National History Day in Missouri
605 Elm Street, Columbia, MO 65201
573.882.7083 | nhdmo@shsmo.org | nhdmo.org
Sponsored by The State Historical Society of Missouri

NATIONAL HISTORY DAY MEETS MISSOURI LEARNING STANDARDS

National History Day (NHD) is a year-long curriculum program for grades 6-12 in which students conduct extensive primary and secondary research on a historical topic of their own interest as it relates to an annual theme. Teachers guide students through project-based experiential learning, which pulls together the highest levels of the Missouri Learning Standards in a meaningful way. Annually, students may enter their NHD projects into a national competition that begins at the school level and advances to regional and state contests.

Research shows that History Day students outperform their non-History Day peers in all subject areas. Through their participation, students learn critical thinking, writing and research skills, increase their academic confidence through active inquiry, and become better prepared for college, career, and citizenship.

The following chart demonstrates how NHD supplements and strengthens the Missouri Learning Standards: 6-12 Social Studies Grade Level Expectations. The GLE is listed in the left column, and descriptions of applications to NHD are listed in the right column.

GLE	NHD Application
DISCIPLINARY TOOLS	
1.1A (DT)	• Utilizing primary and secondary sources • Analyzing the chronological timeline of related historical events • Analyzing effects of historical events on specific groups • Analyzing how individuals influenced historical events
1.1B (DT)	• Analyzing how an individual's actions and perspectives were influenced by historical events/eras
1.1C (DT)	• Forming a thesis • Listing main ideas to support a thesis • Identifying appropriate sources to expand on those main ideas • Identifying appropriate sources for a thesis • Conducting research using appropriate sources

1.1D (DT)	• Analyzing a significant historical event from various perspectives • Developing questions regarding who, what, when, where and why to guide research
1.1E (DT)	• Analyzing the causes and consequences of a specific event, historical or contemporary • Identifying the challenges and opportunities of key players involved with a specific event
2.1A (DT)	• Analyzing a specific event or person and how they influenced laws, policies or processes • Analyzing how a specific person or event affected society as a whole
2.1B (DT)	• Predicting and analyzing the consequences of failing to carry out personal responsibility in respect to a specific issue, historical or contemporary
2.1C (DT)	• Making inferences and drawing conclusions regarding the consequences which can occur when institutions fail to meet the needs of the people they serve and how that failure impacts society
3.1A (DT)	• Expressing main ideas and reinforcing a thesis using visual media such as graphs, maps and charts
3.1B (DT)	• Articulating how changing identities and cultures have impacted the physical and human geographies of the world
3.1C (DT)	• Locating major geographical sites and understanding their historical context • Locating places in Missouri, the United States and the world to analyze their historical significance in relation to a specific topic
3.1D (DT)	• Locating major geographical sites and understanding their historical context • Locating places in Missouri and the world to analyze their historical significance in relation to a specific topic
3.1 E (DT)	• Locating major geographical sites and understanding their historical context • Locating places in Missouri, the United States and the world to analyze their historical significance in relation to a specific topic
4.1A (DT)	• Identifying and examining the costs and benefits, economic or otherwise, that resulted from a person, movement or event
5.1A (DT)	• Identifying specific locations and artifacts associated with a specific topic • Making inferences on the perspectives of people within a particular time period
5.1B (DT)	• Identifying relationships that exist between key players and events within a specific topic • Examining the social structures and stratification that play a significant role within a specific topic
5.1C (DT)	• Using primary sources to compare and contrast human characteristics in regions over time
KEY CONCEPTS AND UNDERSTANDING	
1.2A (KCU)	• Using primary documents to analyze the causes and results of various events and trends in history

1.2B (KCU)	• Describing how a historical figure, group or event impacted history
1.2C (KCU)	• Researching a historical figure, group or event • Exploring how a person or event contributed to social, political, artistic and economic characteristics of its environment
1.2D (KCU)	• Analyzing the actions of different political leaders and how they influenced the people in their countries • Researching how events influenced change in history • Researching the effects of government on particular events/eras in history
1.3A (KCU)	• Researching a historical figure, group or movement • Describing how a person or event developed new ways of thinking and impacted society
1.3B (KCU)	• Analyzing historical documents and their effects on civilizations throughout history
1.3C (KCU)	• Researching how new ways of thinking impacted social, political and economic futures
1.3D (KCU)	• Using primary sources to analyze how historical leaders responded to challenges
1.3E (KCU)	• Using primary sources to analyze how U.S. leaders faced the social, political, economic and religious challenges that arose during the founding of the United States
1.3F (KCU)	• Researching how historical figures were influenced to take a stand in history based on the development of philosophies, interest groups and political parties in their lifetime
1.4A (KCU)	• Researching an individual's or group's roles in the development of political, social and cultural structures
1.4B (KCU)	• Using historical documents to analyze historical leaders' responses to social, political, economic and religious challenges of their time
1.4C (KCU)	• Researching how historical figures' decisions were influenced by obstacles impacting their countries
1.4D (KCU)	• Analyzing how cultural themes influenced leaders' international actions
1.4E (KCU)	• Analyzing how leaders' decisions to become involved internationally affected their home countries and the rest of the world
1.5A (KCU)	• Researching how political leaders' different governing techniques uniquely shaped their nation's history
1.5B (KCU)	• Analyzing how leaders responded to tensions in history • Exploring the relationships between historical global conflicts • Determining the impact of historical global conflicts on the world today
1.5C (KCU)	• Researching how historical leaders influenced critical developments on a national or international scale

1.5D (KCU)	• Studying the goals and key events of the women's and equal rights movements throughout history
1.6A (KCU)	• Researching how groups affected a country's foreign policy and its relationships with the rest of the world (e.g. the United States)
1.6B (KCU)	• Analyzing how various groups played a role in 21st century conflicts to understand U.S. policies and actions
1.6C (KCU)	• Researching primary documents that display the responses of United States' leaders to the challenges of global tensions
1.6D (KCU)	• Researching how historical figures' access to and control of information affected individuals, groups, industry and governments
2.2A (KCU)	• Researching how political leaders organized their government and how it shaped their country's impact on a national and/or international scale
2.2B (KCU)	• Analyzing the impact of political leaders developing critical legislation and government structures on their people
2.2C (KCU)	• Analyzing how governmental structures shaped the future of the nations in which they were implemented
2.3A (KCU)	• Researching how political changes affected the relationship between governments and people nationally and internationally
2.3B (KCU)	• Researching the influence of an individual's actions on the intended and unintended consequences of their governmental structures
2.3C (KCU)	• Researching how government groups addressed cultural, political and social norms that appeared in a specific time period
2.3D (KCU)	• Analyzing successes and challenges of historical figures based on their time period's governmental structures
2.3E (KCU)	• Researching the influence of historical figures' intentions with writing important historical documents that shaped the future of their country
2.3F (KCU)	• Analyzing the lasting effects of an individual's or group's actions on their government and social structure
2.3G (KCU)	• Research a historical political figure's effects on significant political changes and processes
2.4A (KCU)	• Researching an individual or political group • Describing how an individual or political group influenced the structure of their government
2.4B (KCU)	• Analyzing how decisions made by government officials shaped the future legislation in their country

2.4C (KCU)	• Analyzing how decisions made by government officials shaped the future legislation in that country
2.5A (KCU)	• Researching how a governmental organization shaped the future for political officials and the people of a nation
2.5B (KCU)	• Researching how a governmental organization influenced the decisions and actions of political officials
2.5C (KCU)	• Researching the actions of an individual or group that influenced historical events
2.6A (KCU)	• Researching the influence of government officials in the creation and continuation of agreements and treaties to promote cooperation and maintain national order
2.6B (KCU)	• Researching the influence of government structure (e.g. separation of powers, executive orders and rule of law on political officials and groups)
2.6C (KCU)	• Analyzing the influential roles of government officials or groups in government decision-making
3.2A (KCU)	• Studying patterns of migration affected by physical geography, environment and government
3.2B (KCU)	• Comparing different regions and their cultural differences • Studying the effects of expansion on cultures and resources
3.2C (KCU)	• Studying the patterns of migration and population distribution • Studying effects of culture and identities • Studying how human-environmental interaction shapes people and places • Showing the impact of the movement of goods on world regions
3.3A (KCU)	• Researching how geography shaped the development of civilizations and influenced individuals
3.3B (KCU)	• Analyzing how geography affected the movement of people and their interaction with other civilizations
3.3C (KCU)	• Researching how the patterns of population distribution, demographics and migrations influenced individual's perspectives and actions
3.4A (KCU)	• Analyzing how the actions and decisions of historical figures, regarding geography and regional changes, shaped the future
3.4B (KCU)	• Researching how the spread of cultural patterns and economic decisions, shaped by geography, influenced specific individuals or groups
3.4B (KCU)	• Researching how the demographic movement of people influenced individuals/groups along with their environment
3.5A (KCU)	• Analyzing the demographic movement of people • Describing how demographic shifts influenced people's actions and perspectives

3.5B (KCU)	• Researching how the various features of geography impacted the innovations of groups or a single individual
3.5C (KCU)	• Analyzing how various shifts in the demographic movement of people influenced the actions of individuals and groups
3.5D (KCU)	• Analyzing how demographic patterns influenced the lives of groups and individuals
3.6A (KCU)	• Studying the availability and movement of resources through understanding physical geography
3.6B (KCU)	• Researching the relationship between technological and scientific advancement in contemporary U.S.
3.6C (KCU)	• Locating major places in the United States • Understanding where historical events took place
4.2A (KCU)	• Studying the global importance of economic growth, trade and resources in various regions • Understanding the necessity for cooperation between different regions
4.2B (KCU)	• Studying the importance of industrialization and transportation for relationships between different regions and early stability of society • Studying the mercantile system and resource distribution
4.2C (KCU)	• Learning specific economic vocabulary that is important to the growth of American industry
4.2D (KCU)	• Studying the influence money/financial success has on decision making and behaviors of people
4.3A (KCU)	• Studying the history and importance of trading, taxes and the networks they provide with the rest of the world
4.3B (KCU)	• Researching the beginning of economic systems all over the world • Studying how economic systems impacted the future of certain civilizations
4.3C (KCU)	• Studying the development and relationship of the U.S. economic system, its stability and its affect on society and culture
4.4A (KCU)	• Researching different economic concepts such as innovation, trade, supply and demand, market and taxation • Using their research to study how economics affected society in different periods throughout history
4.4B (KCU)	• Researching the consequences of government policies, post-industrial life and the industrial economy all over the world
4.4C (KCU)	• Studying the sustainability and growth of the U.S. economic system as it relates to laws and policies associated with their topic

4.5A (KCU)	• Examining the developments of economics, technology and transportation that influenced diverse regions and people at different time periods
4.5B (KCU)	• Studying a variety of behaviors, including government, economic, environmental, health and medical
4.5C (KCU)	• Explaining how government policies improve individual and societal conditions in relation to their topic
4.6A (KCU)	• Researching the economic advances, changes, challenges and innovation of a country's history
5.2A (KCU)	• Studying the developments, significance and patterns of people in diverse regions and cultures throughout different periods in history
5.2B (KCU)	• Analyzing short and long term impacts of cultural developments (e.g. of the European colonies, western expansion, the beliefs and structure of religions and the Renaissance)
5.2C (KCU)	• Studying citizen participation, restrictions and freedoms through various time periods
5.2D (KCU)	• Researching the impact and advancements of industrialization, technology and science and their effects on various cultures
5.2E (KCU)	• Researching immigration, its patterns and motivations • Researching the expression of culture through art, architecture and literature pertaining to a topic
5.3A (KCU)	• Analyzing the progress that people in a given group have made throughout history, specifically within their topic • Studying the emerging globalization (e.g. U.S., classical civilizations, development of U.S. government and global interdependence)
5.3B (KCU)	• Analyzing the causes and effects of regional identity, the role of women and minorities in society, advancements of the classical civilizations, European expansion and government decision making • Studying long-term impact of historical events • Handling primary documents
5.3C (KCU)	• Learning personal perspectives (e.g. regarding development of the U.S. government) • Studying changes that happened within a country economically, socially and technologically (e.g. U.S. in the 20th century)
5.3D (KCU)	• Studying civic participation in historical groups and events (e.g. evaluating laws, joining political groups and practicing religion)
5.3E (KCU)	• Studying the achievements of citizens and how they contributed to establishing the identity of a place (e.g. the American identity)
5.4A (KCU)	• Studying the advancements, achievements and events that impacted ideals throughout time periods (e.g. the Great Depression era, the Middle Ages and the Age of Revolution)

5.4B (KCU)	• Studying the experiences of different individuals and groups in different time periods throughout history and the cultural impact and consequences of that time as it relates to their topic
5.4C (KCU)	• Studying the outcomes and effects of cultural movements and revolutions on different groups in different time periods • Comparing and contrasting events of a time, the outcomes and the progress made
5.4D (KCU)	• Studying the growth, changes and revolutions of culture, class and economics as it relates to a topic
5.4E (KCU)	• Studying immigration patterns and the impact they had on the development of society
5.5A (KCU)	• Exploring historic primary sources as part of a chosen topic • Learning about specific people and events that shaped society past, present and future
5.5B (KCU)	• Growing knowledge of changes in the post-war world and their impact on different groups of people, including the resulting conflict and compromise
5.5C (KCU)	• Exploring the historical context of their topic, including the impact of social movements and how they shaped society
5.5D (KCU)	• Thinking critically about the evolution of roles in society, including ethnicity, race, gender, age and culture
5.5E (KCU)	• Researching examples of people or groups that recognized their own responsibilities and powers and how they used those to solve a global or national issue
5.6A (KCU)	• Analyzing scientific, artistic, intellectual, economic, political and cultural changes and their effects on a specific topic
5.6B (KCU)	• Using primary and secondary sources to analyze the push-pull factors that produced a specific reaction or movement in history (e.g. immigration in America and its effects)
5.6C (KCU)	• Analyzing the response of individuals, groups and the government to a specific societal change