



National History Day in Nevada

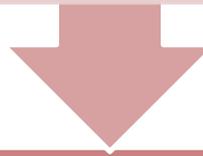
Project Implementation Timeline

September-October

Introduce the NHD theme

Introduction of primary and secondary sources.

Select topic & begin research

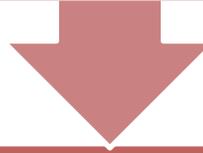


November-December

Decide on type of NHD project (paper, website, etc)

Introduce Research Skills

Begin research & student reports to teacher on progress



January-February

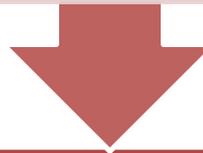
Finalize research & student reports to teacher on progress

"How to" write an annotated bibliography

Students begin writing content for project

Students begin layout of project

Attend Day at the Library/Museum



March-April

Projects are finalized & polished

Students write process paper

Proofread projects

Class/School Contest

Prepare for state contest

Register up to 15 entries per teacher for the state contest online

Digital Submissions (paper, website and documentary submitted)



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Internet Resource Guide

ABC-CLIO - <http://databases.abc-clio.com>: This site offers FREE access to all schools in Nevada! ABC-CLIO is an extraordinary site that provides primary and secondary sources; including video and audio clips!

American Journeys - <http://www.americanjourneys.org>: A new digital library and online learning center that makes available over 17,000 original letters, diaries, rare documents, images and more allowing direct student and teacher access to key primary resources from 1000 to about 1830.

American Memory: The Library of Congress' Collection of Primary Sources - <http://memory.loc.gov/ammem/index.html>: The written and spoken word, sound recordings, still and moving images, prints, and maps, that document the American Experience.

Colonial Williamsburg teaching resources - <http://www.history.org>: Access to the wealth of resources available through the Colonial Williamsburg Foundation, including lesson plans, videos, games, electronic field trips.

Digital Classroom from NARA - <http://www.archives.gov/education/index.html>: Great resource from the National Archives and Records Administration for teachers who are interested in utilizing research of primary source documents in their curriculum.

Grolier Encyclopedia - <http://go-passport.grolier.com/>: Free access to all schools in Nevada! This site offers access to a number of encyclopedias, including Encyclopedia Americana, Grolier Multimedia Encyclopedia, and Lands and People!

Jamestown Journey - <http://www.jamestownjourney.org>: Celebrating the 400th anniversary of Jamestown. Access to over 85 Jamestown/Virginia related interdisciplinary lesson plans for K-12 educators.

Kidon Media Link - <http://www.kidon.com/media-link/index.php>: Links to over 17,000 international media sources including newspapers, magazines, radio, TV, News, etc...This site is AWESOME for locating a plethora of media sources from every possible perspective.

Library of Congress: <http://www.loc.gov>: The nation's largest library!

National Archives and Records Administration (NARA) - <http://www.archives.gov/>: Official site of NARA. Access to primary source documents online, including the US Constitution, and other US Government publications.

NARA: Online Exhibits - <http://www.archives.gov/exhibits/>: A direct link to all of the online exhibits available through the National Archives.

National Geographic - <http://education.nationalgeographic.com/education/>: The official website for the National Geographic Society teacher's website. A great source for maps and map building activities. The site also contains links to current events and news from around the world.

National History Day - <http://www.nhd.org>: Your link to the national organization. Access to rules, important contest information, teacher resources, etc...

Nevada Division of Museums and History - <http://nevadaculture.org/museums/>:

Through its flagship institutions, the Nevada State Museum in Carson City and the Nevada State Museum, Las Vegas, the division has preserved Nevada's natural and man-made history

Nevada Online Encyclopedia (ONE) - <http://www.onlinenevada.org/>: An exploration of Nevada's colorful nineteenth century mining history, a look at politics in the Silver State, and an examination of the growth and history of gaming!

Nevada State Library and Archives - <http://nevadaculture.org/nsla/>: Link to the Nevada State Library and Archives.

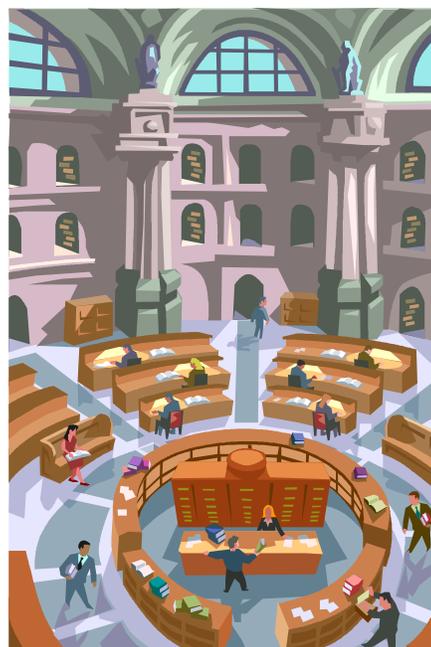
Nevada Law Library - <http://www.leg.state.nv.us/Law1.cfm>: Access to Nevada Revised Statues, Nevada Constitution

Our Documents - <http://www.ourdocuments.gov/>: One hundred milestone documents in American History available online through the National Archives and Records Administration.

United Nations System of Organization - <http://www.unsystem.org/>: An alphabetical list of all websites in the UN organizational system. Access to UN treaties, resolutions, etc...

University of Nevada, Reno, Libraries Website - <http://www.library.unr.edu>: Access to public records on file at the University

University of Nevada, Las Vegas, Libraries Website - <http://library.unlv.edu/>: Access to public records on file at the University





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How Do I Choose My Category?

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 contest?
4. Will my research be most clearly presented as a documentary?

Websites

1. Do I enjoy working with computers?
2. Do I have access to a laptop computer to present my entry at the contest?
3. Do I have a basic knowledge about developing websites?
4. Can I effectively present my topic in a website?



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Narrowing Your Topic

Narrowing 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 Topic

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.

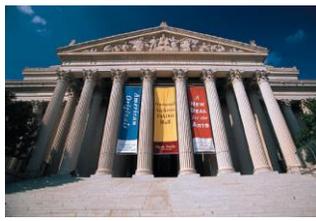
1. What do I want to know about my topic?
2. What is the most interesting part of my topic?
3. When did the event occur?
4. What was happening? Where?
5. Why did it happen at this particular time and this particular place?
6. What preceded and, perhaps, caused the event?
7. What things were happening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



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Keepers of the Past: Finding the Information You Need

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, do not limit yourself to just this list! See if you can discover and record other repositories and sources of your own!

	<p>STATE RECORDS: Historic Registers Photographs Census Records Geological Survey Maps Military Records Fire Records Railroad Records</p>	<p>HISTORICAL & CULTURAL INSTITUTIONS: Special Collections Artifacts Archaeological Site Maps Letters Government Records Newspapers Exhibits Historical Archives</p>	<p>HOME: Albums Diaries Journals Letters Private Collections Genealogy Quilts Oral Histories Medical Records Military Records Photographs</p>
<p>COURTHOUSE: Deeds Wills Ledgers Estate Settlements Marriage Records City Directories Tax Records Genealogy Records</p>	<p>LIBRARY: Census Records Business Ledgers Histories Reference Works Special Collections Primary Sources Magazines Books Photographs</p>	<p>SCHOOLS: Yearbooks Attendance Records School Board Minutes</p>	
<p>ONLINE: Primary Sources Secondary Sources Photographs Letters Census Records Genealogy Records Newspapers</p>	<p>BUSINESSES: Employer Newsletters Correspondence Annual Reports Photographs Historical Records</p>		<p>PLACES OF WORSHIP: Memberships Names and Dates Cemetery Records Burial Practices Inscriptions</p>

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

Resource Guide for Students

This listing of sites is meant to be a starting point for your research! It is by no means an all-inclusive list – DO NOT rely entirely on this list for your research.

Research Methods & Materials	General Resources
<p>American Historical Association - Historians and the web: A Beginner's Guide http://www.historians.org/perspectives/issues/1996/9601/9601COM3.CFM</p> <p>Eight Steps of Historical Research from NHD http://www.nhd.org/EightSteps.htm</p> <p>Digital Documents from the Eisenhower Library http://www.eisenhower.archives.gov/</p> <p>Hoover Presidential Library Resources for NHD http://hoover.archives.gov/education/nhd/historyday.html</p> <p>Researching a Topic in 4 Easy Steps – from Yale University http://www.library.yale.edu/instruction/topic.html</p> <p>Research Skills from Colorado History Day http://www.coloradohistoryday.org/research.html</p> <p>A Student's Guide to the Study of History - A guide written to help high school and college students with historical research http://www.historyguide.org/guide/guide.html</p> <p>National Archives NHD Materials http://www.archives.gov/research/arc/education/national-history-day.html</p> <p>You Be the Historian – from the National American History Museum http://americanhistory.si.edu/kids/springer/</p> <p>The Smithsonian Institute Research Information System - This site allows you to search all the Smithsonian Collections! http://www.siris.si.edu/</p>	<p>A Listing of Historical Organizations and Institutions - from NHD http://www.nhd.org/OrganizationsandInstitutions.htm</p> <p>Museums and Historic Sites - from NHD http://www.nhd.org/MuseumsandHistoricSites.htm</p> <p>History Matters - A searchable database of hundreds of history websites. http://historymatters.gmu.edu/browse/wwwhistory/</p> <p>The Library of Congress: American Memory Project http://lcweb2.loc.gov/amhome.html</p> <p>The Internet Public Library - History http://www.ipl.org/IPLBrowse/GetSubject?vid=13&cid=1&tid=6945&parent=6925</p> <p>A Listing of the Presidential Libraries - from the National Archives http://www.archives.gov/presidential-libraries/</p> <p>CIA: The World Factbook https://www.cia.gov/library/publications/the-world-factbook/</p> <p>The Library of Congress: http://www.loc.gov</p> <p>National Archives and Records Administration (NARA): http://www.archives.gov/</p> <p>NARA: Online Exhibits: http://www.archives.gov/exhibits/</p> <p>The History Channel - http://www.history.com</p> <p>The Harry S. Truman Library & Museum - http://www.trumanlibrary.org/</p> <p>The WWW Virtual Library: History - http://vlib.org/History</p> <p>ABC-CLIO: http://www.socialstudies.abc-clio.com/ (Ask your teacher for access to the database)</p> <p>NHD on Facebook!! http://www.facebook.com/nationalhistoryday</p>
Primary Sources on the Web	State Resources
<p>Eyewitness to History: http://www.eyewitnesstohistory.com/index.html</p> <p>Librarians' Internet Index – Photo Collections: http://www.lii.org/search/file/photocollections</p> <p>National Archives: http://www.archives.gov/research/</p> <p>Strategies for Locating Primary Sources – from Yale University: http://www.library.yale.edu/instruction/primsources.html</p> <p>United States Holocaust Museum: http://www.ushmm.org/</p>	<p>National History Day in Nevada website: http://www.nevadanhd.weebly.com</p> <p>Nevada Online Encyclopedia: http://www.onlinenevada.org</p> <p>Nevada State Museum & Historical Society: http://nevadaculture.org/museums</p> <p>Nevada State Railroad Museum: http://www.nsrn-friends.org/</p> <p>Nevada State Library & Archives: http://nevadaculture.org/nsla/</p>



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Primary and Secondary Source Documents

The story of the past is told through information gathered from primary and secondary sources. Secondary sources are accounts created by individuals 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 are original documents, official records, or physical objects created by individuals who participated in or witnessed past events. Virtually anything from the time period being studied can be a primary source, including written documents, photographs, audio or film recordings, works of art, household furnishings, personal belongings, and even buildings.

Using primary sources, students can interpret history through the eyes and experiences of the people who actually lived it. Primary sources enlarge students' view of history, making it more than simply a series of facts and dates. Analyzing primary sources helps students establish historical context and attach meaning and significance to basic facts.

Primary sources should never be taken solely at face value. Informed, critical, objective evaluation is essential. Primary sources are pieces of historical evidence that are subject to interpretation. 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 creator. At the same time, every historian must be acutely aware of the bias that her or she brings to the interpretation process. Individual life experiences influence what we observe in documents and the meaning we ascribe to primary sources.

By integrating primary sources in classroom instruction, teachers encourage students to think and research as historians do. Students who engage in historical research discover evidence that enables them to form generalizations, challenge data, and confirm or refute conclusions. In doing so students develop an awareness of history and an informed perspective on the past and on the many ways in which it influences the present.

Primary sources may include but are not limited to:

account books	flags	personal belongings
advertisements	household furnishings	photographs
architectural plans	interviews	poetry
artwork	inventories	posters
buildings	manuscripts	quotations
cartoons	maps	receipts
census records	memoirs	recipes
clothing	music	research data
coins and currency	newspapers	speeches
correspondence	obituaries	tombstones
court records	oral histories	tools
diaries and journals	pamphlets	wills



The Stuff History is made of -- Some Primary Sources

Formal Personal Documents

- Contracts
- Agreements
 - Wills
- Court Records
- Certificates
 - Licenses
 - Receipts

Institutional Records

- Charters
- Constitutions
- Membership Registers
 - Minutes
- Correspondence
 - Reports
 - Programs
 - Publications
 - Records

Informal Personal Records

- Diaries
- Memoirs
- Financial Statements
 - Letters
- Memoranda
 - Notes
- Family & Household Records
 - Photo Albums
 - Home Movies/Videos

Government Documents

- Court Proceedings
 - Law & Edicts
- Constitutions
 - Reports
- Proceedings
 - Treaties
 - Records
- Census Data

The Arts

- Fine Arts
- Graphic Arts
 - Music
 - Design
- Photography

Publications

- Treatises
- Periodicals
- Newspapers
- Histories/Biographies
 - Travel Accounts
 - Literature
 - Maps

Artifacts

- Tools & Machines
- Money & Stamps
 - Containers
- Furniture & Furnishings
- Clothing & Personal Care Items
 - Toys and Amusements
- Transportation Equipment
- Communication Equipment
 - Architecture

Popular Culture

- Folklore
- Mass Media
- Organized Sports
- Songs & Hymns
 - Advertising

Seven Suggestions for Writing Good Historical Essays

By Ronald Schatz and Jeff Nelson (abridged)

1. Write clearly. Among other things, that means developing a thesis (statement of your central argument or point) and introducing it in the first paragraph, reviewing subsequent paragraphs to check that they are relevant to your point, eliminating sentences that are convoluted, spelling correctly, and using correct punctuation. In addition, be careful with quotations. Do not let another author speak for you.
2. Back up your conclusions with evidence. What is evidence? Not the opinion of an historian, but primary evidence.
3. Always put your subject into context. What was the general situation in that society at that time that helps us understand why the person or group acted in this manner?
4. Be wary of simple explanations. Examine your essay critically for statements like “farmers felt...” “business leaders acted...,” “to women this meant....” Do not be shy about conceding the existence of variations within groups. History is complex.
5. Offer comparisons. You might compare your subject: e.g., white textile workers living in repressive conditions in North Carolina to black people excluded from the mills or white families still on the farm.
6. Cite your sources. Don’t assume, however, that a citation by itself proves a point.
7. Revise, revise, revise.





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How Do I Put It All Together?

Once you have chosen a category, you should apply your information-gathering skills to finding out about your category. Your public or school library may have books about constructing museum exhibits, filming video documentaries, performing dramas, creating websites, and writing research papers. Ask teachers in your school, or the librarian. Take advantage of their knowledge. Do they have any advice, pointers or tricks-of-the-trade they can share? You'll never know unless you ask! Remember, your entry must be completely your own work. No one else may help you with the actual writing of papers or text, filming, typing or building of your entry.

How Do I Know I'm Doing It Right?

The only way to make sure your entry meets all of the required rules and regulations is to read them carefully and then follow them.

1. Have I read all of the rules?
2. Do I understand them? If not, have I asked a teacher or called the state coordinator for help?
3. Have I had a teacher or parent read the rules and check my work?

How Will My Entry Be Judged?

The Evaluation Process:

The goal of National History Day is to provide you with a high-quality educational experience. The judge's evaluation is part of the learning and skill-building process of NHD. The judges' evaluations help you to improve areas or skills and provide positive feedback for the hard work you put into producing your project. Remember, regardless of how your entry is ranked, by participating in National History Day you will benefit from the experience as you gain research, thinking, and presentation skills; you will become an expert on a topic of interest to you; you will acquire poise and self-confidence and will learn to manage your time.

Who are the Judges?

Historians, educators, and others interested in history and education serve as judges at the History Day contest. These individuals are contributing their time because they want to share their enthusiasm for history and their expertise with you!

How Does the Judging Process Work?

Each separate division and category is usually judged as a whole by a team of judges. Judges will sit in a room with the student(s) and ask them questions about their entry. Questions will vary but if you are clear on your process and your research you will do well.

Consensus Judging

Judge teams will not assign a numerical score to entries, but will rank the entries in each category. *The Decision of the Judge Team is Final*

Judging is Subjective

Remember: judges must evaluate certain aspects of your entry that are objective (i.e. were primary sources used; is the written material grammatical and correctly spelled). But judges must also evaluate subjective aspects of your entry (i.e. analysis and conclusions about the historical data.) Historians often reach different opinions about the significance of the same data. Therefore, it is crucial for you to base your interpretations and conclusions on solid research. Judges will check to determine whether you used available primary sources and if you were careful to examine all sides of an issue to present a balanced account of your research and presentation. Your process paper and annotated bibliography are critical to this process.