

The 2019 National History Day Roadmap



WASHINGTON STATE HISTORICAL SOCIETY



Inquiry Design (IDM) Blueprint

Compelling Question

How are barriers formed and why are they broken?

OSPI's Social Studies K-12 Learning Standards

Middle School Social Studies

SSS2: Uses inquiry-based research.

SSS4: Creates a product that uses Social Studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

H1: Understands historical chronology.

H2: Understands and analyzes causal factors that have shaped major events in history.

H3: Understands that there are multiple perspectives and interpretations of historical events.

H4: Understands how historical events inform analysis of contemporary issues and events.

High School Social Studies

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

SSS2: Uses inquiry-based research.

SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.

H1: Understands historical chronology.

H2: Understands and analyzes causal factors that have shaped major events in history.

H3: Understands that there are multiple perspectives and interpretations of historical events.

H4: Understands how historical events inform analysis of contemporary issues and events.

Staging the Question

For National History Day 2020, students are asked to explore topics that address the theme, *Breaking Barriers in History*. Students may select topics related to local, national, or world history, and will present their research in one of five categories: paper, website, exhibit, documentary, or performance. Students may work individually or in groups for all categories except paper. Papers may only be completed by individuals.

To stage the question, introduce students to structure of National History Day. Then engage them in discussion about the types of barriers that have existed throughout history and whether or not they were positive or negative.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What types of barriers have existed throughout history?	Which historical barriers interest me the most?	In what context are barriers created and broken?	Where can I find evidence to support my argument?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Guide students through a brainstorming activity to help them consider research topics that excite them.	Have students conduct preliminary research to refine the topic they intend to study.	Have students conduct secondary research to understand the background context of their chosen topic.	Have students analyze primary sources referenced in their secondary sources, which they will use to frame a thesis statement and supporting arguments.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
N/A	Encyclopedias Wikipedia Documentaries Museum Exhibits	Local Libraries Websites History Link PBS	www.loc.gov www.washingtonhistory.org www.archives.gov www.densho.org www.sos.wa.gov/archives
Summative Performance Task	Argument	Construct a thesis statement and detailed outline that addresses the 2020 NHD theme, <i>Breaking Barriers in History</i> . Use competing perspectives and supporting evidence gathered in your secondary and primary research.	
	Extension	Develop a National History Day project as a group or individual, in one of the five categories: website, paper, exhibit, documentary, or performance. If applicable, write a process paper that address the compelling question, “How do historians make informed arguments about the past?” and reference the process you used to develop your project.	
Taking Informed Action	<p>Understand: Consider the historical significance of your topic and why it is important for others to know about it.</p> <p>Assess: Determine how you will explain your topic’s significance to someone who is learning about it for the first time, and what your process was for completing the historical research project.</p> <p>Act: Present your research to your classroom or compete in a Regional History Day contest.</p>		

Compelling Question

How are barriers formed and why are they broken?

The 2020 theme of National History Day is *Breaking Barriers in History*. Barriers can be physical, natural, or ideological. This year students will need to examine the context in which barriers are created, and explain who overcame those barriers and how.

Students should consider the nuance of this year's theme before choosing their topics. Not all barriers are negative, such as laws that prevent the spread of pollution. Additionally, not all "firsts" necessarily lead to significant breakthroughs.

Students may choose to research local, national, or world history, as long as the topic's historical significance occurred at least twenty years ago. Regardless of the subject or time period selected, all students should answer the most important question for any research project: So what?

Supporting Question 1

Which barriers throughout history interest me?

The first supporting question is intended to get students thinking about the brainstorming process, the first step of any major project.

Research projects require a lot time and effort to complete, and students don't want to be stuck researching something that bores them. Students have fun when they're able to research something that excites them, so have your students take some time to clarify what it is that they want to know more about.

Formative Performance Task:

Guide students through a brainstorming activity by having them write down possible subjects they'd like to study – this could include sports, music, literature, politics, science, etc. Then have them select their two favorite ideas as possible topics to study.

Supporting Question 2

Which historical barriers excite me the most?

The second supporting question is intended to help students refine and narrow the scope of their project. In addition to the annual theme, students should consider these two guidelines:

The final topic must be historical

Any topics that your students choose need to have happened at least twenty years ago. In many cases, the wider impacts of recent events are still unclear. Anything that happened within the last two decades should not be considered for historical research.

Types of primary sources available

Topics from different time periods produce different types of primary sources. Subjects from the twentieth century will likely have some film and audio primary sources; topics from fifteenth to nineteenth centuries will likely have mostly written sources; and topics from ancient history will have a lot of objects and architecture from archeological sites as primary sources. Your students' focus might change depending on the primary sources they want to encounter.

Formative Performance Task:

Have students do preliminary research to gain a sense about the historical quality of their chosen topic ideas. They might read encyclopedias, watch documentaries, or visit a museum. By the end of the task, students should narrow their selection to one topic.

The featured sources are suggestions to help students gather an overview of their prospective topics.

Supporting Question 3

Where can historians learn the context of a chosen research topic?

The third supporting question is intended to get students thinking about the purpose of secondary sources. Research projects require both secondary and primary sources. Starting with secondary sources will help students learn the context and background information of their topic, and will help point them to potential primary sources.

Potential secondary sources they might encounter include monographs, articles, websites, and documentaries.

Formative Performance Task:

Secondary research requires time and dedication to complete, so have students spend at least a month reviewing secondary sources about their chosen topics. Students should continue to refine their topic, using the annual theme as guide.

Think of Goldilocks lying in Mama Bear's bed. A student's final project will need to be broad enough to produce primary sources and narrow enough to fit within the parameters of the NHD categories: exhibit, website, documentary, paper, and performance. Topics like World War II or the Civil Rights Movement are too big to sum up in one project. Instead, students will ultimately examine one or two aspects of their chosen topic.

As students take notes, they should also keep a list of the sources they use to be included with the annotated bibliography. They will need the author's name, date and location of publication, title of the source, and possibly the date they accessed the source.

Supporting Question 4

Where do historians find evidence to support their arguments?

The fourth supporting question is intended to help students equate primary sources as evidence. Whatever statements students make in their projects will need to be supported and referenced by a primary source. Primary sources can be any material that was developed during the event being researched, and include diaries, clothing, images, maps, music, or film footage. By carefully examining primary sources, historians are able to draw conclusions that become the foundation of a thesis statement.

Different topics produce a range of different primary source. One size does not fit all, when it comes to primary research. Below is a list of some primary sources students might encounter:

Administrative papers – Administrative papers, like inventory lists, are helpful in understanding what types of goods were available throughout history. In fact, many of the oldest written records are financial receipts that Sumerian scribes wrote over 5,000 years ago. By studying these records, historians are able to understand how these products were valued at that time.

Letters, Diaries, Scrapbooks – Personal papers help researchers understand the opinions of people from the past. A historian studying Meriwether Lewis' and William Clark's journey westward would want to read their personal journals to learn more about their observations. Scrapbooks, if available, offer further insights into the types of things the compiler wanted to remember.

Music – Musical traditions can be found all over the world. From labors songs to hymns, songs often reflect the time period in which they were composed. Both melodic style and lyrics can be analyzed when a researcher uses music as a primary sources.

Photographs and Film– Photographs offer visual documentation of historical people events, particularly in the twentieth century. Sometimes there will be more photographs available to a historian than can fit within a designated project. The challenge is to find the right photographs that express the main argument of a project.

Objects – Historical objects help researchers understand the material goods of the past. They include household items like furniture or pottery and also iconic artifacts like President Lincoln's top hat. These objects are often found in museums or historic sites, and are useful in learning about how people of the past managed their livelihoods.

Oral Histories – Oral Histories are interviews with people who have first-hand experience with an event. They are often recorded using video or audio equipment, and might be transcribed for future reference. Historians can conduct their own oral history interviews, or access them at an archive, museum, or historical society.

Formative Performance Task:

Have students gather their secondary sources and take a look at the bibliographies. Students should make a list of important primary sources that are cited and where the items are located. Primary sources are usually found at universities, archives, historical societies, and museums, and most institutions feature a small part of their collection online.

Encourage students to visit the institution’s website and see if they can browse their collection online. While search engines are convenient for finding potential sources in a matter of seconds, using them is a bit of an art form. Different keywords produce different results. If searches don’t produce any results, students should try using a different word or phrase. If too many results come back, students should narrow their search. If not an enough are produced, then they should broaden their search.

The featured sources are some of the National and State resources available for primary source research. Contact the Washington State Historical Society directly for inquiries about topic-specific resources.



Summative Performance Task and Informed Action

The summative performance task instructs students to develop their final research project. National History Day projects may be presented in one of five categories: paper, website, exhibit, performance, and documentary. Guidelines and rules for each category may be found in the NHD Rule Book or at www.nhd.org.

Each National History Day project must include an annotated bibliography, separated by primary and secondary sources. Students must briefly explain how each source was useful in conducting their research. Additionally, all projects, except for papers, must include a process paper that explains how the student(s) conducted their research.

The Informed Action invites students to participate in the public speaking aspect of National History Day. Teachers may choose to host classroom presentations or require students to participate at one of Washington's eight regional History Day contests. Most regional contests occur in February or March, and provide students to showcase their hard work with their peers, professional historians, and community members. Winners advance to the State contest held in April or May, with hopes of competing at Nationals in June.

