

National History Day in the Classroom

School of Education and Development

College of Liberal Arts and Sciences

University of Colorado Denver

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Course Objectives and Description

The National History Day curriculum is a social studies and literacy program designed to help educators teach their students analytical skills through the lens of a historical topic.

Through an eleven-step curriculum, educators guide their students in selecting topics based on the annual theme, formulating thesis statements, conducting primary and secondary source research, supporting their arguments, and drawing impacts and historical relevance from those arguments. Educators also assist students in selecting a project format that best fits students' academic strengths. A series of optional contests also require that educators require students to meet deadlines, develop their public speaking skills, and interact with adults.

University Catalog Course Description

Major Goals

1. To understand and implement the National History Day curriculum in the classroom, and be able to construct lesson plans to guide students in the development of a thesis statement, research, and project creation.
2. To introduce and differentiate primary and secondary source material to students, and to help students engage with relevant sources.
3. To assist students in choosing topics and project formats that best suit their academic strengths, while still potentially addressing areas of weakness.
4. Develop analytical skills in students through historical content.
5. Differentiate the curriculum across different levels of skill.

Required Readings

All Levels

- National History Day in Colorado Playbook
- National History Day Rule Book
- Garneau, Eric. "Do Schools Really Need to Teach History?" *Education Portal*, http://education-portal.com/articles/Do_Schools_Really_Need_to_Teach_History.html.

- Kim, Teresa and Russell Olwell. "Making National History Day Their Own: The Rewards of and Barriers to Bringing Project-Based Learning to Urban Students." *OAH Magazine of History*, November 2005, 60-61.
- Kuhn, Abigail L. and Lynne M. O'Hara. "Promoting Inquiry-Based Learning through National History Day." *Social Education* 78, no. 3 (2014): 138-142.
- Lesh, Bruce. "Making Historical Thinking a Natural Act." *Historically Speaking* 12, no. 3 (2011): 17-19.
- Scheuerell, Scott. "National History Day: Developing Digital Native Historians." *The History Teacher* 40, no. 3 (2007): 417-425.

Elementary: 4th-5th Grade

- Poster Contest Guide
- Hébert, TP. "Reflections at Graduation: The Long-Term Impact of Elementary School Experiences in Creative Productivity." *Roeper Review* 16, no. 1 (1993): 2-28.
- Wade, Rahima. "Beyond Expanding Horizons: New Curriculum Directions for Elementary Social Studies." *The Elementary School Journal* 103, no. 2 (2002): 115-130.
- Yeager, Elizabeth A. and O.L. Davis Jr. "Understanding the 'Knowing How' of History: Elementary Student Teachers' Thinking About Historical Texts." *ERIC* (1994): 1-32.

Middle School: 6th-8th Grade

- Vawter, David. "Mining the Middle School Mind." *Middle Matters*, March 2009, 1-2.
- Ozturk, Mehmet A. and Charles Debelak. "Academic Competitions as Tools for Differentiation in Middle School." *Gifted Child Today* 31, no. 3 (2008): 47-53
- Foster, Stuart A. and Charles S. Padgett. "Authentic Historical Inquiry in the Social Studies Classroom." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 72, no. 6 (1999): 357-363.
- Levstik, LS and KC Barton. "Developing Critical and Historical Thinking Skills in Middle Grades Social Studies." *Middle School Journal* 42, no. 1 (2010): 22-28.
- Malkmus, Doris J. "Primary Source Research and the Undergraduate: A Transforming Landscape." *Journal of Archival Organization* 6, no. 1-2 (2008): 47-70.

High School: 9th-12th Grade

- Foster, Stuart A. and Charles S. Padgett. "Authentic Historical Inquiry in the Social Studies Classroom." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 72, no. 6 (1999): 357-363.
- Malkmus, Doris J. "Primary Source Research and the Undergraduate: A Transforming Landscape." *Journal of Archival Organization* 6, no. 1-2 (2008): 47-70.

- Seixas, Peter. "Beyond 'Content' and 'Pedagogy': In Search of a Way to Talk About History Education." *Journal of Curriculum Studies* 31, no. 3 (1999): 317-337)
- Bruya, B. and R. Olwell. "Schools that 'Flow.'" *Education Week* (2006).
- Drake, FD and LW McBride. "Reinvigorating the Teaching of History Through Alternative Assessment." *History Teacher* 30, no. 2 (1997): 145-173.

Grading

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| Attendance at National History Day in Colorado Teacher Training | 100 points |
| Attendance and Judging at one NHDC regional contest | 50 points |
| 15 contact hours with instructor per credit hour (45 total) | 100 points |
| 45 hours of outside work per credit hour (135 total) | 350 points |
| Classroom Observation (quarterly) | 100 points (25/observation) |
| Unit Lesson Plans | 100 points |
| Reflective Essay | 200 points |
| Total: | 1000 points |

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79
 C: 73-76 C-: 70-72 D: 65-69 F: 0-64

Attendance

Educators are required to attend and participate in the NHDC teacher training. They are also required to register to judge in one regional NHDC regional contest outside their home region in order to glean perspective on how National History Day in Colorado operates outside the classroom at the contest level.

Contact Hours

Educators are required to complete 45 total contact hours with NHDC instructors. The teacher training, classroom observations, and other approved activities may count towards these hours.

Outside Work

As the NHDC program encompasses a complete social studies curriculum, educators are expected to devote ample time outside the classroom planning their implementation of the NHDC program. Completion of said outside work will be evaluated through a combination of lesson plan assessment, classroom observations, and the reflective essay.

Classroom Observation

The instructor will observe educators in their classroom quarterly to observe their interaction with students, differentiation, and teaching methods. Educators should expect assessments after each observation with both praise and constructive criticisms that should be addressed prior to the subsequent observation.

Unit Lesson Plans

Educators will be required to turn-in unit lesson plans detailing the implementation of the NHDC curriculum. The instructor will gauge progress and offer suggestion based on these lesson plans.

Reflective Essay

At the conclusion of the NHDC state competition cycle, educators will be expected to turn in a reflective essay 15-20 pages in length that details their implementation and differentiation strategies, successes and areas for improvements, and proposed changes.