

NHD

NATIONAL

HISTORY DAY

MISSOURI



**National History Day in Missouri**

1020 Lowry Street  
Columbia, MO 65201  
573.882.7083  
nhdmo@umsystem.edu  
nhdmo.org

Dear Educator,

This packet is designed to introduce you to National History Day and to serve as a how-to guide for getting started in an innovative program that encourages students to drive their education as they develop creativity, confidence, and critical thinking skills.

Our goal is to make this exploration into history a positive one for both teachers and students! Thus, if you have any questions about how to make National History Day in Missouri a successful part of your classroom, please contact your regional coordinator or feel free to contact me directly.

We look forward to seeing your students' creativity and to celebrating history together.

Sincerely,

Maggie Mayhan  
Coordinator

## table of contents

Introduction	
What is National History Day?	3
Why Participate?	3
Evaluations	3
Annual Theme	4
Topic Selection	4
Example Project	4
Divisions	5
Contest Locations	5
Project Categories	5
Documentaries	6
Exhibits	6
Performances	7
Papers	7
Websites	7
Regional Sponsors and Coordinators	8



## what is national history day?

National History Day in Missouri (NHDMO) is the state affiliate of the national educational program. Sponsored by the State Historical Society of Missouri, in partnership with the Missouri Humanities Council, the yearlong contest encourages young people, grades sixth through twelfth, to explore historical issues, ideas, people, and events.

Students participating in NHD conduct in-depth research and analysis on topics related to an annual theme and then present their findings in one of five formats:

- documentary
- exhibit
- performance
- paper
- website

Participants work with both primary and secondary sources to produce sound historical research.

Projects are evaluated at a series of regional competitions before the top projects from each category advance to the state contest in April at the University of Missouri—Columbia. State finalists are then selected to compete at the Kenneth E. Behring National Contest in College Park, Maryland, in June.

All students—public, private, or home school in grades sixth through twelfth—are eligible to participate in National History Day. They may participate through their classroom, an after-school club, or individually, and may be supported by a teacher, tutor, mentor, school counselor, parent, or other educator.

## evaluations

An evaluation of National History Day found students who participate:

- Outperform peers on state standardized tests, not only in social studies but also in reading, science, and math.
- Are better writers who write with a purpose and a real voice while marshaling solid evidence to support their point of view.
- Are critical thinkers who digest, analyze, and synthesize information.
- Gain 21st-century skills, learning how to collaborate with team members, talk to experts, manage their time, and persevere.



## why participate?

Students develop skills in:

- Research
- Writing
- Problem solving
- Critical thinking
- Use of primary sources
- Interviewing

Educators, NHD:

- Meets Common Core Standards
- Serves as a model teaching tool for active learning
- Acts as an excellent assessment tool
- Integrates the study of history with other disciplines
- Encourages professional development
- Inspires community-wide involvement in student scholarship





## annual theme

Each year National History Day selects a theme to be the driving force behind students' research. A large percentage of a project's total score is based on the relevance to this theme.

National History Day designs the topic as broadly as possible to encompass entries on family, local, state, national, or world history. Visit [nhdmo.org](http://nhdmo.org) to learn more about this year's annual theme.

## topic selection

National History Day is designed to allow a large amount of flexibility as students choose project topics and mediums based on their interests. You can help student(s) narrow their options by encouraging them to pick a subject that:

- Clearly fits the annual theme
- Is in-depth and narrow in scope  
(*It is better to focus on one issue in detail than to cover many issues superficially.*)

Students should first think about what historical events or periods interest them. They can then look to see how that topic might fit within the annual theme.

For example, if a student is interested in women's history, and the theme is *Rights and Responsibilities*, a natural topic might be "the right to equal suffrage." However, it is unlikely that the student will be able to research the thousands of individual suffrage events that took place all over the country.

An additional step is required to help narrow his or her interest and select a specific topic. The focus might be a specific geographic area or time period.



### Topic selection process

- **Interest:** Women's History
- **Theme:** *Rights and Responsibilities*
- **Topic:** Equal Suffrage
- **Issue:** *Minor v. Happersett* the US Supreme Court case spurred by Virginia Minor's unsuccessful attempt to register to vote.
- **Title:** "Depriving the Nation of a Qualified Electorate: The Woman Suffrage Case of *Minor v. Happersett*."

## example project

## divisions

The NHD competition has two divisions based on grade, which are judged separately at every level.

- Junior Division – grades six through eight
- Senior Division – grades nine through twelve

With the exception of papers, students may participate in NHD independently or as part of a group consisting of two to five students. Students from different grade levels may work together in a group as long as they are in the same division.

During the interview process, judges will ask questions of each team member to ascertain whether he/she has an understanding of the topic and of the presentation process.

## project categories

Five presentation formats are available for students to use to display their research: documentaries, exhibits, performances, papers, and websites. Students compete only against other students in the same category and division.

When selecting a category, students should consider:

- Which best fits my interests, skills, or talents?
- Does the topic fit one category better than another? (Are there enough images for an exhibit, action for a documentary, emotion for a dramatic performance?)
- Will the necessary equipment and materials needed for this category be accessible?

Though judges will interview participants, students should not expect to have the opportunity to explain material that is not evident in the presentation. They will not be able to recite a prepared speech but will instead be asked specific questions by the judges. It does not matter what is in the student's head if the judges cannot see it. Thus, it is important to be certain that all pertinent questions are answered in the presentation itself. Consult the NHD rulebook before beginning work on any project.



A regional contest is held in February or March at the listed locations. Each region's top three entries in every category will advance to the state contest at the University of Missouri—Columbia in April.

1. Northwest Missouri State University, Maryville
2. Truman State University, Kirksville
3. Harry S. Truman Library and Museum, Independence
4. Missouri State Archives, Jefferson City
5. University of Missouri—St. Louis
6. Missouri Southern State University, Joplin
7. Missouri State University, Springfield
8. Missouri University of Science and Technology, Rolla
9. Southeast Missouri State University, Cape Girardeau

Please see page eight for details on how to register for the local contests in your region.

## contest locations

*All successful National History Day entries should be able to stand alone without additional explanation from the students.*



## documentaries

When it comes to documentaries, students are encouraged to develop a strong script and use appropriate visuals to illustrate the concepts in the narrative. Many students draw a storyboard of scenes they will be shooting and include a variety of shots, such as interviews, live action, still subjects, and panning shots.

Using technology, students may also create special effects, animation, graphics, and other visuals to incorporate into their ten-minute films. Participants are responsible for operating all cameras and editing equipment themselves.

While artistic expression is a plus, the most important aspect of any entry is its historical quality.



The inaugural Independence Film, Art, and Music Festival showcased top-ranking student documentaries from the 2013 National History Day in Missouri state contest at the Truman Library and Museum!

*“At the end of my first NHD adventure, I have an abundance of wonderful impressions. National History Day helped me to realize that our past really does matter. What we’ve done before—the mistakes we’ve made, the successes we’ve earned—contributes to what we do down the line.”—Harper R.*



## exhibits

A successful exhibit, like all NHD projects, must be able to explain itself. The exhibit should be organized into segments, which break down the topic into smaller sections. This guides the viewer around the display. It is important that students design an exhibit so that the materials and illustrations are easy for viewers to understand.

The most common form of exhibit is a three-panel display, but students are encouraged to think outside the box. Artifacts or other materials may also be placed on the table between the side panels.

Clear and concise captions identifying items and/or interpreting information for the viewer should not exceed 500 student-composed words.

*“It was a blast taking a project all the way from the Kansas City regionals, through the state competition, to College Park, Maryland. From the opening ceremonies to the awards ceremony, that week in June was the best week of my summer!”—Zoe H.*

## performances

The performance category is the only format in which students present their research live. Participants are asked to capture their audience and successfully communicate their findings in a span of ten minutes. Students are encouraged to achieve dramatic appeal while conveying solid historical information. Students should:

- Decide on a group or individual performance
- Make references to the historical evidence
- Use dialogue, quotations, and speech excerpts
- Create a script with a thesis, supporting statements, and a conclusion



- Design costuming, props, and a set
- Prepare blocking for the actors
- Have fun!

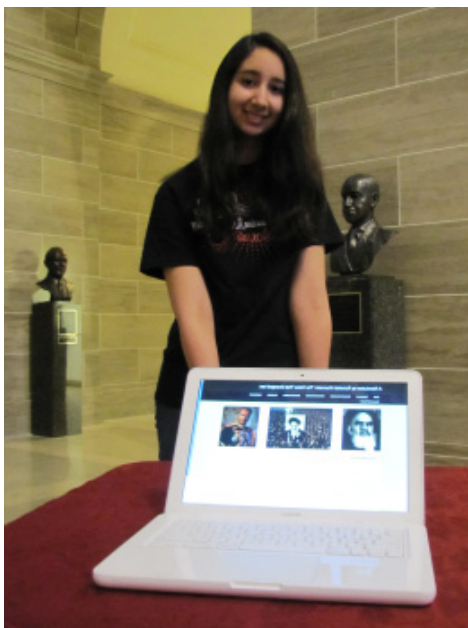
*"I was able to find the contact for the Oxford English Dictionary-OUP archivist in London by reading the credits at the back of one of my research books. She was able to provide me with rare materials that enhanced my paper and increased my knowledge of the topic." —Sawyer J.*

## papers

The paper is the most traditional way to present historical research. Various types of creative writing such as fictional diaries and poems are permitted for NHD, but works must conform to all rules.

Papers are expected to be between 1,500 and 2,500 words (six to ten pages double-spaced) and are submitted in advance so judges have time to read and appraise them prior to the contest day. Please note this is the only category that does not allow for group participation.

Many schools find that a team-teaching method between departments works very well for this category. Social Studies and English departments can cooperate in the supervision of student papers.



## websites

The most interactive of all NHD categories, website entries should include no more than 1,200 student-composed words. A site should reflect the student's ability to use technology to communicate a topic's significance in history. In designing an entry, students should include elements that actively engage the audience in the subject. These elements do not need to be technologically complex, but they should allow the audience to participate in exploring the topic, rather than passively viewing information.

All NHD students are asked to create their websites through Weebly (nhd.weebly.com). The historical quality, analysis, and interpretation of the topic must be clear and evident. Websites will be judged in a similar fashion to the paper category—submitting entries ahead of time and allowing the judges the opportunity to review the entry prior to the contest day.



*For more information  
please visit [nhdmo.org](http://nhdmo.org)  
and remember to consult  
the official rule book as  
you begin the research  
phase in any project.*

## regional sponsors and coordinators

**Region 1:** Elyssa Ford  
Northwest Missouri State University  
Department of Humanities & Social Sciences  
Maryville, MO 64468  
660.562.1213 | [ebford@nwmissouri.edu](mailto:ebford@nwmissouri.edu)

**Region 2:** Jeff Gall  
Truman State University  
Department of History  
100 E. Normal  
Kirksville, MO 63501  
660.785.7747 | [jgall@truman.edu](mailto:jgall@truman.edu)

**Region 3:** Mark Adams  
Harry S. Truman Library Institute  
Educational Programs  
500 West US Highway 24  
Independence, MO 64050  
816.268.8236 | [mark.adams@nara.gov](mailto:mark.adams@nara.gov)

**Region 4:** Shelly Croteau  
Missouri State Archives  
P.O. Box 1747, 600 W. Main  
Jefferson City, MO 65102  
573.751.4303 | [shelly.croteau@sos.mo.gov](mailto:shelly.croteau@sos.mo.gov)

**Region 5:** Peter Acsay  
University of Missouri—St. Louis  
Department of History  
8001 Natural Bridge Rd.  
St. Louis, MO 63121  
314.516.5700 | [acsay@msx.umsl.edu](mailto:acsay@msx.umsl.edu)

**Region 6:** Paul Teverow  
Missouri Southern State University  
Social Sciences Department  
3950 East Newman Road  
Joplin, MO 64801  
417.625.3114 | [Teverow-P@mssu.edu](mailto:Teverow-P@mssu.edu)

**Region 7:** Gail Emrie  
Missouri State University  
History Department  
443 Strong Hall  
Springfield, MO 65804  
417.836.5915 | [galemrie@missouristate.edu](mailto:galemrie@missouristate.edu)

**Region 8:** Petra DeWitt  
Missouri University of Science & Technology  
Department of History & Political Science  
119 Humanities-Social Sciences  
Rolla, MO 65409  
573.341.6592 | [dewitt@mst.edu](mailto:dewitt@mst.edu)

**Region 9:** Laurie Hamblin  
Southeast Missouri State University  
Department of History  
1 University Plaza MS 2960  
Cape Girardeau, MO 63701  
573.651.2717 | [lhamblin@semo.edu](mailto:lhamblin@semo.edu)

**Get started today!**  
[nhdmo.org](http://nhdmo.org) | 573.882.7083

