

# National History Day in North Carolina



# Teacher Toolkit

## 2017-18 School Year

## AN EXAMPLE CLASSROOM SCHEDULE FOR NHD

### **Over the Summer**

- Download the theme book and sample topics from [www.nhd.org/annualtheme.htm](http://www.nhd.org/annualtheme.htm). You can also download sample N.C. topics that relate to the theme at [www.ncdcr.gov/education/history-day/this-year](http://www.ncdcr.gov/education/history-day/this-year).
- Read and understand the theme.
- Peruse the class textbook/class curriculum making note of possible student research topics.
- Set a calendar of assignments and due dates corresponding with each grading period.

### **August and September**

- Introduce the theme. Show students this year's theme webinar: <https://youtu.be/RxDKWT79nnE>.
- Show how the theme fits into the class curriculum.
- Explain primary and secondary sources.
- Develop a paperwork or note management system.

### **September and October**

- Support students in choosing a topic.
- Help students decide if their project will be done individually or as a group.
- Guide students in reading a variety of quality sources. Help them go beyond a basic google search to find sources.
- Help students narrow and ask questions of the topic (e.g. Can I do the topic in the amount of time allotted? Are there enough resources to support a research project on this topic?).

### **October, November and December**

- Encourage students to read, read, read.
- Have students begin to analyze their sources.
- Guide them how to formulate an interpretation of their research.
- Help students develop a thesis. Make sure they understand their thesis sums up their argument that they will reinforce and support throughout their project.

### **December and January**

- Introduce the possible methods of presentation: Website, Performance, Exhibit, Documentary, or Paper and support students in being good decision makers. Some topics might lend themselves to a certain category. For instance, if a student's topic and research has a lot of visuals, they should consider doing an exhibit, documentary, or website. If their research and topic does not have a lot of visuals, perhaps they should consider doing a paper or performance.
- Students begin creating draft projects and receiving feedback.

### **February, March, April**

- NHD competition cycle starts, for students participating in a contest. Schools may have contests in January or February to determine which students will move on

to the regional contest; regional contests typically take place in March and early April; and the state contest occurs the last Saturday in April.

***Please Note:*** Teachers on block scheduling may need to shorten the calendar by condensing the activities to fit within one semester. Alternatively, some teachers may be able to continue supervising NHD projects after the end of the semester in sessions outside of class; others could team with teachers in different subjects to continue work on NHD projects. English teachers may be able to help students with writing a process paper or creating an annotated bibliography, while art teachers can offer advice on exhibit design, performances, etc.

## SUGGESTIONS FOR STARTING YOUR HISTORY DAY PROGRAM

### **How to Get Started**

North Carolina is divided into seven NHD regions; get in touch with your regional coordinator to let him or her know you are interested in the program. (You can find your coordinator by visiting [www.ncdcr.gov/education/history-day/this-year](http://www.ncdcr.gov/education/history-day/this-year) and going to the “Districts” tab or by looking at the “Regional Contest” pages later in this Toolkit.) The regional coordinator can share resources and, if you would like your students to compete, can stay in touch with you about registering students for the regional contest. The coordinator will also be able to tell you how many projects from your school can advance to the regional contest. The regional coordinator, or the state coordinator, may also be able to visit your school to talk to your students or to your fellow teachers.

Begin by reviewing the theme and sharing sample topics with your students. Encourage them to think beyond those suggestions to others that interest them as well. Have them start thinking about whether to work alone or in a group. If they are thinking about working in a group, make sure they choose their members wisely. Does everyone in the group want to compete? If so, is everyone interested in continuing if they qualify for the state or national contests? If some students are more serious about competing than others, guide them to form their groups accordingly. Assign a date that they must tell you if they are working in a group, and if so, with who.

### **Sample Assignments:**

- By x date: They must have chosen two or three topics of interest and done preliminary research on the topics in secondary sources.
- By x date: Have them narrow down the topic and turn in a list of x number of sources they have identified about their topic, including some primary sources. \*
- By x date: Turn in a thesis statement. They can continue to look for pertinent sources.
- By x date: Turn in a draft annotated bibliography.
- By x date: Turn in an outline of the project telling in which category they will compete, what the main points of their project are, and how it will be organized.
- By x date: Have a first draft of the project, with process paper and bibliography.
- By x date: Have a completed project.

*\*Some teachers give students the option of being competitive or not. Those who will compete must have a certain number of sources and must relate their topic to the theme; those who will not may be required to have fewer sources and do not have to strictly adhere to the theme.*

If feeling overwhelmed about doing NHD for the first time, consider limiting the topics or type of categories available for students. For instance, have them choose a topic related to a specific time-period or place that they are studying in class, or rather than giving your students the option of competing in any of the five categories (paper, exhibit, documentary, performance, and website), limit it to just one or two of the categories. As you become more comfortable, broaden topics and/or categories available.

### **Engage Parents and the Community**

Inform parents about the program through open houses, emails, and/or meetings. Explain to them the long-term benefits their students will gain from participating in the History Day program. The research, analytical, critical thinking, and presentation skills that they will build by doing a project will give them a leg up when they get to college. If they choose to compete, interviews with judges will help them for their first job interviews, and any awards they may earn will look great on college applications.

You might also want to consider having a day or evening when students can show off their projects at school. Invite parents and others who may be interested to see what the students have accomplished. Approach businesses, malls, civic clubs, or historical organizations about displaying some of the student projects in the community.

### **Other Resources**

**Be sure to visit the National History Day website ([www.nhd.org](http://www.nhd.org))** for updates, tips for teachers and students, and new information. The national office offers webinars, Q&A sessions, and videos throughout the year in which students and teachers can learn about the annual theme, research, project categories, and the contests in general.

- At <http://www.nhd.org/teachers>, teachers can learn about upcoming, free webinars and Google hangouts about NHD, graduate class opportunities for professional development, and useful resource guides with sample handouts developed by teachers using NHD in their classroom.
- At <http://www.nhd.org/students>, students can find information about getting started, conducting research, and creating an entry.
- Students and teachers may also be interested in seeing sample projects that are available on the national website at <http://www.nhd.org/project-examples>. Please keep in mind that all of these examples are from the National level competition.
- The annual theme and suggested topics can be found at <https://nhd.org/conflict-and-compromise-history> and the most up-to-date rule book can be found at [http://www.nhd.org/sites/default/files/Contest-Rule-Book\\_2.pdf](http://www.nhd.org/sites/default/files/Contest-Rule-Book_2.pdf).
- The National Office offers useful books for sale on such topics such as how to create an exhibit, website, documentary, research paper, and performance, as well as a book designed specifically to help teachers use National History Day in the classroom. They can be found here: <https://nhd.org/shop>.
- The NHD in North Carolina website ([www.nchistoryday.org](http://www.nchistoryday.org)) has useful resources, including: dates of the regional and state competitions, contact information for the regional and state coordinators, tips for students, ideas for North Carolina topics that relate to the annual theme, and an online PowerPoint presentation

( [www.ncdcr.gov/education/history-day/students](http://www.ncdcr.gov/education/history-day/students)) that outlines the fundamentals of a good NHD project. Also, please don't hesitate to contact a coordinator and ask for help.

## NATIONAL HISTORY DAY IN NORTH CAROLINA

If you would like your students to compete, their first step is to enter their projects into a regional competition. Get in touch with your region's coordinator to find out how many projects from your school can be accepted into the regional contest, and how to register your students.

North Carolina has seven regional contests; please find your county listed under one of the seven regions and get in touch with that regional coordinator for more information.

Contest	Date/Location	Counties Covered	Coordinator
<a href="#">Albemarle</a>	TBD Chowan University	Bertie, Camden, Chowan, Currituck, Gates, Hertford, Northampton, Pasquotank, Perquimans	Dr. Edward Snyder <a href="mailto:snydee@chowan.edu">snydee@chowan.edu</a>
<a href="#">Central Piedmont</a>	March 24, 2018 UNC Greensboro	Alamance, Caswell, Chatham, Cumberland, Durham, Franklin, Granville, Guilford, Harnett, Hoke, Johnston, Lee, Moore, Orange, Person, Randolph, Rockingham, Vance, Wake, Warren	Dr. Benjamin Filene (336) 334-5645 <a href="mailto:bpfilene@uncg.edu">bpfilene@uncg.edu</a>  Njeri Jennings <a href="mailto:najennin@uncg.edu">najennin@uncg.edu</a>
<a href="#">Northeast</a>	March 21, 2018 East Carolina University	Beaufort, Carteret, Craven, Dare, Edgecombe, Greene, Halifax, Hyde, Jones, Lenoir, Martin, Nash, Pamlico, Pitt, Tyrrell, Washington, Wayne, Wilson	Dr. Christopher Oakley (252) 328-1025 <a href="mailto:oakleyc@ecu.edu">oakleyc@ecu.edu</a>

Northwest Piedmont	March 23, 2018 Surry Community College	Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Davidson, Davie, Forsyth, Iredell, Rowan, Stokes, Surry, Watauga, Wilkes, Yadkin	Richard Shelton (336) 386-3236 <a href="mailto:sheltonr@surry.edu">sheltonr@surry.edu</a>
<a href="#">Southeast</a>	March 21, 2018 Cape Fear Museum	Bladen, Brunswick, Columbus, Duplin, New Hanover, Onslow, Pender, Robeson, Sampson	Pepper Hill (910) 798-4386 <a href="mailto:phill@nhcgov.com">phill@nhcgov.com</a>
<a href="#">Southwest Piedmont</a>	March 2, 2018 UNC Charlotte	Anson, Cabarrus, Cleveland, Gaston, Lincoln, Mecklenburg, Montgomery, Richmond, Scotland, Stanly, Union	Victor Mack (704) 687-8801 <a href="mailto:ybmack@uncc.edu">ybmack@uncc.edu</a>
Western	March 17, 2018 Western Carolina University	Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, McDowell, Macon, Madison, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	Jeff Futch (828) 296-7230 ext. 222 <a href="mailto:jeff.futch@ncdcr.gov">jeff.futch@ncdcr.gov</a>

Finalists from the regional contests will advance to the state contest. Those chosen from the state contest will qualify for the national contest.

**State Contest**

Saturday, April 28, 2018  
N.C. Museum of History, Raleigh, NC  
State Coordinator: Karen Ipock  
(919) 807-7395  
[Karen.ipock@ncdcr.gov](mailto:Karen.ipock@ncdcr.gov)

**National Contest**

June 10-14, 2018  
University of Maryland, College Park, MD