

August 24:

Week 1: Introducing National History Day

The best method of introducing students to National History Day in New Mexico is to simply show them projects. The most accessible way to do this in the classroom is to begin by watching a winning documentary. There are many online at www.nhd.org. As you choose which documentary you wish to share, keep in mind that showing something that won at nationals might overwhelm your class before they even begin. Consider looking for something that will not make your students feel like this is beyond their abilities. If time permits, you may even wish to show your students two films of varying quality and have them compare and contrast the two. You will find documentary samples like this at the National History Day in New Mexico website at <http://tinyurl.com/NHDStudentResources>.

Opening:

Before showing the documentary, give the students a copy of the documentary evaluation sheet or the NHD judging sheet, both found at <http://tinyurl.com/NHDGetStarted>. While the NHD judging sheet is the exact form the judges use for competitions, it contains vocabulary beginning NHD students might not understand. The documentary evaluation sheet is set up in the same format as the judging sheet, but it is directed toward this introduction lesson. You will need to evaluate which is appropriate for your class.

Mini-Lesson:

Ask students to evaluate the documentary.

- What was the main point (thesis) of the documentary?
- What points supported the thesis?
- What was done well?
- What could have been improved?
- Were you left with questions?
- Do you think the "producer" gave a balanced account?

Discuss the student's evaluation of the documentary. Ask such questions as

- Did you find the information presented to be interesting?
- Did you learn something you didn't know before?
- How do you think the "producer" came up with the idea for this film?
- Where do you think they found the information that was included?

Work Time:

As individuals or in groups of 2-3, send students on a web quest. They must find the following:

- Answer the question: What is National History Day?
- One National History Day paper to read
 - Record the name of the paper, identify the thesis and 2 main points
- One NHD website to examine
 - Record the URL, identify the thesis and note 2 things learned
- One NHD performance to watch
 - Record the title, identify the thesis and record 2 things learned
- 3 NHD exhibits to look at
 - Record the titles and thesis, and note where they found the pictures
- Answer the question: What is the NHD theme for this year?

You might suggest they also look at www.nhd.org to help them locate samples and answer the questions.

Wrap-up:

Bring the students back together for a short discussion of what they found. If they did not complete their web quest, or if you have issues with YouTube being blocked out at your school, then students should complete the web quest as homework for the following week.

Requirements for next workshop:

- Complete web quest
- Have a 1" 3-ring binder to house your NHD materials. If you wish to have students work digitally, they should have a folder set up for easy access on their computer desktop, or in Google Drive or a similar program. **Only use this option if your students have access to this file every day, and if you plan to provide hand-outs and homework assignments digitally.**

National History Day Web Quest

Answer this question: What is NationalHistory Day?

Find one National History Day paper to read. Record the name of the paper, the thesis (what the paper is trying to prove), and 2 main points.

Title. _____

Thesis. _____

a.

b.

Find one NHD website to examine. Record the URL, the thesis (what the website is trying to prove), and 2 things you learned.

URL. _____

Thesis _____

a.

b.

Find one NHD performance to watch. Record the title, the thesis (what the performance is trying to prove), and 2 things you learned.

Title _____

Thesis _____

a.

b.

Find three NHD exhibits to look at. Record the titles and where you found the photos.

Title _____

Photo found at _____

Title _____

Photo found at _____

Title. _____

Photo found at _____

Answer this question: What is the National History Day theme for this year?

Week 2: Working with a Theme

Projects created for National History Day must adhere to an annual theme. Past themes include *The Individual in History* and *Conflict and Compromise in History*. Throughout their high school and college careers, students will be called upon to research and write on an assigned theme. Consider these ten themes considered integral to the study of social sciences:

- | | |
|---|--|
| 1 CULTURE | 6 POWER, AUTHORITY, AND GOVERNANCE |
| 2 TIME, CONTINUITY, AND CHANGE | 7 PRODUCTION, DISTRIBUTION AND CONSUMPTION |
| 3 PEOPLE, PLACES, AND ENVIRONMENTS | 8 SCIENCE, TECHNOLOGY, AND SOCIETY |
| 4 INDIVIDUAL DEVELOPMENT AND IDENTITY | 9 GLOBAL CONNECTIONS |
| 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS | 10 CIVIC IDEALS AND PRACTICES |

Students must be taught the skill of identifying and understanding a theme, and then focusing and creating writing or projects based on that theme. This workshop will help students understand the National History Day theme for the current school year.

Opening:

Review last week's workshop introduction to NHD and collect the web quest homework. Check to see that each student has a small 3-ring binder or digital folder set-up for NHD materials.

Mini-Lesson:

Provide students with the matching game worksheet found on the flash drive, or project it on your screen. This activity lists eight former NHD project titles, and asks students to try to determine what that year's theme was:

- The Secret Innovation of War Communication (Innovation in History)
- Bay of Pigs Invasion: The United States Reaction to Castro's Revolution (Revolution, Reaction, and Reform)
- Failed Compromise Leads to Conflict: The Sand Creek Massacre (Conflict and Compromise in History)
- The Oregon Trail: Populating the American West (Migration)
- Clara Lemlich: Taking a Stand for Working Women (Taking a Stand in History)
- Titanic: An Engineering Triumph turned Human Tragedy (Triumph and Tragedy in History)
- To the Moon and Beyond (Frontiers)
- Rosie the Riveter: How WWII changed American Commerce (Trade and Industry).

Work Time:

Provide students with a copy of the "theme sheet" produced annually by the National History Day office (available at <http://nmhumanities.org>) Together as a class, go over this document, having students highlight key vocabulary as they read or listen. Provide a structure by requiring a minimum number of vocabulary words according to the ability/grade level of your class.

Students must record a definition that is relevant to social studies for several of the key vocabulary words they discovered in the reading. At least one of the vocabulary words should come directly from the theme title. (You choose a number appropriate for your class. The key vocabulary assignment on the flash drive is for 5 words) After recording the definitions, students should locate and record two relevant quotes related to each vocabulary word they chose to work with. Finally, students should write their own definition of the word demonstrating their understanding of the word. Since all students are to use one word from the theme, you might choose to do this together as a class to ensure understanding of the process you are requesting.

Sample: Debate and Diplomacy in History

Term: Diplomacy

Definition: Art of conducting relationships for gain without conflict. It is the chief instrument of foreign policy. Diplomacy seeks maximum national advantage without using force and preferably without causing resentment. (dfn. from Merriam-Webster online dictionary)

Relevant quotes: (both quotes were found at brainyquote.com. Any quote collection website can be useful for this exercise)

1. Diplomacy is more than saying or doing the right things at the right time, it is avoiding saying or doing the wrong things at any time. --Bo Bennett
2. Diplomacy: the art of restraining power. --Henry A. Kissinger
3. Personal definition: Diplomacy is the way countries work together to solve problems peacefully. In diplomacy, each country is negotiating to get what they want while avoiding hostilities or war.

Wrap-Up:

Bring students back together at the end of class to reiterate what they have discovered about the theme so far. Assign the definition work as homework.

Requirement for Next Workshop:

Students should complete the vocabulary assignment. If students did not follow through on the binder or digital folder, require it for the following week.

What's the Theme?

Read the titles of these former National History Day projects and see if you can figure out what the theme was for that year.

Title

Theme

Out of the Box, Into the Oven: Transforming the American Diet

Revolution, Reaction,
and Reform

The Bay of Pigs Invasion:

The United States Reaction
to Castro's Revolution

Trade and Industry

Failed Compromise Leads to Conflict: The Sand Creek Massacre

Triumph and Tragedy
in History

The Oregon Trail: Populating the American West

Conflict and Compromise
in History

Clara Lemlich: Taking a Stand for Working Women

Innovation in History

Titanic: An Engineering Triumph turned Human Tragedy

Frontiers

To the Moon and Beyond

Migration

Rosie the Riveter: How WWII changed American Commerce

Taking a Stand in History

National History Day Understanding the Theme

Learn about 5 words from the theme workshop. At least one of the words you choose should come directly from the theme name.

WORD1 _____

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD2 _____

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD3 _____

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD4 _____

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD5 _____

Definition:

Quote 1:

Quote 2:

Personal definition: