



**FCUSD**

History Day



# What is History Day?

- Not just a “day”
- FCUSD’s 9<sup>th</sup> year!
- Rigorous, challenging (and even addicting)
- Integrates Common Core Standards (Cc\*\*)
- Brings deeper meaning to history
  - It’s not just about old, dead guys anymore.



FMS  
State Qualifiers  
2011



# FCUSD Coaches

- RCHS – Cole Cooper
- Mills – Scott Meyer
- Mitchell – Ellen Burton
- Vista del Lago HS – Kelly Baquero
- Folsom HS – Ryan Petersen
- Folsom Middle – Melissa Lawson
- Judah – Maggie Itkoff
- Russell Ranch – Mary Golden
- RC Magnet – Sarah, Melissa and Julie



## Special Thanks . . .

- Ginny Bateman!
  - She brought History Day to FCUSD
  - Trained many of the coaches
  - Encouraged and inspired us!
- 
- Happy retirement, Ginny!



# It's all about the KIDS!

- They choose their own topic
  - Everything has a history:
    - Math, science, literature, sports, entertainment, art.
    - People, places, ideas, events
- They decide which category to enter
  - Writing, technology, performing, art and design
- They decide whether to work as individuals or in groups (except historical papers – individual only)



# Categories

- Historical paper
  - Documentary
  - Web Site
  - 3-D Exhibit
  - Performance
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- 2-D Exhibit (poster) 4<sup>th</sup>-5<sup>th</sup> only



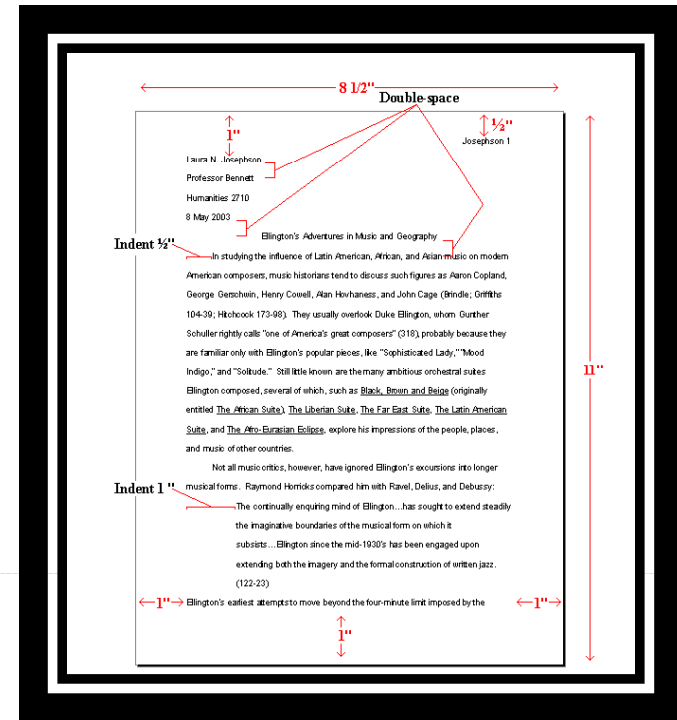
# Divisions

- Senior
  - Grade 9-12, inclusive
- Junior

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  - Grades 6-8, inclusive
- Elementary
  - Grades 4-5, inclusive
    - 2-D Displays only

# Historical Paper



- 1500-2500 words (Cc\*\*)
- Written in MLA or Chicago style (Turabian) (Cc\*\*)
- Annotated bibliography with a variety of sources – print, media, in-person interview (Cc\*\*)

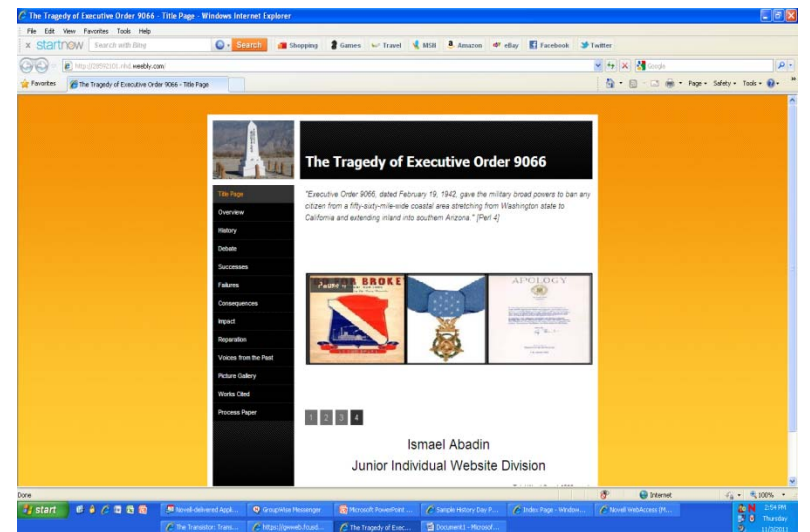
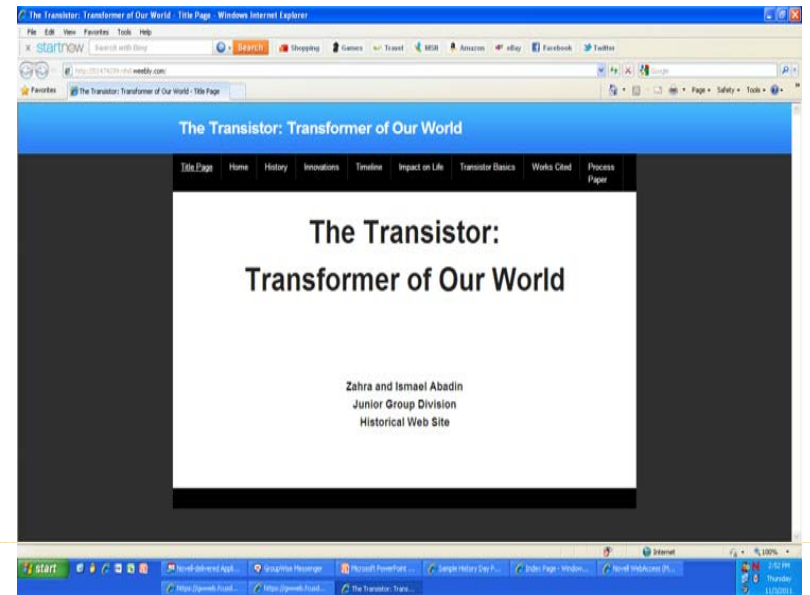
# Documentary



- 10 minutes, maximum
- Student-created script/voice-over (Cc\*\*)
- Video or Powerpoint slideshow
- Annotated Bibliography (Cc\*\*)
- Embedded clips or student-produced video
  - Interviews with experts and scholars
  - Witnesses, participants

# Web Site

- 1200 student-composed words (Cc\*\*)
- 100 MB, maximum
- Interactive
- Visual and text
- Annotated bibliography with a variety of sources – print, media, in-person interview (Cc\*\*)



Two web sites created  
By FCUSD state qualifiers

# Performance



- 10 min., max.
- Dramatic interpretation of history (Cc\*\*)
- Monologues
- Skits
- Script with annotated bibliography (Cc\*\*)
- Costumes, props

# 3-D Exhibit

- 500 student-composed words (Cc\*\*)
- Like a museum display
- Annotated bibliography with a variety of sources – print, media, in-person interview (Cc\*\*)
- 3-D elements, texture, and media
- 40 x 72 in., max



Cordova High School  
Student and 2011 State Qualifier

## 2-D Exhibit

- 350 student-composed words (Cc\*\*)
- 30x40 in., max
- Annotated bibliography with a variety of primary and secondary sources (Cc\*\*)
- Completely flat





# Annual Theme

- 2012: Revolution, Reaction and Reform in History
  - Some middle school students' topics for this year include:
    - Eleanor Roosevelt, Betty Friedan, Chuck Yeager, Rise and Fall of Berlin Wall, Germ Theory, Tiananmen Square, Edgar Allan Poe, The Red Scare, The Cuban Missile Crisis, Miracle Drugs, Title IX, Woodstock
- 2011: Debate and Diplomacy in History
- 2010: Conflict and Compromise in History





# History Day Top 10 Reasons:

- 1. Teaches History
- 2. High Academic Standards
- 3. Encourages Literacy (Cc\*\*)
- 4. Opens communication among families
- 5. Teaches Critical Thinking
- 6. Energizes the Curriculum
- 7. Inspires Curiosity
- 8. Builds on Student Interests and Strengths
- 9. Activates Civic Engagement
- 10. Engages Students; Relevant

# Goals for FCUSD

- Increase participation at all schools
  - Advancement to State Finals in FCUSD has increased more than seven times over since 2007. First National qualifier in 2011.
- Vertical collaboration
  - Elem to Middle school
  - Middle to High School
- Funding for coaching
- Funding for travel to State and National contests
- Prof. Dev. –Meeting Common Core (Cc\*\*) Standards through History Day

# Common Core Standards- Writing

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## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources ( <b>primary and secondary</b> ), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources ( <b>primary and secondary</b> ), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following

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# Common Core Standards - Reading

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http://www.scoe.net/castandards/agenda/2010/ela\_ccs\_recommendations.pdf

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## Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in

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# Comments/Questions

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