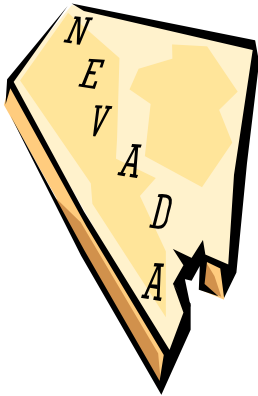


National History Day In Nevada



Got history?

Washington

Apprentice Division
Grades 4 – 5
NVHD Curriculum Guide

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INTRODUCTION TO NATIONAL HISTORY DAY IN NEVADA!

This guide has been developed exclusively for Nevada students who are interested in participating in National History Day in Nevada! This user friendly guide is designed to provide much of the information and resources needed to be successful in participation in National History Day in Nevada.

What is National History Day in Nevada?



History Day is an annual academic competition designed to promote the study of history in schools. The goal of the program is to develop and improve your research skills, critical thinking skills, and provide an opportunity for you to show off your creative talents!!

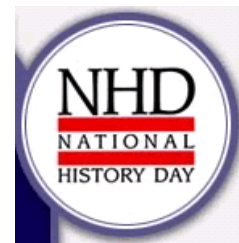
National History Day in Nevada is the state competition for students in grades 4 and 5, and is an exciting way for you to study history and learn about issues, ideas, people, and events! NOTE: Grades 4 & 5 compete only at the state level.

What is National History Day?

National History Day is an annual academic competition, much like a science fair; however, the projects are based around the study of historical events, ideas, issues, and people rather than scientific concepts. Each year, the National History Day Organization determines an annual theme as the focus for your research.

National History Day Mission

To provide students with opportunities to learn historical content and develop research, thinking and communication skills through the study of history and to provide educators with resources and training to enhance classroom teaching. (www.nhd.org)



The Five 's of Nevada History Day

Who? All students in Nevada (grades 4 & 5 – Apprentice Division); (grades 6-8: Junior Division) and (grades 9 – 12: Senior Division).

What? Nevada History Day!

When? Every Spring

Where? Carson City and Las Vegas

Why? Nevada History Day (NVHD) benefits you, the student, by providing opportunities to conduct research, collaborate with peers, use primary sources, develop critical thinking skills, and have fun while learning about the past!

HOW DO I CHOOSE MY CATEGORY?

WORKSHEET

Do you have special interests or talents that lend themselves to a specific category? How can your material best be expressed?

Answering the following questions may help you decide.



Historical Paper

1. Do I enjoy writing?
2. Am I more comfortable expressing myself on paper rather than in front of an audience?
3. Am I trying to convey a complex idea that requires a lot of explanation?

Performance

1. Do I enjoy being in front of an audience?
2. Do I like to act?
3. Can I sing or play a musical instrument? (Musical talent is not necessary, but many students incorporate music into their performances.)
4. Can my topic be expressed dramatically?

Exhibit

1. Do I enjoy creating things with my hands?
2. Do I have room to keep an exhibit once I create it?
3. Do I have a way to transport my project to a contest?
4. Can I tell my story primarily through pictures and artifacts instead of words?

Documentary

1. Do I have access to and enjoy working with media equipment?
2. Do I have access to editing equipment that I can operate?
3. Do I have a VCR, television, slide projector, tape recorder, computer, etc. that I can take to a competition?
4. Will my research be most clearly presented as a documentary?

QUESTIONS TO HELP NARROW MY TOPIC & DECIDING ON MY TOPIC

WORKSHEET



arrowing a broad theme to a specific topic that you will enjoy will take some thought and investigation. Once you decide on a topic, you must research it thoroughly. The worksheet below was designed to help you as you go through the research process.

CHOOSING A TOPIC

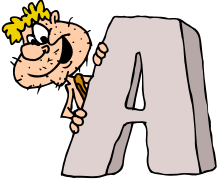
1. What is the theme?
2. What are my personal interests?
3. What state or local history topics would fit my interests? What resources are available to me?
4. What national or world history topics would fit my interests? What resources are available to me?
5. What will my preliminary topic be?

LOOKING FOR SOURCES

1. What primary sources are available on my topic?
2. What secondary sources are available on my topic?

ANALYZING MY PRELIMINARY TOPIC

WORKSHEET



As you answer these questions about your topic, you are analyzing and interpreting your resources and putting your topic into historical context and perspective*.

Please note! The questions on this page should be answered for topics about individuals or locations as well as for events.

1. What do I want to know about my topic?
2. What is the most interesting part of my topic?
3. When did the event occur?
4. What was happening? Where?
5. Why did it happen at this particular time and this particular place?
6. What preceded and, perhaps, caused the event?
7. What things were happening at the same time as the event?
8. What were the consequences of the event and how did they affect the future?
9. Why was this historical event significant?

Vocabulary:

* *historical context*: What was going on at the time of your topic?




* *historical perspective*: How did your topic change over time, and why is it important?



KEEPERS OF THE PAST: FINDING THE INFORMATION YOU NEED!

re-pos-i-tory n., A place where things may be stored for safe keeping.

In the search for history and those little “nuggets” of information that provide historians with insight into the past, there are times when a lot of time and patience are needed to uncover (or discover!) just the right source. Listed below are “repositories”, or places where you might find many of the resources you need for your project! However, don’t limit yourself to just this list! See if you can discover and record other repositories and sources of your own!

<p>LIBRARY: Primary Sources Magazines Books Photographs</p>	<p>STATE RECORDS: Historic Registers Photographs Census Records Railroad Records</p>		<p>HOME: Albums Diaries Journals Letters Genealogy Quilts Military Records Photographs</p>
<p>COURTHOUSE: Wills Marriage Records City Directories Tax Records Genealogy Records</p>	<p>_____:</p>	<p>ONLINE: Primary Sources Secondary Sources Photographs Letters Census Records Genealogy Records Newspapers</p>	
	<p>SCHOOL: Yearbooks Attendance Records Teacher Interviews</p>	<p>_____:</p>	<p>HISTORICAL & CULTURAL INSTITUTIONS: Artifacts Maps Letters Government Records Newspapers Exhibits Historical Archives</p>

Vocabulary:

Artifact: An object produced or shaped by a person (eg: a tool, weapon, or ornament) of historical interest.


Archive: a place in which public records or historical documents are preserved.

Census: a counting of the population (as of a country, city, or town).

Genealogy: the line of ancestors (eg: your parents and grandparents) of a person or family.

RESOURCE GUIDE FOR STUDENTS

This listing of sites is just a starting point for your research!

Research Methods & Materials	General Resources
<p>How to Conduct Research – For Kids: http://www.kyvl.org/html/kids/homebase.html</p> <p>Conducting Primary Research (and other information) from OWL http://owl.english.purdue.edu/owl/resource/559/01/</p> <p>Smithsonian American Art Museum - NHD Materials http://www.americanart.si.edu/education/history_daly/index.cfm#menu</p> <p>U.S. Postal Museum – A site created specifically for National History Day http://www.postalmuseum.si.edu/nhd/</p> <p>You Be the Historian – from the National American History Museum http://americanhistory.si.edu/kids/springer/</p> 	<p>Ben’s Guide to U.S. Government for Kids: http://bensguide.gpo.gov</p> <p>FirstGov for Kids: http://www.kids.gov</p> <p>The History Place: http://www.historyplace.com</p> <p>Kidipede - History for Kids: http://www.historyforkids.org/</p> <p>People’s Century – A project of PBS: http://www.pbs.org/wgbh/peoplescentury</p> <p>The Library of Congress: American Memory Project – http://lcweb2.loc.gov/amhome.html</p> <p>Smithsonian American History Museum: Kids Site http://americanhistory.si.edu/kids/index.cfm</p> <p>Social Studies for Kids: http://www.socialstudiesforkids.com/subjects/ushistory.htm</p> <p>The Internet Public Library - History http://www.ipl.org/div/subject/browse/hum30.00.00/</p> <p>Time for Kids: http://www.timeforkids.com/TFK/hh/rapidresearch/0.19469.73173.00.html</p> <p>“Wayback” – A PBS Kids’ site: http://pbskids.org/wayback</p> <p>The Whitehouse for Kids: http://www.whitehouse.gov/kids</p>
Primary Sources on the Web	State Resources
<p>America’s Story http://www.americasstory.com/cgi-bin/page.cgi</p> <p>Eyewitness to History http://www.eyewitnesstohistory.com/index.html</p> <p>A Primary Source Investigation http://www.cyberbee.com/yesteryear/</p> <p>National Archives http://www.archives.gov/education/index.html</p>	<p>Nevada State Library & Archives – Kids Page: http://dmla.clan.lib.nv.us/docs/kids/</p> <p>Nevada State Museum & Historical Society http://dmla.clan.lib.nv.us/docs/MUSEUMS/lv/vegas.htm</p> <p>Nevada State Railroad Museum http://www.nsrn-friends.org/</p>

PRIMARY AND SECONDARY SOURCE DOCUMENTS



The story of the past is told through information gathered from *primary* and *secondary* sources.

Primary sources are original documents, official records, or objects created by people who participated in or witnessed past events. Almost anything from the time period being studied can be a primary source, including written papers, photographs, audio or film recordings, personal belongings, and even buildings.

Using primary sources, you can see history through the eyes and experiences of the people who actually lived it.

Primary sources should never be taken at face value. Every historian's challenge is to establish the authenticity* of each primary source and to determine how it reflects the personal, social, political, or economic perspective* of its writer.

Secondary sources are accounts created by people who were NOT eyewitnesses to or participants in the events they recorded. These sources include textbooks, magazine articles, books written *about* past events, and encyclopedias. Secondary sources are especially important for developing an understanding of the historical context* of the event, person, or idea that is the focus of research.

Primary sources may include but are not limited to:

advertisements	household furnishings	personal belongings
artwork	interviews	photographs
buildings	letters	posters
cartoons	maps	receipts
census records	memoirs	recipes
clothing	music	speeches
coins and currency	newspapers	tombstones
court records	obituaries	tools
diaries and journals	oral histories	wills
flags	pamphlets	

* Vocabulary

Authenticity: is the source genuine or real, not a fake?





Face Value: appearing to be real or true when first looked at or viewed.

Perspective: the way a person understands an event

Historical context: What is going on at the time of your topic?

GENERAL RULES FOR ALL CATEGORIES

Contest Categories

-  Collage
-  First Person Interpretation
-  Media Presentation
-  Critical Book Review



Annual Theme

Your entry must be clearly related to the annual theme and explain your topic's significance in history.

Contest Participation

You may participate in the research, preparations, and presentation of only one entry each year.

Individual and Group Entries

All individual category entries must be the work of one student. A group category entry must be the work of two to five students. All students in a group entry must be involved in the research and interpretation of the topic.

Construction of Entry

You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents only on the mechanical aspects of creating your entry:

1. You may have help typing your process paper and other written materials.
2. You may get help from teachers as you research and analyze your material, but your conclusions must be your own.
3. You may have photographs and slides commercially developed.
4. You may have reasonable help cutting out your exhibit background or performance props.
5. Using photos, film footage, music, etc., is acceptable. However, hiring a professional to create photographs, film, music, etc. for your project is strictly prohibited.

Supplying Equipment

You must supply your own props and equipment. This includes audio/visual equipment for the documentary category.

GENERAL RULES FOR ALL CATEGORIES

Discussion with Judges

You should be prepared to answer judges' questions about the content and development of your entry, but you may not give a formal, prepared introduction, narration, or conclusion.

Prohibited Materials

Items potentially dangerous in any way, such as weapons, firearms, animals, organisms, plants, etc., are strictly prohibited. Such items will be confiscated. Replicas are allowable as long as they are proven as fake. Contact your teacher or state coordinator before bringing a replica weapon to the state competition.

Title

Your entry must have a title that is clearly visible on the front page of all written materials.

Title Page

A title page is required as the first page of written material in **every category**. Your title page must include **only**:

- ✚ the title of the entry,
- ✚ your name(s), and
- ✚ the contest division and category in which you are entered.

Annotated Bibliography

An annotated bibliography is required for all categories *except* for the Critical Book Review. It should contain all sources that provided useful information. An annotation is a brief explanation of how you used the source and how it helped you understand your topic.

Process Paper (Collage, First-Person Interpretation, Media Presentation Only)

A process paper is a description of between 200 and 250 words explaining why you chose your topic, how it relates to the theme and its significance. Critical Book Reviews do NOT need a process paper.

The process paper should include the following:

1. Title Page - as described above
2. Process Paper - as described above
3. An annotated bibliography - as described above



SPECIFIC RULES FOR EACH CATEGORY

COLLAGE

(Can be an individual or a group project)

A collage is a visual representation of your research and an interpretation of your topic. A collage consists of visual images and quotes relating to and illustrating the different parts of your topic. In addition to the visual elements, the collage should include a title, introduction, and a conclusion.

You should select a topic related to the History Day theme and conduct research using primary and secondary sources. The primary source images and quotes that best represent the topic and its different parts should be incorporated on a poster board.

For example, if you wanted to create a collage related to the Civil Rights Act of 1965, you would read books on what the act said; why it was passed; who supported it and who opposed it, and why. Then, in your collage, you might choose images of protest marches, quotes from Martin Luther King, Jr., and quotes from newspapers that supported and opposed the act.

Rules

1. Size Requirements: The overall size of your display must be no smaller than 36" wide and 48" tall and no larger than 3' wide and 4' tall. (About the size of a tree-way display board).
2. Word Limit: There is a limit of 200 words on the collage board. Direct quotes do not count towards the word limit.
3. Media devices, artifacts, and props are prohibited.
4. Process Paper: You must include four copies of a 200 to 250 word process paper with an annotated bibliography. The process paper should describe why you chose the topic, how it fits the theme, and the topic's significance.



FIRST-PERSON PRESENTATION (Can be an individual or a group project)

For this project, you should select a topic related to the History Day theme, conduct research using primary and secondary sources, take good notes, and then create a first-person presentation/skit on the topic. In a 5 to 7 minute presentation, you should present an oral “timeline” of the significant events related to the person you are portraying. You should concentrate on those events that relate to the History Day theme, emphasizing their cause and significance. You should use first-person speech while giving your presentation (e.g., “Hello, I am Thomas Jefferson”) and should also dress the part to the best of your ability.

Rules

1. Time Requirements: Performances should be no less than 5 minutes and no more than 7 minutes. Timing starts at the beginning of the performance, following the announcement of the title and your name(s) by the judge. Any other introductory remarks will be considered part of the performance and will be counted as part of the overall time. Students will have 5 minutes before and after the presentation for setup and teardown.
2. Performance Introduction: The title of your entry and the name(s) of the participant(s) must be the first and only announcements prior to the start of your performance.
3. Script: A script for the performance should **not** be included with the written material presented to the judges.
4. Process Paper: You must include four copies of a 200 to 250 word process paper with an annotated bibliography. The process paper should describe why you chose the topic, how it fits the theme, and the topic’s significance.



MEDIA PRESENTATION

(Can be an individual or a group project)

After selecting a topic and conducting research using primary and secondary sources, create a captioned slide show, using traditional slides or computer software such as PowerPoint or Hyper Studio that should communicate your topic's significance to the History Day theme.

Rules

1. Time Requirement: Media presentations should be no more than 7 minutes in length.
2. Introduction: The title of your presentation must be given at the beginning.
3. Student Involvement: You should run all equipment yourself.
4. Student Production: All entries must be student-produced. Only those students listed as entrants may participate in the production.
5. Entry Production: Entries must be original productions. Slides may be professionally developed. You may use existing photographs, video footage, etc.
6. Equipment: You should plan on providing your own computer and audio/visual equipment.
7. Additional Materials: Added exhibits of visual or written materials are not allowed.
8. Process Paper: You must include four copies of a 200 to 250 word process paper with an annotated bibliography. The process paper should describe why you chose the topic, how it fits the theme, and the topic's significance. See student hand book.



CRITICAL BOOK REVIEW **(An individual project only)**

A critical book review allows you to think critically about what you've read and helps you to develop an understanding of how historians create their arguments from a variety of sources. This should not be a book report, but rather a review of the different aspects of the book (character, plot, setting) and how they relate to each other and the theme. You may choose works of historical fiction or nonfiction.

Students should:

1. Present an overview of the book.
2. Describe how the topic of the book relates to the History Day theme.
3. Provide background information about the author.
4. Lay out the author's argument.
5. Critique the author's selection of sources.
6. Suggest other possible sources the author might have used.
7. Discuss the strengths and weaknesses of the book.
8. Give a thoughtful opinion of the book.

Rules

1. Length Requirements: The text of a critical book review must be no fewer than 250 words and no more than 500 words in length. Each word or number in the text of the paper counts as one word. Since you are only reviewing one book an annotated bibliography is not required.
2. Presentation: Four copies of the critical book review with the title page (see General Rules) should be ready to give the judges upon arrival at the state competition.

Note: For book suggestions refer to the NCSS Notable Trade Books for Young People at <http://www.ncss.org/resources/notable/>

