

National History Day® and Oklahoma Academic Standards for Social Studies

According to the Oklahoma Academic Standards for Social Studies, “A well-rounded, vigorous social studies education encourages and enables each student to acquire a core of basic knowledge, an arsenal of useful skills, and a way of thinking drawn from many academic disciplines.”

Oklahoma National History Day (OkNHD) and National History Day (NHD) deliver standards-based, student-centered, project-based learning to achieve the integration of these standards into the classroom in an engaging and fun way.

Through NHD, students learn critical thinking, problem-solving, research, reading, and writing/oral communication skills while building self-esteem and confidence, and fostering a sense of responsibility and involvement in their community.

Content

“History Day is fabulous as it encompasses more than just history, i.e. language arts, math, and science!”*

In a poll of twelve teachers, nine rated OkNHD best or better than the learning value of other classroom assignments.

Inquiry

“NHD is a valuable educational tool for our students: they learn the research process, use higher-order thinking, relate topics to the theme, and learn how to present themselves to judges. It is a great return on investment.”

Of 90 students polled, 67 rated OkNHD much more interesting than other class projects.

Literacy

OkNHD encourages students to utilize local and regional research sources.

At least 60% of students utilized their school library, 53% a public library, 20% museums and historic sites, 30% other research sources.

Citizenship

“Increases communication skills, research skills, and promotes self-motivation.”

“My kiddos are more confident and outgoing. They work better on group projects and are more organized with time and schoolwork. Great research and speaking skills, too!”

*All quotations and statistics from 2016 OkNHD teacher, student, and parent evaluations

How NHD Helps Meet Classroom Standards

National History Day is a flexible program that provides everything teachers need to bring students on an unforgettable journey that integrates into and enhances standards-based curriculum. With sample topics, a guide to conducting historical research in the classroom, lesson plans, and more, NHD supports and guides educators and students through the entire school year. (Findings from National Program Evaluation, 2010)

Oklahoma Academic Standards Expectations of Teachers/Students:	NHD-OK Rubric Through NHD, Students Will:
Develop essential, compelling, and supporting questions that address authentic civic issues. Take into consideration multiple points of view represented in arguments.	- Form thesis statements based on self-directed research questions. - Synthesize information from a variety of sources to provide support for their argument.
Develop skills and practices that demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.	- Use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research question and thesis. - Recognize which sources might be more appropriate and effective in a project than others. - Establish connections between the evidence used and the annual theme.
Recognizing Context: Demonstrate an understanding of geographical concepts and tools to become geographically informed. Analyze the principles of economic systems in local, national, and global settings.	- Evaluate the impact of political and economic decisions on human and physical environments of various places and regions. - Recognize the potential impact of economic issues on a wide range of social, cultural, and political settings.
Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.	- Cite specific evidence to provide support for their claims, regardless of the type of project they construct. - Use resources from multiple types of textual sources, including maps, newspapers, images, videos, etc. - Use and recognize academic vocabulary.
Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.	- Use key steps, details, and cause/effect to both deconstruct and synthesize relationships between events of their topic to create greater understanding and critically evaluate consequences. - Conclude any presentation format with a summary of the thesis and how it relates to broader historical significance. - Work on materials within their specific historical context.
Summarize and paraphrase, integrate evidence, and cite sources to create written products. Engage in authentic inquiry to acquire, refine, and share knowledge through written presentations.	- Every project category requires students to write text (scripts, narrations, captions/labels, etc.). - Encouraged to utilize graphics to supplement project text. - Writing must be formal, structured on cause and effect, argument, and supported by primary and secondary sources. - Write a process paper that outlines how students used resources.