

STATE AND NATIONAL HISTORY DAY INFO

The 2017 theme is Taking a Stand in History.

Unlike our local History Day, in order to compete at the state and national levels project topics must fit within the chosen theme

Topics can be related to local, state, US, or world history from ancient time to the recent past

There is also an additional entry categories available at the state and national levels – research papers.

Participating in a local History Day competition is a great way to get feedback on student projects before heading to the state competition

More information can be found at vermonthistory.org and nhd.org



Sponsored by the Orleans County Historical Society Inc.
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NEK HISTORY DAY 2017



March 16, 2017

North Country High School

NEK HISTORY DAY 2017

NEK History Day is a competition for 6th-12th grade students in which they choose historical topics and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews and historic sites (like the Old Stone House Museum). After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in exhibits, performances, documentaries, and websites which are judged at NCUHS on March 16, 2017.

IMPORTANT DATES

January 6, 2017 Intent to participate due from teachers (Google Form)

January 12, 2017 Teacher Workshop at OSH Museum

February 17, 2017 Registration of projects due with names of students, category, project title

March 10, 2017 No further changes in registration permitted

(March 14, 2017 Registration for the State History Day competition due)

March 16, 2017 NEK History Day at NCUHS

WHY PARTICIPATE?

History Day helps students develop the following attributes that are critical for future success:

- ◇ critical thinking and problem-solving skills
- ◇ research and reading skills
- ◇ oral and written communication and presentation skills
- ◇ self esteem and confidence
- ◇ a sense of responsibility for and involvement in the democratic process

History Day also relates to our state standards and the Common Core. By participating in the local competition, students gain practice in not only the history and social science arenas, but also in communication; reasoning and problem solving; and the arts, language, and literature Vermont state standards. Common Core standards addressed include:

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

SOURCES

Students should focus on a variety of primary sources during the course of their research. A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant or a contemporary of a historical moment. A primary source can be a written document created by someone in the past, although it may also be an object, place, song, or other cultural artifact created during the historical period you are studying.

Secondary sources may also be used. A secondary source is a source that was not created first-hand by someone who participated in the historical era. Secondary sources are usually created by historians, but based on the historian's reading of primary sources.