

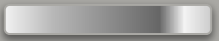
Contests



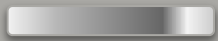
Teacher  
Resources



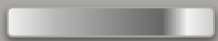
For  
Students



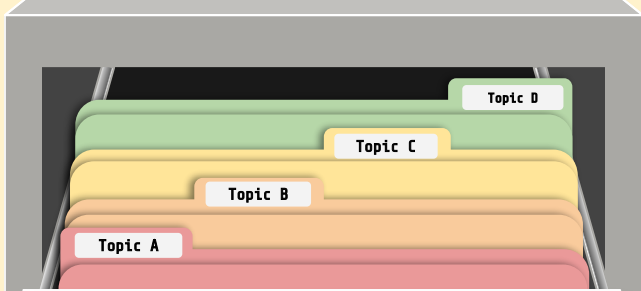
New Stuff



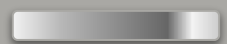
Questions



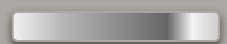
**NHD in Idaho  
2020-2021**



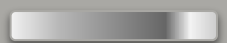
Contests



For  
Students



New Stuff



Questions



# Contests

Schedule

Virtual v In-Person

Category Submission Guidelines

Judging Interviews

## Topic A

# Contest Schedule

	Northern/ Southwest	West Ada	Treasure Valley/ South Central	Eastern	STATE	National
Reg. Open	1/18	1/18	1/18	1/18	2/27	TBA
Reg. Close /Project Due	2/26	3/19	2/19	3/1	4/16	TBA
CONTEST	3/13	4/3	3/6	3/15	5/1	6/14-18
Location	Virtual	Virtual	Virtual	Virtual	Virtual/ College of Idaho, Caldwell	Virtual/ College Park, MD

Contests

For  
Students

Topic D

Topic C

Topic B

Topic B

## Virtual vs. In-Person

### Obstacles:

- ❑ Interviews
- ❑ Recruiting and training quality judges
- ❑ Excitement, connection, and fun of a contest

### Opportunities:

- ❑ Correct inequities created by geography and cost
- ❑ More fair and accurate judging
- ❑ Limit costs

Contests

For  
Students

Topic D

Topic C

Topic A



Topic C

## Category Submission Guidelines

- ❑ Exhibits
  - Photos in a Powerpoint submitted as a pdf
  - Digital converted to pdf
- ❑ Performances
  - MP4 file + pdf (Google Drive or Streamable)
  - Script worksheet for National Contest
- ❑ Documentary
  - MP4 file + pdf (Google Drive or Streamable)
- ❑ Paper + Website
  - Same as usual

## Judging Interviews

- ❑ Regional Contests:
  - Interview questions submitted via FlipGrid
  - Zoom where possible
- ❑ State Contest:
  - Judging will be done via Zoom and entire rounds will interview together.

Contests

For  
Students

Topic C

Topic B

Topic A

Contests

New Stuff

Teacher  
Resources

Questions

# Teacher Resources

Workshops  
Teacher Toolkit  
Ben + Jo

Contests

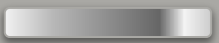
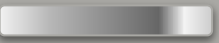


Topic H

Topic G

Topic F

Teacher  
Resources



Topic E

## Teacher Workshops

- ❑ Multi-state workshop with UT and NV
- ❑ WWI + Primary Sources in a Virtual Classroom
- ❑ NHD + NEH, Sept. 30th at 5pm MST
- ❑ Spring



Contests

Topic F

# Teacher Toolkit



## Introducing National History Day

Introduction Videos

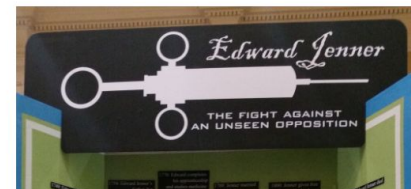
[NHD in Minnesota](#)



## Understanding The Theme

2021 Theme Book

2021 Theme Narrative



## Topic Selection

Starting A History Day Project

Preliminary Research For Three Topics



## Research

Skill Building

[Thinking Like A Historian Graphic Organizer](#)

Teacher Resources

Contests

Topic H

## Ben + Jo

Register today!

Register at [www.history.idaho.gov/NHDI](http://www.history.idaho.gov/NHDI)

- New rulebook
- Themebook
- Cool sticker & poster

Topic G

Topic F

Topic E

Teacher  
Resources

Contests



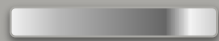
Teacher  
Resources



New Stuff



Questions



For  
Students



# For Students

Student Webinars + Virtual Office  
Student Toolkit

Contests

Teacher  
Resources

Topic L

Topic K

Topic J

For  
Students

Topic I

# Student Webinars



Contests

Teacher  
Resources

Topic I

Topic K

Topic L

For  
Students

Topic J

## Student Toolkit

- ❑ Project Examples
- ❑ Category Guides
- ❑ Research Support
- ❑ Topic Ideas
- ❑ Videos



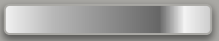
Contests



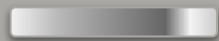
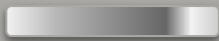
Teacher  
Resources



For  
Students



New Stuff



## New Stuff

Judging Forms + Criteria  
Contest Rulebook

# Judging Forms + Criteria

- 20% Clarity of Presentation
- 80% Historical Quality



HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
<b>HISTORICAL ARGUMENT</b>	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

Contests

Teacher Resources

New Stuff

For Students

# Student Voice

STUDENT VOICE refers to your ideas and analysis. **Your** argument and your supporting analysis must be clear in your project. Do not let supporting evidence, such as quoted material from primary or secondary sources, overwhelm your voice. Make **your** case (or argument) using **your** own words based on **your** research.



Contests

Teacher  
Resources

For  
Students

Topic P  
Topic O  
Topic N

New Stuff



# Student Voice

What it is:

- ❑ A shift or reframing from “show off your experts” to “we value your research, thinking, analysis, & conclusions”.
- ❑ An incentive for students to clearly show their voice in the project

What it is NOT:

- ❑ A rejection of secondary source research
- ❑ Opinions
- ❑ Permission to write in 1st person

Contests

“When learning is designed in ways that prioritize student voices and thought, there is a clear pathway for students to invest themselves fully and genuinely in quality work that matters.”

Joshua Block, “How PBL Students Engage with the World Around Them”. *Edutopia.org*

For  
Students

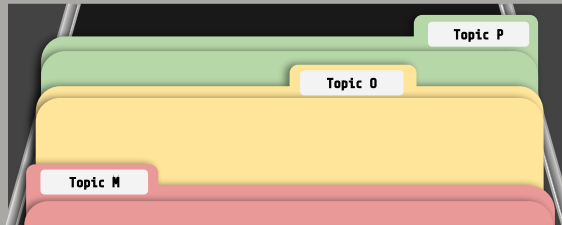
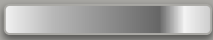
Contests



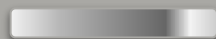
Teacher Resources



For Students



New Stuff



NHD  
NATIONAL  
HISTORY DAY



# Contest Rule Book

JUNE 22, 2020 EDITION

Topic N

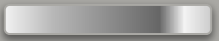
Contests



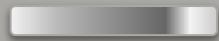
Teacher  
Resources



For  
Students



New Stuff



Questions

## Questions

- How to keep students motivated?
- How will I find the time this year?
- If we are in and out of the classroom all year, how can we do this?

# How can we keep students motivated this year?



Contests



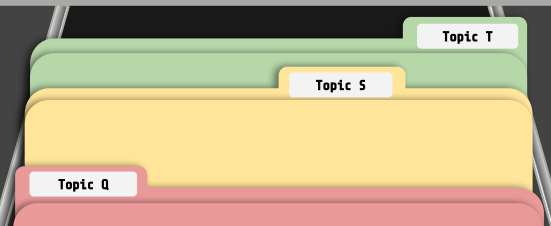
Teacher  
Resources



For  
Students



New Stuff



Questions

# How will I find the time to do NHD this year?

Topic R

# Stanford History Education Group

What caused the Chicago Race Riots of 1919?

Compare different accounts.

What are similarities and differences between the accounts?



What Caused the Chicago Race Riots of 1919?

Document	Date/ Author	According to this document, what caused the Chicago Race Riots of 1919?	Provide evidence from the document that supports these reasons.
Document C			
Document D			
Document E			

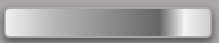
Contests



Teacher  
Resources



For  
Students



New Stuff



Questions

How can we do  
NHD if we are in  
and out of the  
classroom all year  
long?

Contests



Teacher  
Resources



For  
Students



New Stuff



Questions

# Tips for Virtual

1. Set up a routine & stick to it
2. Be consistent
  - a. Same deadlines turned in to the same place same day every week
3. Simplify
  - a. Limit your tools
  - b. Use templates
  - c. Grade fewer assignments with more detail
  - d. Don't overwhelm students, use bonuses



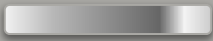
Contests



Teacher  
Resources



For  
Students



New Stuff



Questions

Any other  
questions or  
concerns?