students name ONE event/invention/figure associated with that era.

- Renaissance – New paintings
- Medieval – Kings and Queens
- Colonization – Tri-corner hats
- Early America - Independence
- Civil War – Slavery
- World War I – Trench warfare
- World War II - Holocaust
- Imperialism – Loss of indigenous culture
- Ancient Rome – Julius Caesar
- Ancient Greece – Olympics
- Pre-Columbian – Native American creation stories

*Make sure whatever era used in the introduction is also included

3. When one item is listed with each era, ask a student who did not share if that is what they would have written for that era. Ask a few other students what other item they would include in the era of their choice.
4. Explain that this illustrates the broad range of historic eras. Though we often associate one topic or idea with a certain era, there is often many other things happening also that are just as important.
5. Give the following instructions: Today you are going to investigate three historic eras of their choice. You can take examples from opening activity, or use another textbook/timeline to discover an era. Using the worksheet provided, you will fill in the following blanks on Worksheet: Choosing a Topic 1 about the three eras to become familiar with the time period and possibilities in each era.

Social – Relating to society such as class status, friendly relations, and/or customs

Political – Related to the government, laws, practices, policies

Religion – Fundamental set of beliefs and practices

Intellectual – Education of society and new ideas or developments

Technological – Advancements in technology in all aspects such as transport and agriculture

Environmental – Interactions and appreciation of what surrounds the community

6. As a class example, pick a second era to categorize. Find a major event/or individual in an era and define which aspect of SPRITE it belongs to. Also, have students start considering how it connects to the theme as discussed in the last lesson. (Example: Era – Civil

Rights Movement. Event – March on Washington. SPRITE category – political. Connection to theme – will vary)

7. Have students share their findings with one era. Remind them of the vast amount of possible topics and choices. Add the topics they recommend to the list started in the theme lesson. Keeping a running list available on the board or on a Google Doc for students to reference.

8. For the next lesson, they will need to revisit an era of their choice to further investigate for topic selection.

Other acronyms: PARTIES (Politics, Art, Religion, Technology, Intellectual, Economy, Social), BIG APPLEBED STREET.COM (Business, Individuals, Government, Art & Aesthetics, Physical Health, Psychological Health, Laws/Legal, Ethics, Boundaries, Environment, Domestic Issues, Social, Transportation, Religion, Economics, Education, Technology, Communication, Organizations/Occupations, Medicine)

Lesson Extension/Alternative

Increase or Decrease Areas of History to Brainstorm: For different learners, the number of eras required, or points of SPRITE, can be limited or expanded. For higher-level learners AP has other guides such as: PARTIES (Political, Art, Religion, Technological, Intellectual, Economic, and Social), PERSIA (Political, Economic, Religious, Social, Intellectual, Artistic), and C-GRIPES (Cultural, Geographic, Religious, Intellectual, Political, Economic, and Social).

Brainstorm Using Historical Eras: Students could also use a timeline rather than eras. Students would identify particular period of time in which they are interested.

Begin with a Familiar Topic: Instead of choosing an era, have the students choose a topic they are familiar with, then branch out to choose the era that belongs in. Continue with the rest of the activity on a smaller scale with the one topic already related.

Name: _____

WORKSHEET: CHOOSING A TOPIC 1

For three historic eras of your choice, fill in the following blanks regarding major events or ideas of the time period.

Historic Era 1: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 2: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 3: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Name: _____

WORKSHEET: CHOOSING A TOPIC USING HISTORICAL ERAS

As an extension of the previous activity, choose an era from the list below and read about it. Choose an event that is significant in that era and answer the following questions.

1. Industrial Revolution in Great Britain 1770's to 1850
2. American Civil War 1861 - 1865
3. Progressive Era 1870 - 1920
4. The Enlightenment 1750 - 1800
5. The Ottoman Empire 1299 - 1923

Historic Era 1: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to the History Day annual theme?

Historic Era 2: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to the History Day annual theme?

Historic Era 3: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to the History Day annual theme?

Name: _____

WORKSHEET: CHOOSING A TOPIC 2

Topic Idea 1: _____

1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme?
4. Why is this important in history?
5. What source did you find? Where did you find it?

Topic Idea 2: _____

1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme?
4. Why is this important in history?
5. What source did you find? Where did you find it?

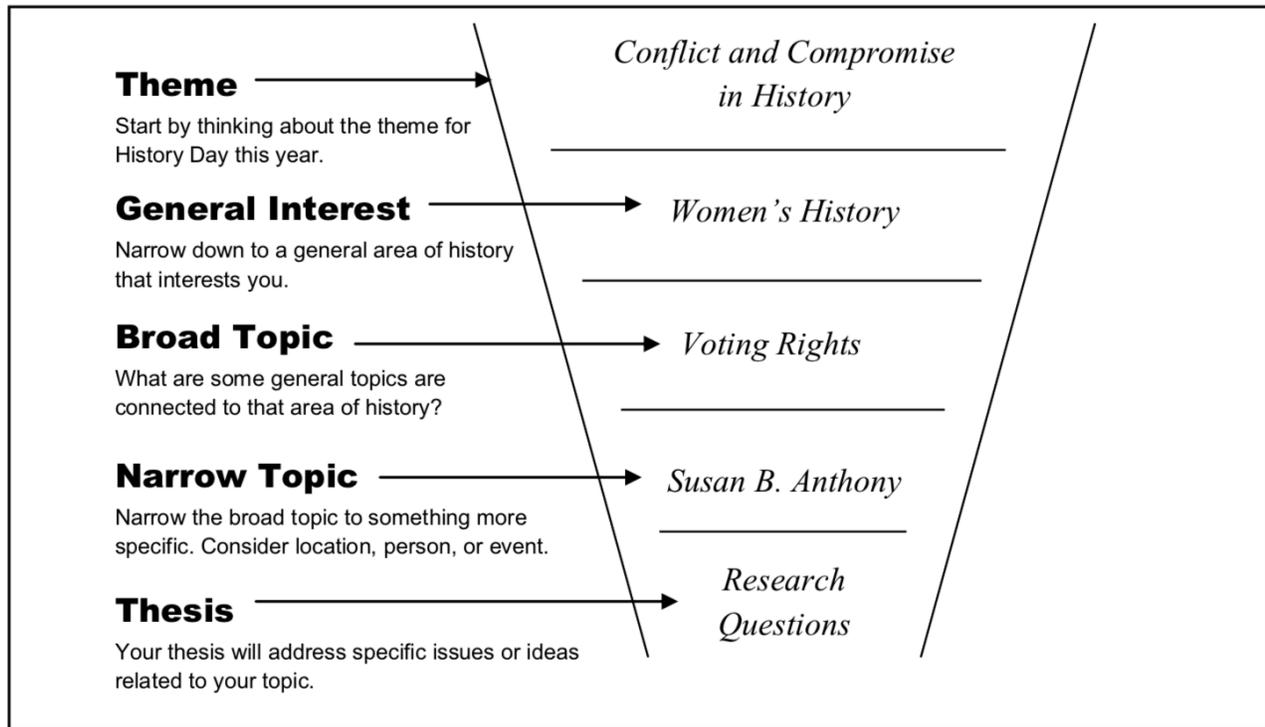
Topic Idea 3: _____

1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme? (Leadership and Legacy in History)
4. Why is this important in history?
5. What source did you find? Where did you find it?

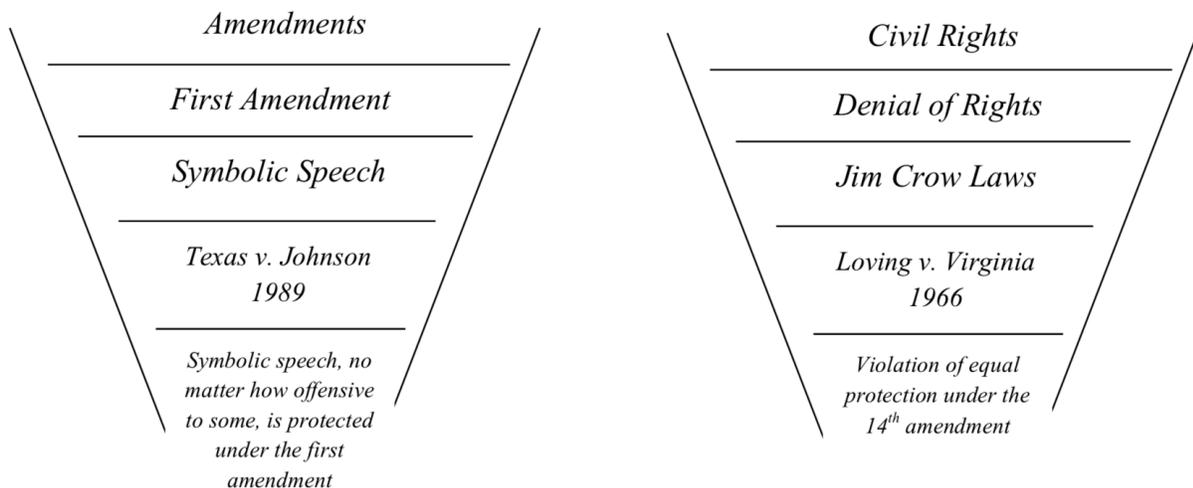
Name: _____

WORKSHEET: FOCUSING HISTORY DAY TOPICS

Topic choices generally start out too broad. We use the funnel to narrow our topics to more manageable ones. Remember: History Day projects are not huge. If your topic is too big, it's going to be challenging to fit everything you want into your project.

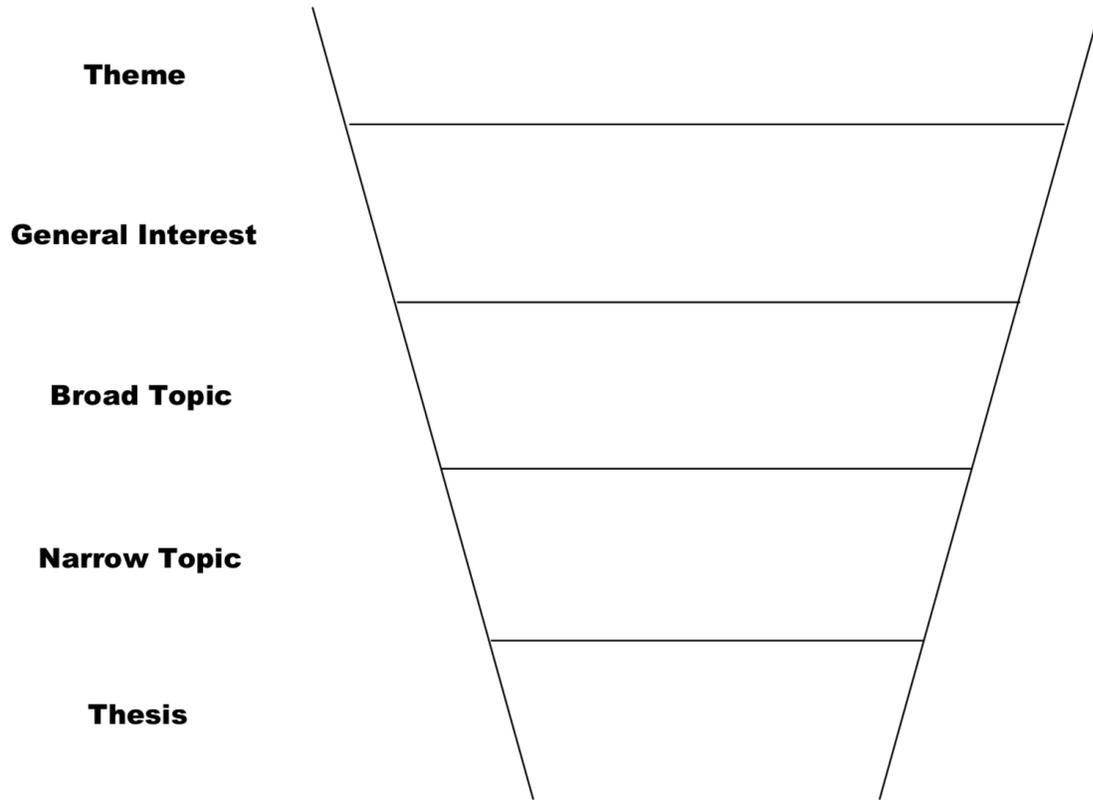


SAMPLE TOPIC NARROWING FUNNELS



Name: _____

WORKSHEET: HISTORY DAY TOPIC NARROWING FUNNEL



Do You Have A Good Topic?

1. Does your topic fit the theme of History Day?

- < Not only does it fit within the theme, but will you be able to explain its tie within your project?
- < If you were asked by a judge to explain the correlation, would you be able to do so?
- < You need a topic that helped shape history.

2. Can you analyze your topic?

- < Judges will want you to tell them how and why your topic shaped history. impact?
- < Can you determine historical context, alternate perspectives, significance and
- < This will be based on the number of available resources.

3. Is your topic too large?

4. Is your topic too small?

- < If your topic is too large, there are too many resources to read.
- < You would spend all your time summarizing the event, rather than analyzing it, and drawing conclusions.
- < Better History Day projects use an abundance of primary sources.
- < Be sure that you can locate some.

5. Are there primary source available for your topic?

6. If you are creating an exhibit, documentary or web site, will you be able to find enough photographs, images, video footage?

- < If your topic takes place before the mid-1800's, this might be difficult.

7. Is your topic unique?

- < The more unique your topic, the more likely it is to do well at History Day.
- < A unique project, well-done, helps you look original and interesting from the start.
- < History should be fun to learn. Choose a topic that makes YOU want to learn more. You will become and expert on your topic and teach lots of people something they never knew before.

8. Will you enjoy researching and learning about this topic?

- < Make sure you can show HOW your topic CHANGED history!!

Chapter 5

Research

NHD Research Plan

Where and How to Find the Required Sources

Topic: (Write or paste your topic here.)

Keywords: (List all words that might help in your searches.)

Public Library (Name the sources you plan to investigate.)

Virtual Library - Online Encyclopedias and Other Secondary Sources

Virtual Library - Primary Sources:

Catalog - Books to reserve:

LinksPlus - Books to request from other libraries (if needed):

Landmarks (Name the places that might have good websites or experts to interview.)

National Parks & Monuments:

State Parks:

Famous Historical Places:

Regional Sources (Name the resources near the places where your person was active.)

Public Libraries in Major Cities:

Local Historical Societies and Museums:

State Archives:

Universities (Name schools near landmarks or where authors of secondary sources teach or have published.)

Library of Congress (Go to Library of Congress American Memory or use Google like this: site:loc.gov topic)

Many Images Available?

Articles?

National Archives (Especially good for famous documents)

Articles?

Documents?

Chronicling America (Search American newspapers between 1836-1922.)

Many Articles?

Google Scholar (Find articles and sometimes even digitized books.)

Can I do this topic? Yes No Or is there another topic possible?

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
- Encyclopedias
- Media documentaries
- Books about the topic
- Interviews with scholars/experts
- Articles about the topic
- 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
- Manuscript collections
- Interviews with participants
- Autobiographies
- Government records
- Newspapers from the era
- Letters
- Photographs
- Music of the era
- Original film footage

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.

This lesson was created by National History Day in Minnesota and used with their permission.

You can find a lesson plan from the George W. Bush Presidential Library, quizzes, checklists, and charts about primary sources in the Teacher Toolkit at [history.idaho.gov/nhdi!](http://history.idaho.gov/nhdi)

Research Notes

Question

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?
What came before?

Answer/Notes

Understanding the Background (long before) and Buildup (right before)

Objectives:

I can describe what things were like LONG before my event

I can list the important events that led up to my event

I can explain what happened right before my event

I can make connections in my learning to better understand my event

Task:

Use at least two sources and take at least three pages of Cornell notes on what came BEFORE your event.

Here are some questions to help you (you can also make up your own questions):

- What was happening 20 years before your event that led to it happening?

(You may even need or want to start farther back than 20 years.)

- What was happening 10 years before?
- What happened right before? The year before it happened, the weeks, months or even day before it happened
- Who were the main people involved before your event happened and what were they doing?
- What problems or issues happened that led to your main event?
- Where did things begin to happen?

Note: You will use the notes you take here to later write the left side of your exhibit board, or the background / build up "before" part of your project. The before section of your project is divided up into "long before" (or background) and "right before" (or buildup) sections.

NOTE HERE the sources used for these notes: note the title, author and what type of source (primary or secondary, book, article, etc). ALL information you write on this page should be linked to a source! Then, put the source information into Easy Bib to format your official bibliography.

What came after?

Understanding the Connection to Today

Objectives:

- I can list the events that happened right after my event happened
- I can analyze how my event changed things right after and long after it happened.
- I can make connections between my event to the world today
- I can prove that my event is still important today.

Task:

Use at least two sources and take at least three pages of Cornell notes on what came AFTER your event.

Here are some questions to help you (you can also make up your own questions):

Note: Not all these questions will apply to each topic.

What happened right after your event (hours, weeks or months after)

- What did people do next?
- How did people (the media, the government, etc.) react to the event?
- What happened in the years after your event happened?
- What were the positive and negative consequences of the event right after it happened and long after it happened?
- How did things change because of the event? (in the country/ city / area / world)
- What is different NOW, today, because of the event? (your topic)
- Why is it important today? Why should people care about it or learn about it?
- Why do people remember the event today?

During What was the main event?

Objectives:

I can explain what my main event was about and provide details about the event.

I can list who was involved, what they did, when it happened, where it happened, why it happened and how.

Task:

Take at least two pages of Cornell notes on the major occurrences (the important events) that surround your topic.

Here are some questions to help you (you can also make up your own questions):

- **What** is the main event – thing – that happened to make your topic well known? • What were the important details of the event?
- **What** exactly happened?
- **When** did it happen?
- **Why** did it happen?
- **Who** did it happen to?
- **Who** were the people or groups involved?
- **Where** did it happen?
- **How** did it happen? Break the event up into smaller events if you can. First, second and finally.

Note: You will use the notes you take here to later write the middle "during" or "Main Event" part of your project.

Describe here the main reason your event is important / famous – this is your "during"

NOTE HERE the sources used for these notes: note the title, author and what type of source (primary or secondary, book, article, etc). ALL information you write on this page should be linked to a source! Then, put the source information into Easy Bib to format your official bibliography.

Research Resources

Idaho Resources

Students who select local topics have a large variety of sources available to them. The Idaho State Archives in Boise is a great place to find primary sources about Idaho Topics. National History Day students can also have free access to the Boise State Albertsons Library.

Students may also use Tips for Researching Idaho, a guide to doing research in Idaho which can be located in the Teacher Toolkit or at <https://history.idaho.gov/sites/default/files/uploads/NHD%20Tips%20for%20Researching%20Idaho.pdf>.

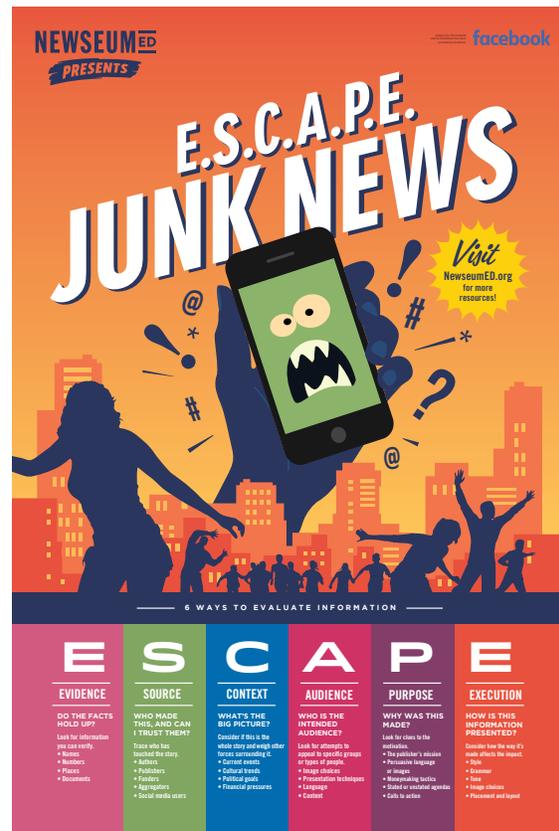
Online Resources

There are many reliable online resources for conducting historical research. We have compiled a comprehensive list of good online sources that can be accessed in the teacher toolkit or at <https://history.idaho.gov/sites/default/files/uploads/NHD%20Research%20Resources%20Categorical%202011.7.17.pdf>

Evaluating Sources

Students need to be able to evaluate the sources they find to determine if they are valid or not.

In the Teacher Toolkit, you can find a lesson plan from the Newseum called “ESCAPE-ing Fake News”, or learn to spot fake news with a guide from the International Federation of Library Associations and Institutions or use the CRAAP test from California State University.



Civic Online Reasoning

The Stanford History Education Group has created a Civic Online Reasoning Group to help students combat fake news online. Civic online reasoning is the ability to **locate, evaluate, and verify digital information** about social and political issues.

According to the Civic Online Reasoning Group, a project for the Stanford History Education Group, students make three big mistakes when it comes to evaluating the credibility of an online source:

- 1. Accept Evidence Unquestioningly:** The appearance of evidence such as graphs, charts, infographics, photographs, and videos dominate students decisions about whether information is trustworthy. "Students often conclude that a post is trustworthy simply because it includes evidence to back its claims. What's the problem with this? Students do not stop to ask whether the evidence is trustworthy or sufficient to support the claims a site makes. The mere existence of evidence, the more the better, often does the trick."
- 2. Focus on Surface Features:** Students focus too much on website surface features such as a site's URL, graphics, design, and "About" page. These features are easily manipulated by a site's creators.
- 3. Misunderstanding Wikipedia:** Students have been taught to be sharply skeptical of Wikipedia. "Students are not aware of how Wikipedia regulates and monitors its content, from locking pages on many contentious issues to deploying bots to quickly correct vandalized pages." Some students are unaware that Wikipedia pages include links to valuable sources which are useful jumping off points for more in-depth research. Students distrust of Wikipedia can lead them astray.

The Civic Online Reasoning Group recommends that students ask and answer these questions of every online source:

- 1. Who is behind it?**
- 2. What is the evidence for its claims?**
- 3. What do other sources say?**

These are the core competencies of civic online reasoning that have been identified through careful analysis of professional fact-checkers.

This information comes from an article published in Social Education, September 2018 by Joel Breakstone, Sarah McGrew, Mark Smith, Teresa Ortega, and Sam Wineburg and can be accessed at <https://www.socialstudies.org/publications/socialeducation/september2018/teaching-students-to-navigate-online-landscape>.

For more information about Civic Online Reasoning including lessons, assessments and more, go to <https://sheg.stanford.edu>.



<p>Times Little c Context <i>What historical events influenced the topic locally during time period?</i></p>	<p>Big C Context <i>What historical events influenced the topic nationally or globally?</i></p>	<p>Tragedy</p> <p><i>Describe the tragedy in history.</i> Who? What happened? Why did it happen? What influence or impact did this tragedy have?</p>
<p>Triumph</p>	<p><i>Describe the triumph in history.</i> What actions were taken? By whom? Why did this happen? What influence or impact did this triumph have?</p>	<p>Long Term <i>What changes occurred over time?</i></p> <p>Short Term <i>What immediate changes occurred?</i></p> <p>Transformation</p>

Chapter 6

Analysis

Historical Context

Students must put their topic into historical context and answer the question “So what?” in their project. How did this topic effect history? Why does it matter?

More lesson plans, thesis writing lesson plans, worksheets, graphic organizers and more to help with the analysis portion of the process can be found in the Teacher Toolkit at www.history.idaho.gov/nhdi!

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): 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 key words 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?

This lesson was created by National History Day in Minnesota and used with their permission.

Before	During	After
<p style="text-align: center;">Background or Long Before the Event</p> <ul style="list-style-type: none"> • What background information does your reader need to know about your topic? • What events, ideas, or people happened before your topic to influence it? • What was going on in the world? 	<p style="text-align: center;">Heart of the Story or During the Event</p> <p>Look for the 5W's and an H:</p> <ul style="list-style-type: none"> • What happened? • How did it happen? • When did it happen? • Why did it happen? • Who was involved or affected? • Where did it happen? 	<p style="text-align: center;">Short-Term Impact or Right After the Event</p> <ul style="list-style-type: none"> • What are some things that happened or changed right away? • Think about positive and negative changes. • How did this event impact different groups of people.
<p style="text-align: center;">Build-Up or Right Before the Event</p> <ul style="list-style-type: none"> • Who were the main players? • What are they doing to get ready for the main events of your topic? • What events or ideas led up the main event? • What was life like at this time? 		<p style="text-align: center;">Long-Term Impact or Long After the Event</p> <ul style="list-style-type: none"> • So what? • Why is your topic important in history? • How has your topic changed history? • Why is the event still important today?

HISTORICAL CONTEXT

Sets the Stage

History doesn't happen in a vacuum. Events, people, and ideas are deeply shaped by the world around them – the political, social, intellectual, scientific, cultural, and economic realities of that time and place. Students need to show in their project how their topic fits within the historical context that surrounded it. Here are some ways to think about historical context:

Background Events – What were the events that lead up to this topic? Example: How did the conclusion of World War II set the stage for the Cold War? How did the Seven Years War lay the foundation for the American Revolution?

Social Context – What was the social environment like at the time? Example: Racism, segregation, and Jim Crow form the setting from which the Civil Rights Movement emerged. It's also an important context for Jazz music, for Jackie Robinson, and a host of other topics.

Intellectual or Scientific Context – How did experts understand this issue or question at the time? Example: What did scientists believe about disease transmission during the Flu Pandemic of 1918? How did Social Darwinism influence popular culture, or politics, during the early 20th Century?

Cultural Context – What were the cultural norms in the community? Example: What was the prevailing view of a woman's aptitudes and role in this time and place? What was the prevailing view of a man's aptitudes and role? What behaviors were considered inappropriate for a man or a woman?

Economic Context – How did the economy shape peoples' lives, choices, and decisions? Example: The Great Depression, crop failures, resource shortages.

Other Contexts – Can you identify other contexts that are relevant to your topic?

In many cases, your topic will center on a creative response, reaction, or attempt to change the prevailing circumstances of the time. A good understanding of the historical context will help you see and describe change over time, and to identify short- and long-term consequences and outcomes.

HISTORICAL CONTEXT FRAMES

Pick 2 types of historical context that relate best to your topic from the word bank. Write a summary of each one and explain how it shaped your topic.

Background Events	Social Context	Intellectual Context	Scientific Context
Political Context	Economic Context	Cultural Context	Other Context (describe)

Historical Context 1:

Historical Context 2:

Drafting Your History Day Thesis

Students will write their thesis near the end of the research process. This is the heart of their project! The thesis explains what the student is proving, connects the topic to the theme, and should explain impact the topic has had on history.

Below is an excerpt from a Thesis Development packet developed by Robbie See for Alameda County National History Day. Please go to [https://docs.google.com/document/d/1wo042xXRnOEE5pBkdSoTV6-WclRnkZP\]xuTf4JFr0/copy](https://docs.google.com/document/d/1wo042xXRnOEE5pBkdSoTV6-WclRnkZP]xuTf4JFr0/copy) to access the authorized version for your classroom use.

A strong history thesis...

1. States a **claim** that

provokes disagreement or surprise

AND clarifies cause and effect:

Required Sections
 • How did you choose your topic?

- AND perhaps also:*
- *Contrasts continuity versus change;*
 - *Contrasts perspectives of different historical positions; or*
 - *Justifies (or rejects) an ethical position about long-ago events.*

Ideas to Consider; Details to Include

- Name your topic.
- Describe the process of choosing it.
- How did you research your topic?
 Online?
 In a library?
 At an archives?
 Interview?
 What was your best source?
- How did you decide on the layout, design, and colors of your project?
 What tools and materials were important to put it together?
- Use the theme words in your thesis.
 Restate your thesis statement.

Sample Sentences

- I've always been interested in
- When I heard the the theme this year was Conflict & Compromise in History I thought about.....
- I brainstormed possible topics and the one I liked best was.....because.....
- I decided to research (insert your topic) to learn more about.....
- When I first started my research I....
- Then I.....
- My best secondary source was.....
- I found a great primary source at the....
- I decided to design my project like.....because.....
- The colors symbolize.....
- The layout of my information shows.....
- I especially enjoyed.....
- My topic fits this years theme because.....
- My research and the documents I found provide evidence that (insert your topic) was significant in history because.....
- My topic left a legacy of.....

2. Connects to the theme:

Triumph and Tragedy in History

3. Is proven in your project

4. Is the main idea of the project

5. Mentions 3 areas of focus

6. Has enough information but not too much. In one or two sentences and no more than about 60 words, it includes the five W's plus H. (*who, what, where, when, why, and how*).

Conjunctions are central in joining ideas:

Cause-and-effect Conjunctions

For Since
 So Because
 After In order
 When Due to

Under Conditions

Until
 Unless
 If

Contrasting Conjunctions

But Although
 Yet While

Comparing Conjunctions

And
 Nor

Chapter 7

Project Creation

For students, creating a project is the most fun and most frustrating part of the whole process!

Narrative organizers can help students map out their project so they have a guide as they are creating their entry. Below you will find a narrative organizer for each entry type.

Process Paper

One of the last items you will complete for your NHD project 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. You should provide details of your work. Use “I” statements and show how your topic connects to the theme. 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.** Below is a guide for how to write a process paper, followed by an example of a process paper.

SAMPLE: STUDENT PROCESS PAPER (Minnesota, 2005)

Before I began my research, Jack the Ripper conjured for me an image of a silhouette clad in cap and cape, cloaked by the fog of Victorian London. It was this dramatic mystery and morbid romanticism that drew me to a documentary about the Whitechapel murders at the library. I was drawn to a small section of the video in which the narrator speaks briefly of how the Democratic-Socialists used the 1888 murders to promote liberalism in England. I was fascinated by the concept presented here: that of fear being used as a political tool to communicate reform. I wanted to learn more about how these killings managed to influence Victorian politics.

I began my research by reading secondary sources. From these I learned about the murders, and briefly about how they influenced politics and the social situation of Britain. This led me to want to know more about Victorian society, so I turned to descriptions of London written in the 19th century. I learned about how there was a large rift between the bourgeoisie and the working class, and many reformers wished to help the proletariat. This led me to a letter written by one reformer. Here, he speaks of how the murderer accomplished more to promote reform than even the Democratic-Socialist Party. I wanted to know how the Ripper achieved this reform, so I found a collection of primary newspaper articles about how some citizens were losing faith in the government because of its inability to catch the murderer, and many wanted top officials to resign because of this. I also learned that liberals in London used the killings as ammunition to use against the incumbent conservatives to persuade citizens to vote socialist in upcoming elections.

Now that I had an extensive amount of research, my task was to hone this knowledge into a story that could be told in ten minutes. Fitting into this narrow time limit proved to be the most daunting task of all. I chose to present my research with a documentary because I have experience with the media category, and I didn't want to be hindered by the word limit of an exhibit.

My documentary relates to both aspects of this year's theme: communication, and understanding. It concerns communication because the fear instigated by the murders communicated to the public an awareness of the horrid conditions in London's East End, the ineffectiveness of the conservative rule in Britain, and provided an opportunity for reformers to communicate urgings for liberal reform in England. Because of the ideas communicated as a result of the murders, people began to understand the plight of the proletariat, and started to understand that Britain needed social and political reformation. The liberal foundations laid by these killings expanded into reform that affected history. If it were not for the social understanding and political reform communicated by the Whitechapel murders, leftists would not have had such an opportunity to urge for progress, and politics today might be vastly less liberal.

Annotated Bibliography

Every NHD project must have an annotated bibliography. A bibliography is a list of the sources used for researching a topic. NHD projects can follow MLA or Chicago style citations. In the Teacher Toolkit, you can find citation guides that can help students understand how to cite sources and how to list sources in their bibliography.

For younger students, there are several online bibliography generators. One called Noodle Tools is available for free for one year for NHD teachers. See www.nhd.org for details.

Sample MLA (7th Edition) Citation Formats

Books (Print):

Last Name, First Name. *Book Title*. City of Publication: Publisher, Year of Publication. Print.

Newspaper Article (Print):

Last Name, First Name. "Article Title." *Newspaper Name* [City] Day Month Year Published: Page(s). Print.

Encyclopedia (Print):

"Article Title." Name of Encyclopedia. Edition. Year. Print.

Websites:

Last Name, First Name. "Article Title." *Name of Website*. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed. <URL>.

*URL is optional unless the source cannot be located without it or if required by your teacher.

For More Information:

- Easy Bib: www.easybib.com
- Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/>

An annotation is a summary or evaluation of that source. So, in an annotated bibliography, below each source, there should be an annotation that does one or more of the following:

1. **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
2. **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
3. **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Examples of Annotations:

"This source helped me understand what role the Interim Committee (a group of distinguished scientific, industrial, and political figures) played in the decision of the bomb. It helped me understand their reasoning for dropping the atomic bomb. The Interim Committee advised the President on nuclear energy."

"We used this book to learn more about recent events in the Israeli- Palestinian conflict, especially the war. It also contained some maps in it, which we used to get a better picture of the partition."

"This book was a collection of the letters that Joe Kennedy wrote from 1914 until his disabling stroke in 1961. Although there were not letters speaking of Rosemary receiving the lobotomy, Joe did write of his concerns for his daughter and the prospect of getting her the operation."

Annotation Sentence Starters

Try not to use "this source..." to start each annotation. Change it up by trying any one of the following. Remember: If you are working in a group, your annotations should use words like "we" and "our." If you are working alone, your annotations should use words like "I" and "my."

- 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...
- I / We had a new perspective on the topic after reading this source because...
- This *interview* talked about...
- This *book* helped me / us to understand our topic better because...

Stuck? Feel like you're repeating yourself?

- Pretend that you're describing the book to your teacher. Try describing the author's point of view in the source.
- Did this source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Describe why.
- Be specific. Was there one particularly important part of the source?

A Chicago Citation Guide is available at the Teacher Toolkit as well as example bibliographies, and more!

Chapter 8

Assessment

Grading Rubrics

There are many different ways to grade an NHD project. Below are excerpts from rubrics based on the judges evaluation form that is used at every NHD contest. You can find the full version of each of these rubrics and more in the Teacher Toolkit.

HISTORICAL QUALITY	Thesis (10%)	Presents a claim that synthesizes sources to demonstrate original analysis; includes a deep connection to theme.	Presents a claim that approaches synthesis but might not fully explain how evidence fits together to inform own thinking. Connection to theme may be undeveloped.	Claim might show some analysis. May describe evidence as individual points or may not explain how evidence fits together to inform own thinking. May not connect to theme beyond restatement.	Lacks a claim. Lacks strong connection to theme beyond restatement of words.
	Interpretation and Analysis: (10%)	Clearly connects evidence to establish interpretation. Draws meaning and significance from interpretation to create unified analysis.	Interprets evidence and groups ideas logically. May not provide significance nor unify analysis.	Provides evidence but makes limited interpretations or connections. May either rely on expert analysis or lack student analysis.	Lacks analysis to unify argument. May just report on evidence with no interpretation. May just repeat others' interpretations without support.
	Context (10%)	Includes events and conditions to accurately anchor topic in history. Demonstrates understanding of how historical background affected topic.	Includes most events and conditions to place topic in history. Mostly demonstrates understanding of how historical background affected topic.	Includes some events and conditions to place topic in history. Begins to demonstrate understanding of how historical background affected topic.	Does not place topic accurately within historical context. Needs to demonstrate deeper understanding of how historical background affected topic.
	Accuracy (10%)	Presents accurate historical record supported by appropriate breadth of facts.	Presents historical record but may have small issues with accuracy or breadth.	Several errors in either accuracy or breadth mar the presentation of historical record.	Inaccurate representation of historical record.
	Depth (10%)	Bibliography reflects deep research, including diverse primary and secondary sources necessary to support claim.	Bibliography mostly reflects deep research and includes some diversity in sources to support claim. May need more primary and secondary sources. May not have fully developed all areas of research.	Bibliography demonstrates limited research and needs more sources to support the claim.	Bibliography lacks sources necessary to support a claim and is not able to answer all important aspects of project.
	Multiple Perspectives (10%)	Includes multiple viewpoints. Incorporates different perspectives to advance argument.	More than one viewpoint is present.	Project may be overly dependent on one viewpoint.	No evidence of alternative or opposing perspectives.

Rules Compliance & Complimentary Materials (50 points possible)

Complies with all NHD rules for project					
Annotated Bibliography typed and with project					
Annotated Bibliography separated into primary/secondary sources					
Process Paper and Title Page included with project					
Student presents to judges on time and with all materials					

RELATION TO THEME	Advanced	Proficient	Developing	N/A evaluate
RELATION TO THEME: Clearly relates to and addresses all parts of the theme.	RELATION TO THEME *Thesis and documentary clearly address the theme. *Chosen topic presents fresh perspective on topic in relation to theme.	RELATION TO THEME *Thesis and documentary clearly address the theme.	RELATION TO THEME *Thesis and documentary generally relate to the theme.	
	DISCIPLINARY LENSES *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme. *Uses multiple disciplinary lenses that connect across the theme.	DISCIPLINARY LENSES *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme.	DISCIPLINARY LENSES *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme.	
DRAWNS CONCLUSIONS: Demonstrates current significance of topic and draws conclusions.	CHANGE OVER TIME *Explains how the topic developed over time and documents that change. *Describes why that change occurred.	CHANGE OVER TIME *Explains how the topic developed over time and documents that change.	CHANGE OVER TIME *Fails to explain how the topic developed over time; just tells what happened.	
	HISTORICAL SIGNIFICANCE *Explains how the topic was significant in history and draws an independent conclusion. *Explains the cause and continued impact on the community, nation, or world.	HISTORICAL SIGNIFICANCE *Explains how the topic was significant in history. *Explains impact on the community, nation, or world.	HISTORICAL SIGNIFICANCE *No explanation of the topic's significance in history, describes the event. *Minimal ability to explain impact on the community, nation, or world.	

More grading rubrics can be found in the Teacher Toolkit at www.history.idaho.gov/nhdi!