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EXPLORATION • ENCOUNTER • EXCHANGE •
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NATIONAL
HISTORY DAY
2016
• IN HISTORY •

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National Monument
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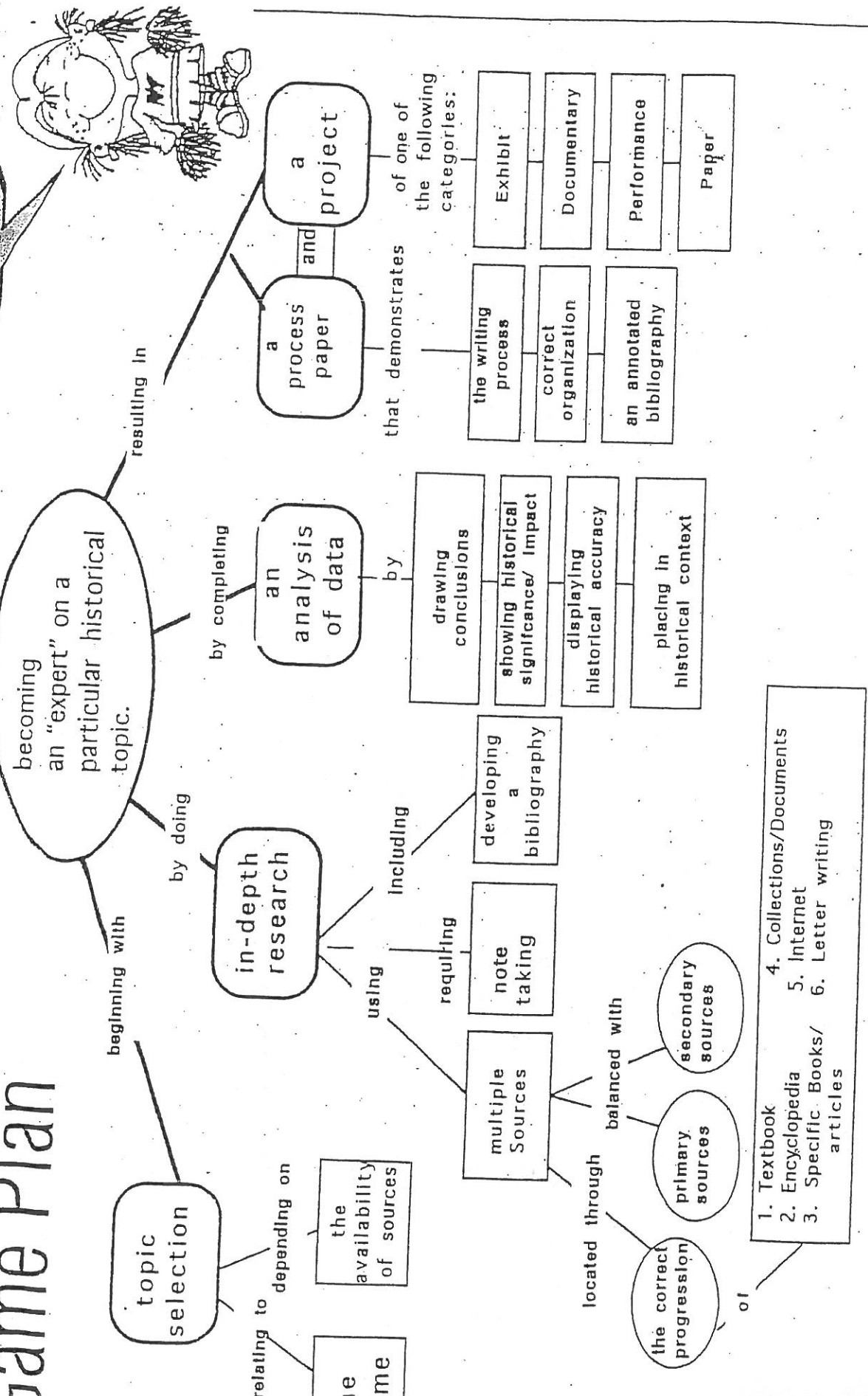
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A History Day Project



Game Plan



1. Textbook
2. Encyclopedia
3. Specific Books/articles
4. Collections/Documents
5. Internet
6. Letter writing

not just a day, it's an experience.

2015-2016 Tentative Timeline of Events for NHD!!!

Friday, September 4th ~ 3 ideas due

Friday, September 11th ~ 3 ideas due

Wednesday, September 16th ~ Topic/Group Chart due

Monday, Sept. 14-Oct. 9th ~ NHD Research/Journaling

Wednesday, September 30th ~ Preliminary Thesis due

Monday, October 7th ~ Revised Thesis due / Project type selected

Friday, October 23rd ~ 1st rough draft due

Monday, November 9th ~ 2nd rough draft due

Monday, November 16th ~ Bibliography Rough Draft due

Monday, December 7th ~ Final Project Due

Monday, December 21st ~ 5-6:30 National History Day Fair
(Open to parents and the public)

Friday, December 22nd ~ Regional intent to participate sheets due

Saturday, February 27th ~ Regional NHD Competition @ DMS

The National History Day Program

Think history is boring? Try National History Day and think again!

The National History Day (NHD) program is an exciting education program designed for students in grades 6-12. All types of students participate in History Day—public, private, parochial, and home-school students; urban and rural students.

Throughout the school year, students conduct research of primary and secondary resources to prepare presentations based on an annual theme. The annual theme is broad enough in scope to encourage investigation of topics ranging from local and state history to national and world history.

The program can begin as early as June for some students, but in most cases takes place at some point during the school year. Curriculum and contest materials are distributed to History Day coordinators and teachers throughout the country in the fall.

National History Day has two divisions:

- The Junior Division (grades 6-8)
- The Senior Division (grades 9-12)

Students can enter one of the following seven categories:

- Historical Paper: (1) Individual paper (a traditional research composition 1500-2500 words in length)
- Exhibit: (2) Individual exhibit or (3) Group exhibit (similar to a museum exhibit)
- Performance: (4) Individual performance or (5) Group performance (a dramatic portrayal of the topic)
- Documentary: (5) Individual documentary or (6) Group documentary (a multi-media production using slides, video, or any other non-interactive computer program such as Quicktime, Shockwave, or Adobe).

Groups can consist of two to five students.

In many states and districts, teachers are invited to workshops where they share ideas about how the year's theme can be most effectively addressed. National History Day provides a Summer Institute in July based on a topic relevant to the upcoming theme. Teachers also receive an annual Curriculum Book that provides a bibliography and list of possible topics. Teachers then introduce the program to their students who, in turn, choose a topic and begin their research.

National History Day contests reinforce classroom teaching by rewarding students of all abilities for their scholarship, individual initiative, creativity, and cooperative learning. Students grow academically and intellectually as they integrate social studies, the arts, sciences, and other disciplines into a historical presentation.

District History Day contests are usually held in February or March. District winners then prepare for and compete at the state contests usually held in late April or early May. The top two finishers in each category at the state contest become eligible to advance to the national contest held in June at the University of Maryland at College Park.

National NHD website: <http://www.nationalhistoryday.org>
Executive Director, National History Day: Dr. Cathy Gorn

Iowa website: http://www.iowahistory.org/education/history_day/nhd_overview.html
State Coordinator, National History Day in Iowa: Naomi Peuse



WHAT IS NATIONAL HISTORY DAY?

National History Day (or NHD) is more than just a class project. It's your chance to be a historian. You will pick your own topic connected to the annual theme, find primary and secondary sources, and make your own argument about why your topic is significant in history. You will share your story through a format you enjoy: a paper, web site, exhibit, performance, or documentary.

The National History Day Process

The process of creating a National History Day project is probably similar to other research projects that you've created, but on a bigger scale. This handbook is designed to walk you through the important steps you'll take as you research, analyze, and present your historical conclusions. Everyone's journey will be a little bit different, but here are a few important steps that everyone will take along the way:



The Idea: A great research project begins with a great topic idea. Take your first step in the right direction by finding a topic that fits the theme, has plenty of sources, and is interesting to you.



Research: Research is the most important part of creating a project. Historians depend on research the same way that detectives need clues. This is the evidence you'll need to prove your "case."

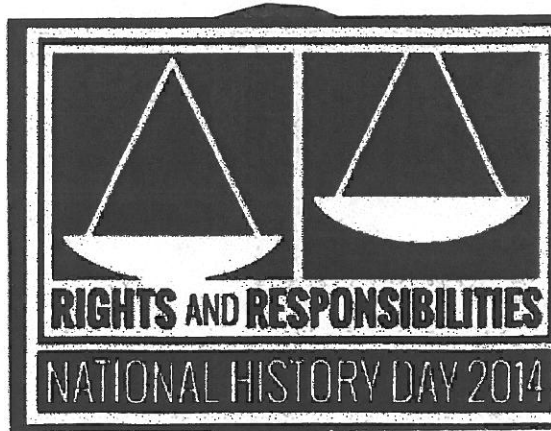


Analysis: Once you've found information about your topic, you need to read it carefully and figure out what it's trying to tell you. Develop your own ideas and thesis about the significance of your topic.



Presentation: You've done all this hard work, now it's time to share it with others. What is the best way to share your argument and research? What techniques should you use to communicate it well?

The Annual Theme



Be sure not to forget the last two words in the theme—**IN HISTORY**. You should select a topic that took place in the past, not current events. As a general rule of thumb, try to look for topics that took place at least 20 years ago.

No matter what topic you pick, remember: Your topic **must** connect to this year's NHD theme!

- Some theme connections are better than others. Make sure you show the connection in the project itself.
- Work your theme connection into your thesis statement. This connection should be a central piece of your argument and your project!

What is National History Day?

National History Day (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in real historical research. NHD is not a predetermined by-the-book program but an innovative curriculum framework in which students learn history by selecting topics of interest and launching into a year-long research project. The purpose of NHD is to improve the teaching and learning of history in middle and high schools. When studying history through historical research, students and teachers practice critical inquiry: asking questions of significance, time and place. Through careful questioning, history students become immersed in a detective story too engaging to stop reading.

Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students then present their work in original papers, exhibits, performances, websites, and documentaries. These projects are entered into competitions in the spring at local, state, and national levels, where they are evaluated by professional historians and educators. The program culminates with the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2016 is *Exploration, Encounter, Exchange in History*. The annual theme frames the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national, or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives and museums, through oral history interviews, and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that meet their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is created by the process and is unique to the historical research. Throughout the year, students develop essential life skills by fostering academic achievement and intellectual curiosity. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

The student's greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at the affiliate and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

NHD breathes life into the traditional history curriculum by engaging students and teachers in a hands-on and in-depth approach to studying the past. By focusing on a theme, students are introduced to a new organizational structure of learning history. Teachers are supported in introducing highly complex research strategies to students. When NHD is implemented in the classroom, students are involved in a life-changing learning experience.

did the Erie Canal increase encounters and exchanges between different areas within the United States? Once the interstate highways were built, how did they affect travel in the United States?

Exploration does not need to be literal—think of exploration as a new idea, concept, or theory that is tested. This idea can come from the fields of politics, economics, or military science. Consider the ways that political campaigns explored the use of radio, and later television and the internet, to introduce candidates to the public. How did the economic theory of mercantilism drive the exploration of the Americas and exploitation of the resources found there? How did new advancements in both strategy and technology influence the outcome of the Battle of the Atlantic in World War II?

Encounter

Exploration, of course, almost always leads to encounters—with different peoples, unfamiliar environments, and new ideas. Encounters are often unexpected and unpredictable, and they reveal much about those involved.

When Meriwether Lewis and William Clark began exploring western North America in 1804, Americans knew little of the vast territory west of the Mississippi River. The explorers' encounter with that region, however, was shaped in part by individuals like Sacagawea, a Shoshone woman who understood the land and its inhabitants, and served as a guide and translator for Lewis and Clark. How did she influence the expedition's encounters with other Native Americans? With the plants and animals they encountered along the way? How did Lewis and Clark's notes and drawings of the geography, wildlife, and inhabitants influence the encounters of later Americans?

Many times encounters involve peoples, plants, and animals that have not previously interacted. How did Matteo Ricci's efforts at understanding Chinese culture affect his encounter with the Chinese intelligentsia? Consider the major effects on world history resulting from the Columbian Exchange, when people, plants, microbes, animals, food, religions, and cultures moved across continents.

Often exploration leads to occupation or subjugation of other groups of people. Consider the encounters between the Romans and the Germanic tribes of Europe. How did the Mongols, Aztecs, or Incas interact with their neighbors? What factors influence whether a new encounter is seen as a positive exchange or as a disastrous occurrence? Consider the event from both sides and analyze the perspectives of both the conquerors and the conquered.

Encounters also occur between familiar parties. How did the political, social, and cultural differences between the Athenians and the Spartans, differences with which each side was familiar, affect the way the Peloponnesian Wars were waged? How do military encounters differ from environmental and cultural encounters in their consequences? How have these encounters remained the same across time, and how have they varied with changing historical circumstances? How did the horrific encounter with trench warfare in World War I lead to new strategies ranging from bombing campaigns to blitzkrieg?

Exchange

It is impossible to make a journey of exploration, encounter new ideas, and not have some ideas exchanged between the groups of people.

Encounters can lead to many types of exchanges, whether it be goods, food, ideas, disease, or gunfire. The Silk Road, a series of ancient routes connecting the lands bordering the Pacific Ocean to those of the Mediterranean Sea, formed a means of exchange between European, Eurasian, and Asian peoples for more than a thousand years. The Silk Road brought gunpowder,

Sample Topics List

- New Spain and the Comanche: Encounters, Missions, and Conquests
- The Spark that Ignited a Flame: China's Explosion into Gunpowder
- Roger Williams: The Exploration to Establish Rhode Island and Provide Religious Tolerance
- Mansa Musa: Exploring Africa
- Encounter and Exchange of Religious Ideas between Puritans and Native Americans in New England
- Jesuit Missionary Matteo Ricci: Italy and China Exchange Philosophy and Astronomy
- Catherine the Great's Encounters with Voltaire and the Enlightenment
- Commodore Matthew Perry and Exchange with Japan
- The Exchange of Disease: Encounters between Europeans and Native Americans in the Colonial Era
- Catherine of Siena and Gregory XI: The Exchange that Returned the Church to Rome
- James Cook and the European Encounter with Oceania
- How the Encounter of the Chesapeake-Leopard Affair Led to the War of 1812
- Venice 1348: A Global Encounter, a Deadly Exchange
- Exploration and Ice: Encountering the North Pole
- The Silk Road and Cultural Exchange
- Encountering New Spain: Manifest Destiny and the Treaty of Guadalupe Hidalgo
- Exploring the Galapagos: Charles Darwin and the Theory of Evolution
- American Missionaries, China, and Religious Encounters
- Brigham Young, Mormonism, and Westward Expansion
- Ada Lovelace: Exploring Computer Programming in 1840s England
- Galileo: Exploring the Universe, Encountering Resistance
- Athens and Sparta: Military Encounter and Exchange
- Exploring the Nation: The Baltimore and Ohio Railroad
- Rudolf Roessler: The Allies' Exchange with an Undercover German Decoder
- An Encounter with Fanaticism: John Doyle Lee and the Arkansas Mountain Meadows Massacre
- Exploring Disease: Jonas Salk and the Polio Vaccine
- The New York Stock Exchange: Money as Power
- Margaret Mead: Exploring Human Development
- Diplomatic Encounter: The SALT Talks
- Exchange between France and the United States: The Louisiana Purchase
- Exploring African-American Culture: The Harlem Renaissance
- Intimate Exchange: Abigail and John Adams
- Expanding the Boundaries of Dance: Martha Graham
- Rosalind Franklin: Exploring the Human Genome, Encountering Prejudice
- Exploring New Technologies: Andrew Carnegie's Steel Empire
- Exploring America: Immigration
- Nelson Mandela's Encounters with Apartheid
- Exploring an Empire: Hammurabi's Expansion of Mesopotamia
- Patterns of Exploration and Encounter: French Jesuits in Canada
- Turkey and the Armenian Genocide: a Violent Encounter of Religious Difference on Close Borders
- The Artistic Exploration: Bierstadt and Moran's Journey and the Creation of Yellowstone National Park
- The Zimmermann Telegram: The Exchange that Broke Down American Isolationism
- *Reynolds v. United States*: The Encounter between Polygamy and Law
- Encounter in Little Rock: Desegregating Central High School
- Encountering Communism: The Creation of NATO
- *Minersville School District v. Gobitis*: When Idolatry Encounters Patriotism
- Exchanging Musical Performance for Morale: Captain Glenn Miller's Contribution to World War II
- The Exchange between Congress and the Executive: Who Decides to Fight a War?
- The Iran-Contra Affair and the Controversial Exchange of Hostages for Arms
- Waco: The Deadly Encounter between the Branch-Dravidians and the FBI
- Apollo 13: Exploration in Space
- Pop Art: The Exchange of Consumerism and Culture
- Impressment: The Unwanted Exchange between Great Britain and the United States