



MARYLAND
HUMANITIES

MARYLAND HISTORY DAY



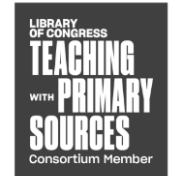
A PROGRAM OF MARYLAND HUMANITIES

National History Day for English Learners

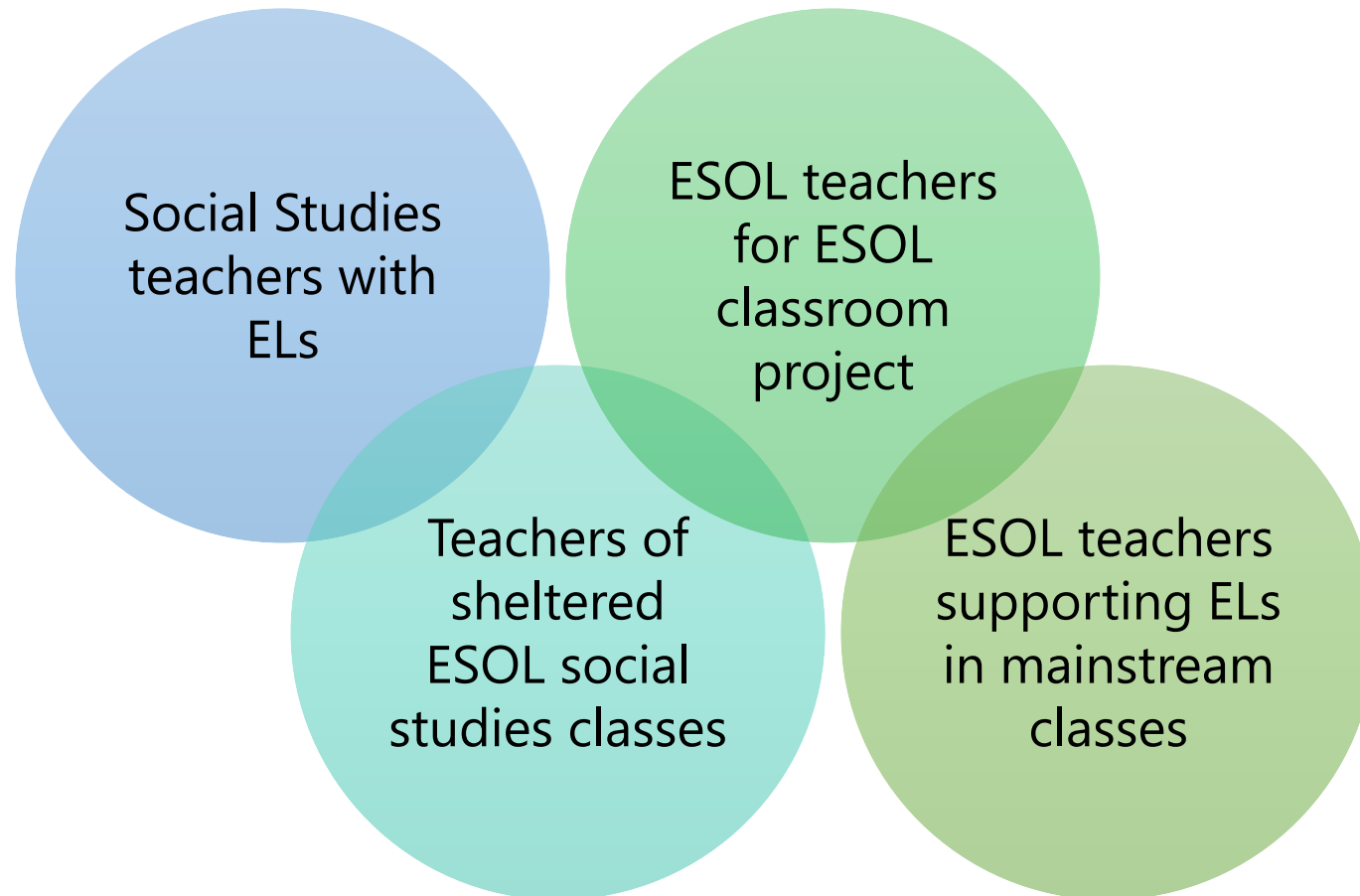


Lia Atanat

*Outreach & Professional
Development Coordinator*



Who is this information for?



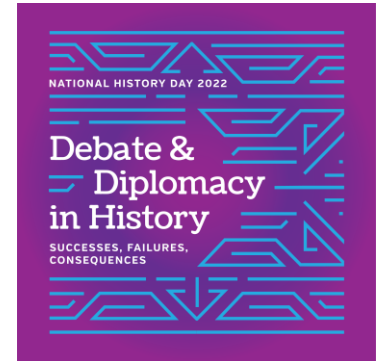
What is History Day?

- History Day is a long-term history research project for middle and high school students
- Students present their research in one of five creative formats, individually or in groups of up to 5
 - Exhibit
 - Website
 - Documentary
 - Performance
 - Research Paper
- Students have the opportunity to participate in contests at the district, state, and national level

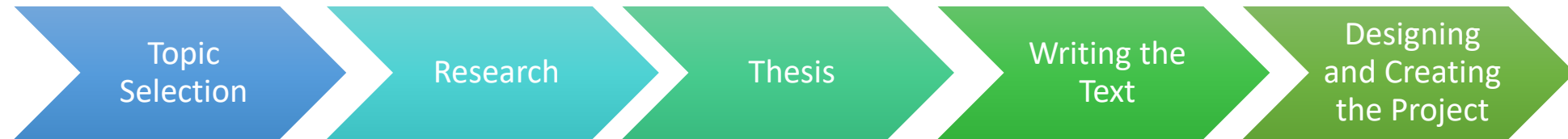


Annual Theme

- Students pick a topic that relates to the theme and weave it through the whole project
- Theme can be interpreted in many different ways
- **Debate:** A discussion between people or groups in which they express different opinions about something
- **Diplomacy:** The art and practice of building and maintaining relationships and conducting negotiations with people using tact and respect



History Day Process



- Students pick a topic related to the official NHD theme and narrow it down to something manageable.

- Students develop and investigate their research questions, finding primary and secondary sources in person or in online databases.

- Students build a historical argument that can be supported with evidence from their research.

- Students turn their research into writing, supporting their thesis using primary sources, and weaving the year's theme throughout.

- Time to get creative! Students design the final project and present the conclusions of their historical investigation



Sample Student Work 2021

TALKING TO OURSELVES
BLUEPRINTS OF THE MIND
By Misha Liante Floresca

THE RISE OF THE CELL THEORY
In the 19th century, advancements in the field of optics led Theodor Schwann, Matthias Schleiden, and Rudolf Virchow to hypothesize the cell theory. The theory posited that all living things are made of cells. All organ systems, at the time, were proven to follow the principles with the exception of the nervous system. The unfolding of its biological images made it appear as a single mass rather than individual cells.

DISMANTLING THE RETICULAR THEORY
Camillo Golgi was exposed to the nervous system as a system of neurons in 1873. He created a staining technique with the potential to view the entire nerve cell. A fellow neuroanatomist, Santiago Ramón y Cajal, refined Golgi's staining technique and improved its reliability by experimentally proving that its processes did not overlap. From 1888 to 1894, he made a series of drawings that challenged the widely accepted reticular theory in his publication "Three Fundamental Principles of the Organization of the Nervous System." Eventually, he won the Nobel Prize in 1906 for his work on the Nervous System, which offered the last piece of evidence needed to prove the cell theory.

THE BIRTH OF NEUROSCIENCE
Ramon y Cajal defined the concept of the nervous system as a network of individual, interacting neurons. Communication within the body that complicated in the processing of information. The idea of diverse cells and electricity influencing the speed of transmission was supported in both his writing and illustrations. Simple and agreed scientists to think of the nervous system like a complex, complete processing unit with a diversity of parts that are driven by electricity.

SHORT TERM IMPACT
Although Spanish was a barrier to the development of medicine and science in the Middle Ages, its prominence had long been in decline. Through Ramon y Cajal, Spain's scientific reputation was again on the rise as in 1906, he was the first of only two Spaniards to win Nobel Prizes in the sciences.

HISTORICAL SIGNIFICANCE
For future scientists, Ramon y Cajal's contributions are felt through his detailed drawings of neurons throughout the body. By introducing the idea of the nervous system as a network, he helped others realize its importance in processing and conveying information. Later discoveries of the nervous system expanded upon his emphasis on the interconnected nature of the system by showing its interaction with itself and other body systems. In fact, he gave humanity the fundamentals to understand how the brain communicates with everything.

exhibit

Taking a Seat for Justice
The 504 Sit-in

documentary

performance

paper²

*"Lift every voice and sing
Till earth and heaven ring
Ring with the harmonies of Liberty!"*¹

The song, "Lift Every Voice and Sing" serves as the African American national anthem. These three lines alone, tell a whole lot about their struggles during slavery and the Jim Crow Laws. These lines show the importance of singing and music, which played a big role in their lives during protests and the Civil Rights Movement. Protest music in the 1950s and 60s were widely used to portray the thoughts and feelings of African Americans and injustice. Protest music communicated to society as a whole African Americans' desire for unity, change, and freedom.

THE HISTORY OF AFRICAN AMERICANS AND MUSIC

Singing as a form of communication for African Americans go way back in history. It all started with the enforced slavery during the Middle Passage. The Middle Passage was a part of the triangular trade, where millions of Africans were forcefully taken from their land and were put on a ship to be made slaves in the New World. The number of slaves taken from Africa along with the Transatlantic Slave Trade is estimated to be about 12.5 million. 10.7 million slaves survived the Middle passage, but there was only a small amount shipped to the New World.² The slaves from different tribes used singing as a way of communication. "They were able to look for

¹ James Weldon Johnson, and J. Rosamond Johnson. *Lift Every Voice and Sing*. (Edward B Marks Music Company, 1900), 1-3
² Henry Louis Gates Jr, "How Many Slavs Landed In The U.S.?", *PBS*, © 2013, 2-3

STONEWALL RIOTS

Communicating Equal Rights

Home Background Mental Disorder Acceptance Legalization of Same-Sex Marriage Research



Graphic: On Boarded-Up Stonewall, Jon W. Huber
Photo: M. Daniels, June 27, 1969

THESIS

The six long days of the Stonewall Riots helped the LGBTQ+ community communicate the need for equal rights. The success and the continuation of the riots led to more organized advocacy efforts such as pride parades, the disassociation of homosexuality as a mental disorder, encouraged the creation of a more diverse and tolerant society, and the Supreme Court legalizing same-sex marriage.

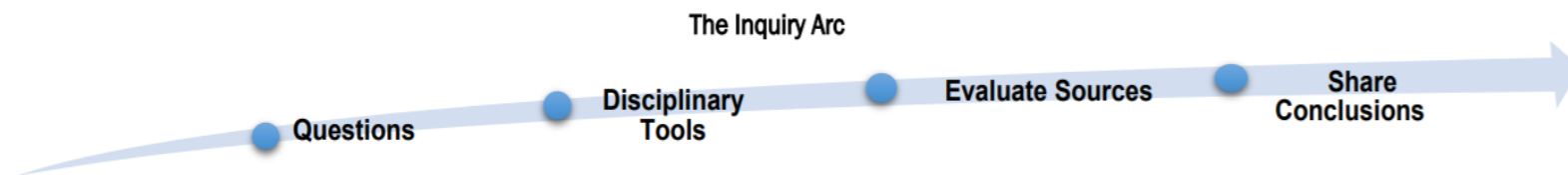
website

Why does it work?

NHD supports MSDE Standards



- Inquiry-based
- Primary source analysis and evaluation
- Students create a historical argument based on research
- Students support their argument using primary sources as evidence



Why does it work?

PBL builds language skills

- Potential to use all four language domains – reading, writing, listening, and speaking
- Authentic task
- Builds vocabulary, improves literacy



Why does it work?

PBL builds SEL skills

- Students discover their own interests, identities, skills
- Students gain independence from adults working in groups or independently
- Students share work, reflect it, and take pride in their work



Tips: Read and Explore

- Maryland History Day Teacher Resource Padlet: <https://padlet.com/mdhistoryday/teacherresources>
- NHD.org
 - [NHD Official Rule Book](#)
 - [NHD Theme Book and Webinar](#)
 - [NHD Official Judging Rubrics](#)
- Sample Projects (at nhd.org or mdhumanities.org)



Tips: Collaborate

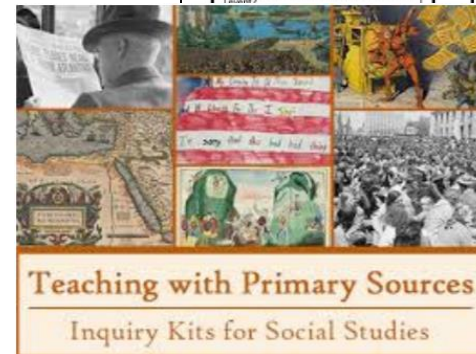
- Social studies teachers
- School librarians/media specialists
- ELA teachers
- Outside orgs – museums, universities
- History Day teachers from other schools
- Keep parents informed



Tips: Model and Scaffold

- Model: Examples of full projects, thesis statements, bibliographies
- Model primary source analysis, research, note-taking
- Scaffold with primary source analysis tool, thesis formula or sentence stems, project graphic organizer, prompts, bibliography tools, Thinkport Inquiry Kits

Title		
BACKGROUND Place your topic in Historical Context What information do we need to know that is going to help understand your topic? What outside circumstances are going to influence your topic that we need to know about?	THESIS MAIN EVENT Major details about the main events in your topic	SHORT TERM IMPACT What are some of the immediate reactions to the main event shortly after it happened? What changed? New laws? New way of thinking? Who was affected by the event? How is the world different after the main events of your topic? Examples?
BUILD-UP Who are the main players and what are they doing to prepare for the main events of your topic? Give more specific information related to your topic than "background" section. What are the events leading up to the main event?	THE HEART OF THE STORY	HISTORICAL SIGNIFICANCE Why is this topic important in history? What is the long term significance? What were the intended/unintended consequences? So what? What do you want the reader to take away from your project?



Tips: Shape the project to students' needs

- You don't need to be as rigid as the NHD rulebook – make it work for your classroom
- Let students' L1 and prior knowledge be an asset



Tips: Research Tip

- Find primary source texts in HTML format to easily use these functions:
 - Ctrl + F for "Find"
 - Google Translate
 - Rewordify
 - Read-Aloud Chrome extension
 - Dictionary Chrome extension

Transcript of the Proclamation

January 1, 1863

A Transcription

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand hundred and sixty-two, a proclamation was issued by the President of the United States among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and all persons held as slaves within any State or designated part of a State, the people who then be in rebellion against the United States, shall be then, thenceforward, and forever Executive Government of the United States, including the military
recognize and maintain the freedom of such persons, and will do



Sample Timeline

- Set dates for showcase/contest, assignments
- Plan for skill-building lessons
- Plan for regular History Day classroom sessions
- Create a timeline that works for you – this is just an example!

Early September	Introduce History Day
Late September	Students choose a topic and write a research question
October	Students do research
Late October	Preliminary Bibliography
Mid November	Working Thesis
Early December	Draft of Project Text
December to mid-January	Project Creation
Mid-January	Process Paper Due
Late January to mid-February	School Competitions
Late February to mid-March	District Competitions
April 30, 2022	State Competition
June 13-17, 2022	National Competition

Thinkport Inquiry Kits



U.S. History Inquiry Kits

Explore this collection of inquiry kits that allows students to select a research topic of interest and evaluate themed primary sources from the Library of Congress. From life in the early American colonies to the modern-day role of the United States, the inquiry kits examine social studies themes and align to Maryland curriculum units.

Select a unit below to find related topics as well as primary and secondary sources to develop a classroom research project.

Early America (1400-1763)



What was life like for Native Americans, settlers, and even pirates in the early American colonies?

[View Topics](#) ^

Democracy: Political System of the People (1763-1783)



What were different groups fighting for in the American Revolution?

[View Topics](#) ^

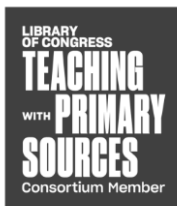
RESEARCH LEARNING MODULES



Research Learning Modules

Learn the research process through a series of self-paced student modules. Follow step-by-step as you define and analyze sources, write an argument and ultimately create a research project. Let's get started.

- 200 sets of 5 primary sources and 1 secondary
- US History, World History, US Gov.



<https://www.thinkport.org/tps/inquiry-kits.html>

Thinkport Inquiry Kits



Thinking Questions

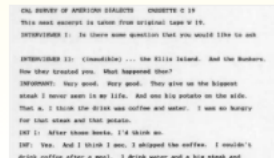
- What does it mean to be an immigrant?
- Why do people move to new countries?
- What difficulties did immigrants face when they moved to the US in the early 1900s?

Emigrants [i.e. immigrants] landing at Ellis Island



This short video clip shows a large boat landing at the dock on Ellis Island and immigrants, people who left their own countries to come to a new one, getting out.

Oral history with 74 year old white male, Mesa County City, Colorado. (Transcript)



In this interview, an immigrant from France talks about his experience coming to the US in 1925, including his positive memories of Ellis Island.

Their first Xmas in America, Ellis Island



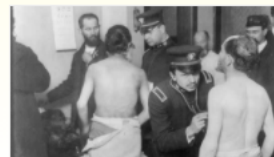
This photograph shows a group of children who have just arrived at Ellis Island. They are posed with Christmas decorations, gifts, and American flags.

Getting the Right Start on the Road to Citizenship



This newspaper article shows some of the difficulties that immigrants faced when they first arrived, like not getting enough food and traveling long hours in crowded train cars.

Physicians examining a group of Jewish immigrants



This photograph from around 1907 shows doctors checking the health of immigrants at Ellis Island.

Ellis Island



This website was created by the Statue of Liberty-Ellis Island Foundation. It tells the history of Ellis Island as an arrival point for new immigrants.

define and analyze sources, write an argument and ultimately create a research project. Let's get started.

TEACHING WITH PRIMARY SOURCES



Visit the Library of Congress Teaching with Primary Sources Program to find classroom materials and professional development resources to help teachers effectively use sources from the Library's digital collection.

PRIMARY SOURCE ANALYSIS TOOL



Use the Library of Congress Primary Source Analysis Tool to help you investigate historical documents.

ACKNOWLEDGEMENTS



Funded by a grant from the Library of Congress, Maryland Humanities and MPT developed the Teaching with Primary Sources Inquiry Kits and Research Learning Modules to support K-12 educators and students.



The MSDE Social Studies Department is committed to providing materials and professional development to help teachers effectively use these inquiry kits in their classrooms.

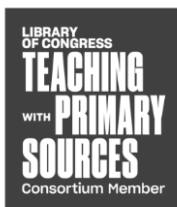
RESEARCH LEARNING MODULES



Research Learning Modules

Learn the research process through a series of self-paced student modules. Follow step-by-step as you define and analyze sources, write an argument and ultimately create a research project. Let's get started.

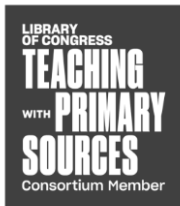
- 200 sets of 5 primary sources and 1 secondary
- US History, World History, US Gov.



<https://www.thinkport.org/tps/inquiry-kits.html>

Maryland Humanities NHD for ELs Curriculum

- Funded by Library of Congress Teaching with Primary Sources (TPS) Program
- We will produce teacher resources and student worksheets
- Materials will be available next school year
- Stay in touch for info on our 2022 summer teacher institutes on primary sources and project-based learning
- TPS Teachers Network “NHD for ELs” Group – coming soon!



Classroom Outreach

- Introduction to History Day
- Conducting Research
- Primary vs. Secondary Sources
- Crafting a Thesis
- Project Feedback Sessions
- Custom Topic
- Teacher Workshops & Professional Development

Find the button to request outreach here:

<https://www.mdhumanities.org/programs/maryland-history-day/for-teachers/professional-development/>



Stay Informed!

- Sign up for MHD Teacher E-News (monthly email newsletter):
<https://www.mdhumanities.org/programs/maryland-history-day/for-teachers/sign-up-for-teacher-eneews/>
- Attend MHD Monthly Teacher Meetings on Zoom: Info here:
<https://www.mdhumanities.org/programs/maryland-history-day/for-teachers/>
- Join our MHD Teachers Slack channel: <https://bit.ly/MHDSlack>
- Follow Maryland History Day on Facebook and Twitter: @MDHistoryDay





MARYLAND
HUMANITIES

Thanks For Watching!

GOOD LUCK WITH YOUR SCHOOL YEAR!!

Check out more of our resources online!

Thinkport Inquiry Kits

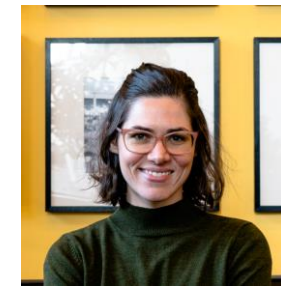
<https://www.thinkport.org/tps/inquiry-kits.html>

Maryland History Day Teacher Resources

<https://padlet.com/mdhistoryday/teacherresources>

And more on our website!

<https://www.mdhumanities.org/programs/maryland-history-day/>



Lia Atanat

latanat@mdhumanities.org

