

Fall Guide Packet

NATIONAL HISTORY DAY 2023

Frontiers in History:
PEOPLE, PLACES, IDEAS

THEME
RESOURCES
AND
CONTEST
INFORMATION

FOR THE
2023 CONTEST YEAR

NEBRASKA NHD

Developing Historians
Through Project Based Learning
In or Out of the Classroom
From 4th to 12th Grade





NEBRASKA
WESLEYAN
UNIVERSITY

August 2022

***Greetings from the Nebraska National History Day state office.
We welcome your participation in 2022-2023!***

This year's theme is Frontiers in History: People, Places, Ideas. The narrative for the theme is included in this packet of information and a full theme book is available in hardcopy or as a download from the national or Nebraska state website. This year we are announcing the addition of a Youth Division. This is for students in 4th or 5th grade and has a competition component at the state level.

On the Nebraska state website you can find additional reference material, many of which can be downloaded for your use:

- Announcements
- Rule Book
- Theme Book
- Judge Eval Forms
- Videos for the Classroom
- Museums in Nebraska with archives and research information
- List of past years' winners
- AND a little taste of Nebraska topics—check out the options!

A heartfelt thanks to all of the district coordinators and their institutions who provide the district contests for students year after year.

There are additional education opportunities provided by the national office of National History Day. If you opt into the list serve, you will get email announcements for webinars and other opportunities that are available to teachers and students. All webinars will be posted at www.nhd.org the day after they occur along with an archive of webinars from previous years—just in case you were not able to participate when live. The NHD.org website as well as other state history day programs offer tools and information that you may find helpful, feel free to explore!

We offer workshops to small groups of teachers interested in furthering their work with primary resources. And this year, we will offer workshops for the Youth Program. Please contact us for more information.

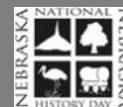
Please feel free to contact us with any questions. Our goal is to help you provide this opportunity of learning to your students. Thank you for your participation in National History Day!

Sincerely,

Shari Sorenson
Coordinator of Community Engagement and Resources
Nebraska Wesleyan University
5000 St Paul Ave
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Nebraska National History Day is sponsored by the following institutions:

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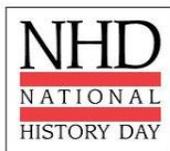
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If you are interested in sponsoring the Nebraska National History Day program through scholarships, outreach development, curriculum distribution funds or some other means, please contact Shari Sorenson at 402-465-2439 or ssorenso@nebrwesleyan.edu.

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I am sure many of you are familiar, even if vaguely, with Oprah Winfrey. In 2014, Oprah released a book entitled, "What I Know for Sure". "What I Know for Sure" is a collection of curated life lessons that has served Ms. Winfrey well during her illustrious career. Not that you asked, but I am going to tell you something that I know for sure. I know for sure that Nebraska National History Day is an essential resource for Nebraska social studies educators. As a part of the national branch, Nebraska National History Day is an organization designed to help educators provide their students with necessary historical thinking skills. With the 2019 adoption of updated state social studies standards, historical thinking skills are now more important than ever. Corroboration, contextualization, understanding biases and multiple perspectives, synthesis, and close reading not only align to state standards, but provide students with the ability to thoughtfully engage, critique, reflect, and work to improve local communities, our state, and country. I have and continue to be impressed by the quality of work produced by those students who participate in History Day projects. Often the level of work surpasses grade level expectations.

History Day is one of the best and most comprehensive projects that embodies the values found in the Nebraska Social Studies Vision and Mission Statement. Through the inquiry process, students are presented with a plethora of opportunities to engage in civic and multicultural education, while learning values associated with teamwork, determination, and competition. If you are a new teacher, partnering with Nebraska National History Day is one of the best ways to build curriculum. And if you are a veteran teacher, Nebraska National History Day provides a great opportunity to add additional resources to your collection of high-quality instructional materials. Nebraska National History Day lessons align to state standards, which should be all the motivation you need to register.

Here is to a successful year and I look forward to seeing the many wonderful History Day projects to come!

Best,

Ebony McKiver

Social Studies Education Specialist

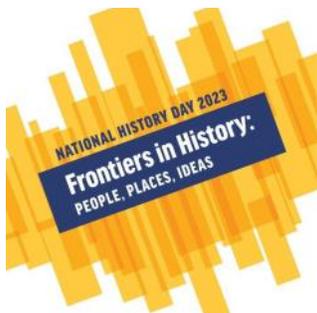
Nebraska Department of Education

National History Day

“Top Ten Reasons To Participate In NHD”

1. Teaches History
2. Engages Students
3. Energizes the Curriculum
4. Promotes High Academic Standards
5. Encourages Literacy
6. Enhances Assessment
7. Instills Critical Thinking
8. Inspires Curiosity
9. Recognizes the Student's Strengths
10. Activates Civic Engagement

Over 2,000 participants
NEBRASKA wide.



...it's not just a day,
...or a contest,
It's an experience.

The experience starts in the classroom. The program can bring perspective beyond the standard textbook, creating a true partnership between historians, historical societies, educators, and students. Students gain and develop skills for writing, research, analysis, and communication that will serve them well in the future. This program creates results that motivate you to teach and the reasons why you teach: engaged students that are critical thinkers and seek to be life long learners. The National History Day program cultivates skills through interaction history.

Students select and then analyze a historical topic relating to the annual theme. Their research is presented in one of the following formats: research paper, website, exhibit, performance, or documentary. Students can compete as an individual or as a group (2 to 5 individuals) and each category has an age group division (Jr grades 6th to 8th, Sr grades 9th to 12th). Nebraska will also offer a Youth Division competition (grades 4th to 5th) at the state level.

The projects are judged at regional, state, and national levels. Nationals are held near Washington D.C. at the University of Maryland. At Nationals when students are not presenting or viewing other student's projects, they can meet with Congressional representatives, tour the national landmarks, and listen to prominent speakers.

National History Day began in Cleveland, Ohio, in 1974, as a one day competition, and has grown into a global event. Students in grades 6-12 from every state, Washington D.C., American Samoa, Guam, Department of Defense Schools in Europe and Asia participate every year. By exposing your students to this skill enhancing program, they will be given an opportunity to not only participate in a contest, but an engaged learning experience.

Why would you use the National History Day program in your classroom?

Because it teaches, prepares and inspires—shares the same goals and accomplishments you have as a teacher. Several preliminary findings from the Program Evaluation of January 2011 are as follows:

- NHD is for everyone. It appeals equally to a range of students. Findings show a balance in gender, ethnicities, and academic standings among students who participate in NHD.
- NHD students appear to be out-performing their peers. Results indicate that NHD students achieve higher scores on standardized tests in all subject areas than their counterparts.
- NHD makes a difference in school success. Analysis suggests a positive link between NHD participation and grades and performance on standardized tests. A comparison of GPAs and social studies, reading, and writing assessments to years of participation showed an upward trend, or higher levels of performance with each year of participation.

The primary data was sampled from 48 middle school students from 2 states and 410 high school students from 4 states, for a total student sample of 458 students. 274 were NHD students and 184 comparison-group students. A secondary study of approximately 1,500 students were included in the analysis of the students' scores on standardized tests.

During the 2009-2010 academic year, researchers examined students' skills and knowledge across a range of measures: academic performance on state standardized tests, not only in history or social studies, but also in other subjects where students' skills might transfer. The study also included performance assessments to see whether students could apply research, writing and critical thinking skills developed through NHD participation—skills that track closely with the 21st century skills identified by educators and business leaders as the skills students need to enter college and the workplace fully prepared. Surveys asked students to rate their confidence in these skills and their interest in past and current events.

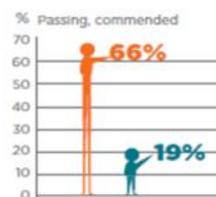
...teaches

critical thinking, writing, and
research skills and boosts
performance across all subjects.

NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies. NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.. NHD has a positive impact among students whose interest in academic subjects may wane in high school.

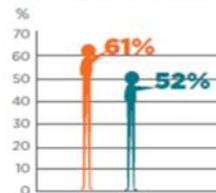
Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills. Compared to non-NHD boys and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.

TAKS Test Performance—Texas



The Texas Assessment of Knowledge and Skills (TAKS) tests reading comprehension, writing, mathematics, science and social studies. During four years of participation, NHD students scored more than twice as well on TAKS as non-NHD students. Nearly two thirds of NHD students met the minimum, had commended performance, or passed TAKS the first time, compared to an average of 19% of non-NHD students.

Passing Rates for English I—South Carolina



In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61% passing rate in English I—9% above a comparison site.

“ Since incorporating National History Day into my curriculum, I cannot imagine teaching history without it! I want all my students to have the rich experience provided by the

**close examination
of primary sources,
the depth of knowledge gained by
meticulous research
and the satisfaction of the
pride that ensues** when a complex and demanding project is completed.”

Patricia Behner
North Pole High School, Alaska

“ I was drawn to National History Day because it is a program based on active learning.

Students engage, question and create.

Students DO what historians do when researching. How can we ask for more?”

*James M. DeBroux
Random Lake High School, Wisconsin*

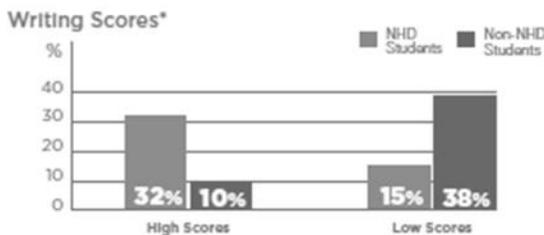
...inspires students to do more than they ever thought they could.

...prepares students for college, career and citizenship.

NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.

NHD students are critical thinkers who can digest, analyze and synthesize information.

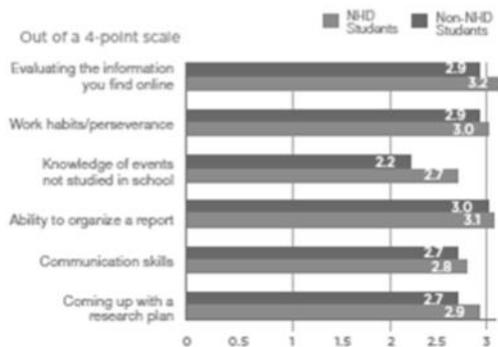
Performance assessments show that NHD students were 18% better overall than their peers at interpreting historical information—an average of 79% correct vs. 61% correct.



Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale, and fewer low scores (1s or 2s).

*Post-writing scores only are shown in this graph.

Confidence Ratings on College- and Career-Ready Skills



NHD students consistently express more confidence in their college- and career-ready skills than students who do not participate in NHD.

NHD opens new vistas, even for special education students like one in Florida who'd been put into a program for kids "who could not learn." Once placed in NHD—the only "regular" class he attended—he produced a documentary that made it to the state finals. The next year, he took two "regular" classes and produced another documentary for NHD that made it to nationals. By the end of high school, he was enrolled in all honors classes.

During her first year with NHD, a Washington state teacher had 11 students whom she says had "fallen through a lot of cracks and some discovered they liked it there." None of them had ever participated in any kind of competition—not even sports. Once in NHD, they all competed. Four placed locally and went on to compete at the state level. Thanks to the NHD experience, seven graduated from high school, three earned a GED, one graduated as a sixth-year senior, and a couple even went on to college. "Competing in National History Day pushed those 11 students beyond the mental and academic limits they had set for themselves," the teacher recounted. "They developed confidence, pride and skills that are helping them be successful in their lives."

Participating in a mandatory NHD program sparked a competitive drive in one student who, until then, had spent most of his school life only dimly motivated—unless it involved entertaining his classmates. The competitive aspect of the work in NHD and the high standards his teacher conveyed inspired him to spend long hours in the library and to ask about learning photography. In preparation for History Day, he produced a slide presentation, something he was proud of, win or lose, for he's learned that hard work and an academic goal were stimulating, and that serious intellectual challenges were opening his mind to the realization that there are rewards for academic as well as social success. From that point on, his school work took on new meaning.

“ I have discovered that National History Day has a life of its own. Research projects encourage young scholars to

go outside the walls of their classroom and beyond the covers of their textbooks

and discover their community.”

*Huy Nguyen
Sunrise Park Middle School, Minnesota*

For the full report go to: <https://nhd.org/why-nhd-works>

History Day Application to Nebraska State Social Studies Standards

6th Grade

Historical Analysis and Interpretation

SS 6.4.4 - Interpret and evaluate sources for historical context.

SS 6.4.4.a - Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave painting with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b - Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

Historical Inquiry and Research

SS 6.4.5 - Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a - Construct and answer inquiry questions using multiple historical sources

For example: What defines an empire?

SS 6.4.5.b - Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

7th Grade

Historical Analysis and Interpretation

SS 7.4.4 - Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a - Compare and contrast primary and secondary sources of history.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.4.b - Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

Historical Inquiry and Research Skills

SS 7.4.5 - Apply the inquiry process to construct and answer historical questions

SS 7.4.5.a - Construct and answer inquiry questions using multiple historical sources

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.5.b - Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the sources using available resources.

SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

8th Grade

Historical Analysis and Interpretation

SS 8.4.4 - Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a - Compare and contrast primary and secondary sources.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b - Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

Historical Inquiry and Research Skills

SS 8.4.5 - Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a - Identify areas of inquiry by using student-generated questions about multiple historical topics.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

SS 8.4.5.b - Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c - Gather, analyze, and communicate historical information about United States history from multiple sources

For example: primary sources, secondary sources, popular media, scholarly perspectives

High School

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History.

For example: Why did the United States enter World War I?

SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) - Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) - Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

SS HS.4.5 (WLD) - Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) - Construct meaningful questions that initiate an inquiry.

For example: Can peace lead to war?

(High School - Historical Inquiry and Research continued)

SS HS.4.5.b (WLD) - Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after the treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) - Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) - Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) - Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

2023 Theme Narrative

Frontiers in History: People, Places, Ideas

CATHY GORN, Ph.D., Executive Director. National History Day®

During the 2022–2023 school year, National History Day® (NHD) invites students to research topics related to the theme, Frontiers in History: People, Places, Ideas. This theme is broad enough in scope to encourage the investigation of topics ranging from local to global history. To understand the historical importance of their topics, students must ask questions of time and place, cause and effect, change over time, and impact and significance. What factors contributed to the development of a frontier? Why did it emerge, and how did it change? When did it cease to be a frontier? What impact did it have on the people who experienced it, and how did they affect it? Regardless of the topic selected, students must present a description of it and draw conclusions about how their topic affected individuals, communities, nations, or the world, changing the course of human society.

But first, what is a frontier?

PLACES AS FRONTIERS

A frontier may be geographical—an area thought to be on the edge of a settlement. Various dictionaries refer to a physical frontier as “a wilderness at the edge of a settled area” or “uncharted territory.” The first might be a remote land, beyond the boundaries of an area or country and considered uninhabited. The idea of uncharted territory could be land that is not plotted on a map and therefore “unknown.” This begs the question, uncharted or uninhabited by whom?

Obvious topics that come to mind are those related to the classic frontier of popular culture, the nineteenth-century American West filled with cowboys, outlaws, sheriffs, Native Americans, pioneers, and farmers. Let’s break down this idea.

As the nineteenth century progressed, Americans pushed the geographical boundaries of what they perceived as the frontier farther and farther west. Journalists, poets, novelists, politicians, and even historians described the frontier as unsettled land there for the taking, urging white settlers to “Go West, young man.” What about the Native or Tribal Nations who inhabited the land? Did they consider the land they called home an uninhabited wilderness?

Students interested in exploring the American frontier and its impact might research the significance of European settlement. What was the effect of their efforts to push the frontier farther westward? Students might consider the impact westward expansion had on other groups of people. What was the experience of women versus that of men? How did this experience affect the settlers or Indigenous Peoples in Nebraska, New Mexico, North Dakota or Oregon? A performance might explore women’s experiences during the gold rushes in California or Alaska. What role did fur traders or missionaries play in settling the West?

How did technology change the landscape and the lives of those who lived in the West? How was barbed wire a frontier, and how did it alter the western frontier and encourage settlement?

When did the American frontier officially close? How did Americans deal with this intellectually and culturally? Who was Frederick Jackson Turner, and what was his frontier thesis? What impact did it have on intellectual and historical thought?

As we march toward the 250th anniversary of American Independence in 2026, students might focus on topics related to the fight for independence and the ever-moving western frontier. A performance might analyze the French and Indian War (1754–1763), the Proclamation Line of 1763, or the Northwest Ordinance of 1787. How were ideas of freedom and democracy frontiers in political thought? How did these new ideas spark a revolution? How did Native Nations view these ideas? Students interested in this area might develop a website that analyzes European settlements from the perspective of the Pequots, Mohegans, Dutch fur traders, or the English settlers in the Connecticut River Valley during the 1600s.

Another geographic definition of a frontier is the formal border between two countries or societies, particularly when they are hostile. Students might examine the role that borders have played in specific conflicts between countries or how borders have kept people apart, willingly or not.

People and countries often build walls to protect themselves. Students can create an exhibit to focus on the Great Wall of China, which the Qin Dynasty completed in the early 200s BCE. Was it built as a defense? Why and against whom? Did it protect the dynasty? Why or why not? Defensive walls typically surrounded medieval European cities. Why did ancient Romans build Hadrian's Wall in second-century England? What were the consequences? The Soviet Union constructed the Berlin Wall in the 1960s. Was it built to keep people in or to keep them out? What effect did this wall have on the world? On politics? On individuals or families?

With or without walls, borders or frontiers have caused many conflicts and have had unintended consequences. Colonization and conquest created many frontiers that often resulted in cross-cultural exchanges. After the Han conquest of Gojoseon (present-day North Korea and Manchuria) in 108 BCE, Koreans adopted many Chinese ideas about government, writing, and farming. Much of Spain became a frontier of the Islamic world in the early eighth century; a paper could evaluate Moorish contributions to Spanish civilization. Often, victors adopted practices and even gods from the vanquished, as the Aztecs did in Mexico in the 1400s.

Disputes over which nation should control Bosnia-Herzegovina contributed to World War I. A documentary might analyze the struggle over that country's border and control over the country during the twentieth century. Did the war for Bosnian independence in the 1990s resolve this conflict? Why or why not? Disputes on the frontiers between communist and capitalist countries, including the Korean War and the Vietnam War, marked much of the second half of the twentieth century. Poland's history is characterized by its ever-changing borders. How did these changes affect the Polish people?

IDEAS AS FRONTIERS

Of course, students are not limited to geographical frontiers. Another definition of frontier is “an undeveloped field of study.” In this case, the term frontier may signify the limits of knowledge or achievement in a particular activity or subject. These frontiers change over time; a frontier for one generation may be commonplace for succeeding generations. Students might explore the work of individuals who have thought of new ways of organizing human life politically, economically, religiously, or socially and

assess the impact of these new ideas. Perhaps scientific or technological innovations will capture students' attention.

Frontiers are crossed by those who challenge conventional thinking. African American entrepreneurs built thriving economic communities in Durham, North Carolina, and Tulsa, Oklahoma. Booker T. Washington organized the National Negro Business League to provide networking and economic opportunities to grow and expand Black-owned businesses. W.E.B. Du Bois argued that economic achievement would not end segregation, and advocated for social change through active forms of protest.

People have striven to push frontier boundaries in science, technology, medicine, transportation, economics, media, law and justice, and art. The realm of human ideas and achievements abounds with potential topics. Scientific and technological frontiers might be of interest. How did Marie Curie's research on radioactivity in the early 1900s represent a frontier? A student might write a paper that assesses the significance of the mathematician al-Khwarizmi's pioneering work in algebra in the 800s. A group of students might construct an exhibit that examines the development of the steam engine as a frontier in technology. The transformation of industry created by Henry Ford's assembly line could be the subject of a performance. Or, a student could build a website to examine the life and work of physicist Albert Einstein and his pioneering theories and inventions. What were the consequences of these new innovations?

How have frontiers in medical research and discovery affected human society? In the twentieth century, medical teams pioneered the process of transplanting organs. These complex medical procedures helped extend the lives of people suffering from various ailments. How were these frontiers crossed? What innovations were needed to help these patients after their successful transplants? What systems matched patients when donor organs became available? Were these systems fair and equitable to all patients? A student can write a paper to explain this frontier and its impact on science and society.

Space is referred to by many as the final frontier. How has the Space Race influenced politics, culture, or education? Students might produce a website that examines the race to explore this frontier and its impact on the Cold War and vice versa.

While some of humanity's greatest minds have devoted themselves to technological and scientific experimentation, others have devised ways to improve business or national economies. European merchants created banks to make trading easier, while early stock exchanges represented a frontier in capitalism. Students could examine the zaibatsu, the huge interrelated corporations that began to dominate Japan's economy in the late 1800s. How might corporations be defined as business frontiers? A student paper could explore the pathbreaking work, *Wealth of Nations* (1776), in which Adam Smith denounced the mercantilism that then prevailed and called for free trade. Or, students might consider how Marxism was a frontier in economic organization and the impact this ideological frontier had on the world.

Politics has also drawn its share of people willing to imagine new ways of doing things. How did the reforms of Cleisthenes in 508 BCE pave the way for Athenian democracy? A documentary might focus on the founding of the Iroquois Confederacy when the Mohawk, Oneida, Onondaga, Cayuga, and Seneca (and soon after the Tuscarora) renounced their traditional hostility to one another and unified. How was this a frontier in political cooperation? Freedom fighters such as Simón Bolívar, who led nineteenth-century independence movements in South America, might be analyzed in an exhibit, while a documentary could assess how the New Deal of the 1930s represented a frontier in American politics.

Students may find inspiration in the stories of those who have challenged traditional boundaries of race, class, and gender. In what ways could the nineteenth-century women's suffrage movement and the twentieth-century Civil Rights

Movement be considered frontiers in U.S. history? Mohandas Gandhi's efforts to end discrimination in India during the 1930s and 1940s would make a good topic for a performance. How can his efforts be defined as a frontier in political and social thought? What impact did his ideas have on India? On the world?

Many reformers who fought to improve their societies drew strength from religion. The establishment of just about any religion is a frontier, as are many reform movements within religions. A paper might focus on the ancient Persian thinker Zoroaster, whose beliefs in monotheism (belief in one god), judgment day, and the existence of heaven and hell are thought by many to have influenced Christianity and Islam. Methodism's origins as a reform movement in the Church of England in the eighteenth century could be the subject of a website. How were those or other religious movements considered frontiers or departures from established religion or thought?

The Sumerian invention of cuneiform writing around 3000 BCE represented a colossal advance in human culture. How did the ancient Greeks contribute to cultural frontiers in drama and architecture? In the early 1900s, Pablo Picasso and others created a new view of reality with Cubist art, a suitable topic for an exhibit, while a documentary could trace the development of jazz as a frontier in modern music. What were the origins of jazz? What role did New Orleans play in its development?

CONCLUSION

The 2023 NHD theme is a broad one. Topics should be carefully selected and developed in ways that best use students' talents and abilities. Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development and change over time. Students should investigate available primary and secondary sources, analyze the evidence, and clearly explain the relationship of their topics to the theme, Frontiers in History: People, Places, Ideas.

To access more theme resources, go to nhd.org/themebook.

NEBRASKA SAMPLE TOPICS

- Homestead Act of 1862
- William Jennings Bryan
- Standing Bear
- Buffalo Bill
- Red Cloud
- Crazy Horse
- Robert Ball Anderson
- George Crook
- Lewis and Clark and the Corps of Discovery
- The Girls of Company Z
- The Transcontinental Railroad
- Nebraska's Frontier Forts
- Meyer v Nebraska
- The Temperance Movement in Nebraska
- Prohibition in Nebraska
- Women's Suffrage in Nebraska
- Buffalo Hunting in Nebraska
- Stenberg v. Carhart
- The Cold War in Nebraska
- The Ghost Dance Movement
- 1877 Ponca Removal
- The Red Cloud Agency
- The Cheyenne Outbreak
- The Treaty of Fort Laramie
- The Conflict of 1867
- The Kansas-Nebraska Act of 1854
- The People's Party
- The Unicameral
- Willa Cather
- Alfred Jones
- 1963 Omaha Race Riot and the Formation of the Omaha Human Rights Commission
- Ernie Chambers
- 1986 Nebraska Gubernatorial Election
- Clarence W. Wigginton
- Numbers vs County Names on Nebraska License Plates
- What examples of Frontiers in History can you find in your community?
- To explore more topics in Nebraska history, visit www.nebraskanhd.org/nebraska-topics.

Category Types

Exhibit (Individual or Group)

A display of artifacts, photographs, and written material similar to what may be found in a museum exhibit. Exhibits are typically designed to sit on a table or the floor, and can include digital and audio devices. Size limitation, as well as, word count limit is stated in the rule book.

Documentary (Individual or Group)

A ten-minute slide/tape, videotape, or digital movie. Students may use a variety of materials, including historical film footage, archival materials, and interviews with participants and/or experts.

Paper (Individual only)

A research paper between 1500 and 2500 words.

Performance (Individual or Group)

A ten-minute play or skit with appropriate costuming and props that dramatizes a topic related to the year's theme. The production must be original and written by the student(s).

Website (Individual or Group)

A website illustrating the student's research and historical argument. The website must be created using the NHDWebCentral program.

Individual or Group

Entries can be created by an individual or a group of 2-5 individuals. An entry can compete with only 1 member of the group present, although all members of the group are required to register and pay the registration fee. No substitutions can be made on behalf of a missing member or the members of a group cannot change from one level of competition to the next.

Grade Level Division

Competition is divided into two or three age groups depending on the level of competition. Each division is judged separately just as individual versus group entries are judged separately.

Youth Level Grades 4-5
Junior Level Grades 6-8
Senior Level Grades 9-12

Advancement in Competitions

Nebraska National History Day involves three levels of competition. The first level: district contest; the second level: state contest; and the third level; national competition. Students must begin at the first level of competition—districts. (Schools may also have their own school contest sending only the top ranking entries on to the district contest.) Currently, the Youth Level entries will only be able to compete at the state level.

The top 3 winning entries in each category at the district level move on to compete at the state contest held at Nebraska Wesleyan University. (Four entries may be chosen at the discretion of the state office for districts with over 200 participants or for categories with very large entry fields.) The first and second place entries in each category at the state level qualify to participate at the national level. The national contest is held at the University of Maryland in College Park, Maryland (just north of Washington D.C.). Since 1981, over 20,000 students have participated in Nebraska National History Day and more than 3,000 have participated at the national contest. Over 200 Nebraska students have received national awards.

General Rules

Rule 1 | Contest Year

The contest year begins immediately following the National Contest awards ceremony and runs through the next year's National Contest awards ceremony. You may begin working on a project for competition after the conclusion of the previous contest year in June.

Rule 2 | Entry

You may enter only one project (or entry) in one category within a contest year. Please see the Participation Information (Section 2, for details about the Regional or Affiliate Contest in which you must participate.

Rule 3 | Individual or Group Entries

An NHD project may be completed by an individual or a group of two to five students. A paper, individual exhibit, individual performance, individual website, or individual documentary must be the work of only one student. A group exhibit, group performance, group website, or group documentary must be the work of two to five students. All students in a group entry must be involved in the research and interpretation of the group's topic. Once a group project enters the first level of competition beyond the school level, students may not be added or replaced. If the group loses one or more members, even temporarily, the remaining group members are still eligible to compete. This is true, even if only one student remains. The project is still a group entry because it reflects the work of multiple students. Changing categories or topics is not permitted after entering the first level of NHD competition beyond the school level. Narrowing and refining topics are permitted and encouraged.

Rule 4 | Student Research

You must complete the research, design, and creation of your project on your own, during the current contest year. If you are part of a group entry, your team must work together to complete the research for your project. You must not share your research with students outside your group. You may not submit someone else's research or project as your own. You may not reuse a project from a previous year. You must choose a new topic to research each year. NOTE: If you are unsure about whether your topic is too similar to a previous year's topic, check with your teacher and your Contest Coordinator.

Rule 5 | Plagiarism

Plagiarizing all or part of your NHD project will result in disqualification. You must give credit to the primary and secondary sources you use and provide a complete citation and annotation for all of your sources in your annotated bibliography. See nhd.org/annotated-bibliography for more information about crediting and citing sources.

The online Merriam-Webster Dictionary defines "to plagiarize" as follows:

- To steal and pass off (the ideas or words of another) as one's own
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source

Plagiarism includes, but is not limited to, the following examples:

- Turning in someone else's project as your own
- Failing to put quotation marks around direct quotes and include both a source credit and a proper citation of the source
- Failing to provide proper citations for all quoted and paraphrased material
- Failing to provide the sources for audio, video, or images used in your project
- Giving incorrect information about the source of a quote

Rule 6 | Tampering

You may not tamper with another student's entry. Intentional or malicious defacing of another student's project will result in disqualification. Violations may include, but are not limited to, editing or deleting another student's website, defacing or stealing elements of an exhibit, or purposefully causing disruption during a performance with the intent of distracting the performer.

Rule 7 | Annual Theme

Your entry must relate clearly to the annual theme. Read about the current theme here: nhd.org/themebook .

Rule 8 | English and Translations

All entries for competition must be submitted in English unless otherwise approved by your Contest Coordinator. Other languages may be used, if translations in English are provided. When considering translated text for the purposes of word count, judges will count only the English translation.

Rule 9 | Copyright

The Fair Use doctrine allows for educational use of copyrighted materials for noncommercial purposes. For this reason, you must not place your project in a nonacademic public setting, such as a commercial internet site, without obtaining permission from the copyright owner. Read more here: copyright.gov/fs/f102.html.

Rule 10 | Reasonable Help

You are responsible for the research, design, and creation of your entry, but you may have reasonable help from others. Examples of reasonable help are below.

NOTE: Objects created by others specifically for use in your entry violate this rule. Examples include a parent editing a documentary or an artist drawing the backdrop for your exhibit or performance.

Reasonable Help	Your Responsibility
A teacher provides guidance as you research and analyze your material.	You conduct the research and develop the analysis and conclusions.
A teacher instructs you in how to use documentary editing software.	You use the software to create and edit your documentary.
A parent uses a cutting tool to cut your exhibit board or performance prop.	You design and construct the board or prop.
A teacher reviews your work and offers editing suggestions.	You consider each edit and make changes to your work.
A parent or guardian assists in sewing costumes.	You design the costumes.
A teacher shows you or your group how to build an NHD website.	You create and build the website.
Non-team members carry your exhibit, equipment, or performance props into the contest space.	You set up your exhibit and equipment. You move your props into the performance area, position them for your performance, and remove them when the performance is over.
A trusted adult is copied on email correspondence with people you are soliciting for an interview and accompanies you to conduct the interview in person.	You make the formal request and plan, conduct, and record the interview.

Rule 11 | Supplying Equipment

You are responsible for supplying all props and equipment at each level of competition. Construct your entry with transportation, setup time, size, and weight in mind (e.g., foam board versus solid oak for an exhibit, folding table versus antique desk for a performance). You must provide your own equipment, including computers and software, unless the Contest Coordinator has specified that certain equipment, such as projection screens for documentaries, will be provided at the contest venue. Check with your Contest Coordinator about available resources. Be prepared.

Rule 12 | Costumes

You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category.

Rule 13 | Prohibited Materials

The following are not allowed in any competition venue:

- Weapons of any kind, including real, toys, or replicas in any form
- Live animals with the exception of service animals
- Live cultures or organisms
- Anything that could cause damage to the competition venue

NOTE: Generally, if you are not allowed to bring it to school, you are not allowed to bring it to an NHD contest. If you are unsure about an item, contact your Contest Coordinator.

Rule 14 | Interview with Judges

Be prepared to answer judges' questions about the content and development of your entry. However, you may not give a formal, prepared introduction, narration, or conclusion during the interview. The judges' questions will guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

REQUIRED WRITTEN MATERIAL FOR ALL CATEGORIES

Rule 15 | Written Material

Your entry must include the following written materials in the order presented below:

1. A title page as described in Rule 17;
2. A process paper as described in Rule 18;
3. An annotated bibliography as described in Rule 19.

Follow these instructions when preparing your written materials:

- Print your written materials on plain white 8.5 x 11-inch paper, with 1-inch margins on all sides, in 12-point font. A4 paper will be accepted from international Affiliates.
- Use single or double-sided printing.
- Staple materials in the top left corner. Do not enclose these materials in a binder, folder, etc.

Submitting your required written materials: Always check with your Contest Coordinator for specific submission instructions in addition to those noted in this rule.

- Exhibit, performance and documentary categories – Your required written materials must be provided to judges. Bring additional copies to contests, as they may be needed.
- Paper category – You must include these required materials with your paper (Paper Rule A4).
- Website category – You must include these required materials within the website (Website Rule E7).

Rule 16 | Title

Your entry must have a title that is clearly visible on the title page and on the project itself.

Rule 17 | Title Page

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s), the contest division and category in which you are entered, and applicable word counts. Your title page is not included in the word count. Please see Figure 2 for examples of required title page elements for the paper, exhibit, performance, and documentary categories. View requirements for a website's home page in Website Rule E4.

Rule 18 | Process Paper

A process paper is required for projects in every category. The process paper must be 500 words or fewer, and must not include quotes, images, or captions. The process paper words are counted separately and are not part of the word count in the paper, exhibit, or website categories. Your process paper must answer the following questions:

1. How did you choose your topic and how does it relate to the annual theme?
2. How did you conduct your research?

3. How did you create your project?
4. What is your historical argument?
5. In what ways is your topic significant in history?

Rule 19 | Annotated Bibliography

An annotated bibliography is required for all categories. Your annotated bibliography must follow these requirements:

- List all sources that you consulted in developing your entry.
- Combine photos or other materials from the same collection into a single citation. See nhd.org/annotated-bibliography.
- Separate your bibliography into two sections: one for primary sources and one for secondary sources.
- Do not attach primary or secondary materials to your annotated bibliography.
- Do not include your annotated bibliography in the word count.

Each citation must include a brief annotation. The purpose of the annotation is to provide information about your research process, not to provide analysis to circumvent the word count. Each annotation must be no more than two or three sentences. The annotation should explain the following:

- How you used the source
- How the source helped you to understand the topic

Use annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Classifying a source as both primary and secondary is inappropriate.

Rule 20 | Style Guides

Citations and bibliographic references must follow the most recent edition of one of the two permitted style guides below. Regardless of which manual you use, the style must be consistent throughout all written material.

1. The Chicago Manual of Style by the University of Chicago Press
2. MLA Handbook by the Modern Languages Association of America

NOTE: Historians prefer The Chicago Manual of Style because its footnote/endnote formatting works best for historical sources. However, NHD accepts the MLA Handbook because of its widespread use in many schools.

The full rule book is available as a PDF on the website nhd.org and NebraskaNHD.org

Tips

Develop a Historical Argument (Thesis)

NHD projects should do much more than just tell a story. Every exhibit, performance, documentary, paper and website should make an argument about its topic. The argument expresses the historical impact of the person, event, pattern or idea. The point made in the argument is called a thesis statement. A thesis statement/historical argument is not the same as a topic, as the thesis statement explains what the student believes to be the impact and significance of their topic in history.

Place the Topic in Historical Context

Aside from giving specifics on the selected topic, the project needs to place the topic in historical context and illuminate why the selected topic is important. Judges will evaluate the student's ability to analyze and interpret the resources used in developing their project.

Myths

The program is only applicable to advanced/gifted students...MYTH!

Students at various academic levels have used the program with improvement in multiple areas—interest and engagement in academics, oral communication and presentation skills, time management, problem-solving, perseverance, reading comprehension, writing, and of course, in Social Studies curriculum.

Only Social Study Teachers use the program...MYTH!

The program can be used for language art courses as well as social studies. There is a benefit when co-teaching across disciplines, lessening the work load for teachers and honing skills. Since project based learning is very flexible, it adapts to any class size, from an entire grade level to one or two individuals and can be taught within a class period, as an extra credit project, or as an after school club.

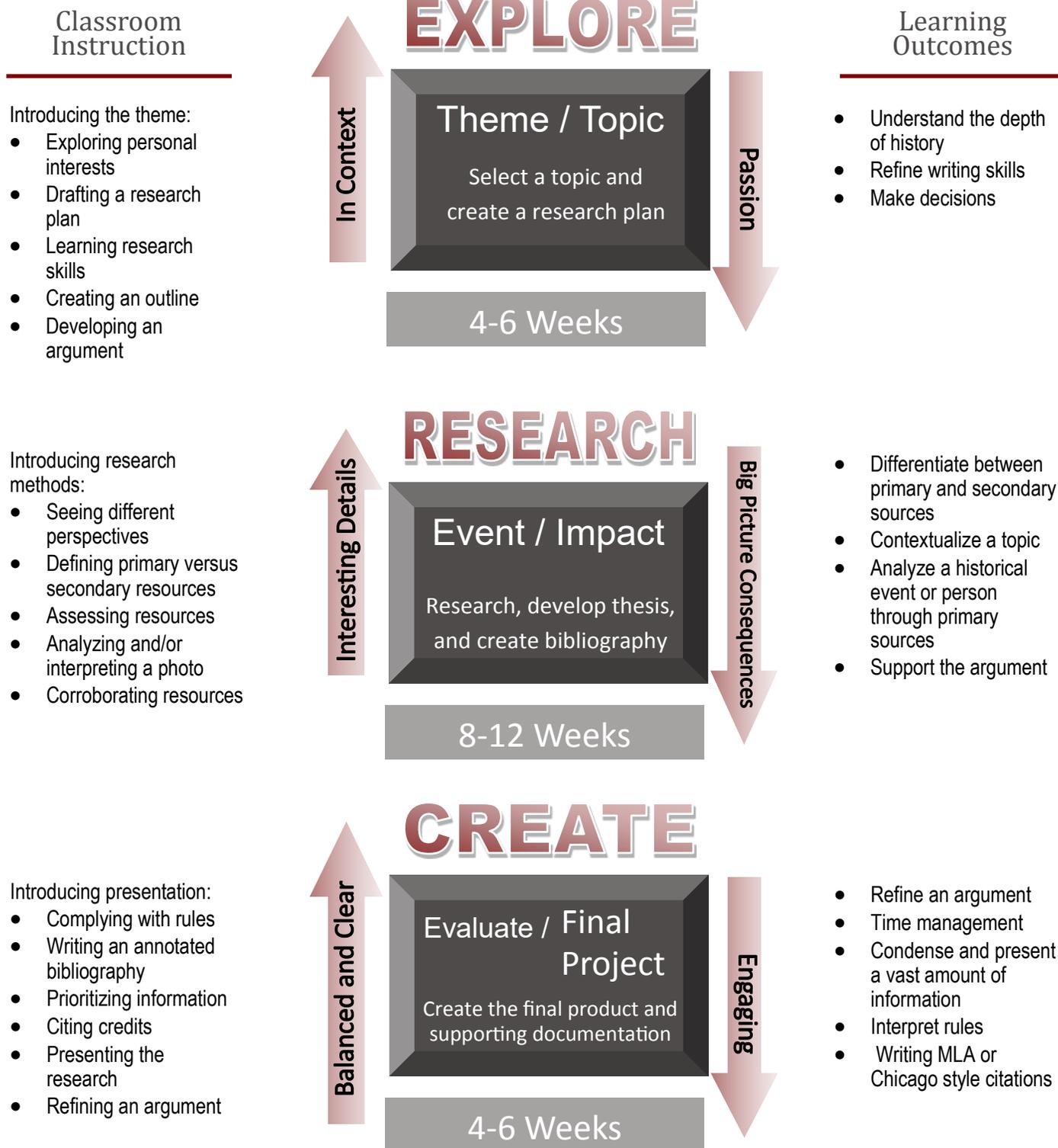
Exhibits have to be unique — only the most creative win...MYTH!

Glitz does not make a project—historical significance and a thesis well supported by research makes up the majority (80%) of the judging criteria. See pages 37 and 38 of the Contest Rule Book for Entry Evaluation.

Interviews included in the project are essential to winning...MYTH!

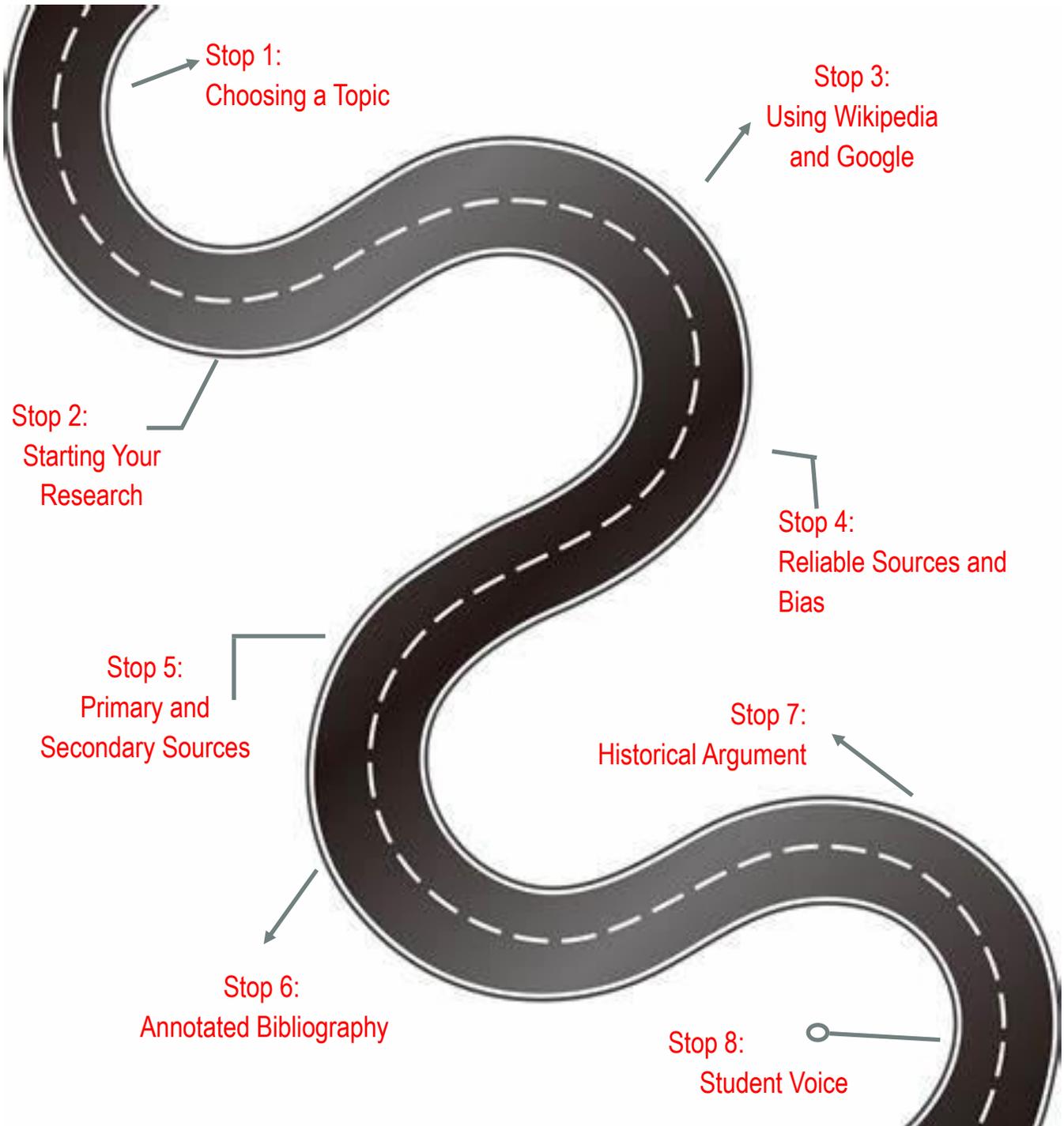
Scoring an interview with a professor or historical expert can add depth and variety to the project but only if done well and if they are key to supporting the thesis. Oral history interviews—those that can be classified as primary sources are the most effective.

In the Classroom History Day Projects and Skills



Need help getting started?

Visit the Nebraska NHD About page (<https://www.nebraskanhd.org/abouthistoryday>) to explore some useful videos to start you down the road to research.



Student's Process Of Creating a History Day Project

PHASE I

Explore Theme and Your Interests

Conduct Preliminary Research

Develop Your Preliminary Thesis And Place Story In Historical Context



Is there a historical argument that reflects the theme?

Are students showing analytical thinking with multiple perspectives?



PHASE II

Research Primary and Secondary Sources

Gather Quotes, Photos, and Illustrations

Generate Balanced Presentation of Research: Important Facts, Details, and Perspectives



Are students tracking their sources to create the annotated bibliography?

What category best suits the topic and the student?



Are they using their voice—not quotes—to share the analysis?

PHASE III

Organize Presentation

Check for Balanced Perspective and Historical Context

Create and Polish Final Product



Have they shown the relevance of the topic? What changes occurred after and who was affected?



Was there a recheck for spelling and other errors?

Narrowing The Topic

Understand the Theme

The research topic must connect to the [NHD theme](#). The theme changes each year to ensure students are always challenged with a new theme. Themes are broad enough to encompass just about any topic ranging from local history to world history, and from ancient time to the recent past. To understand the historical importance of the topic students need to ask questions about time, place and context, cause and effect, change over time, and impact and significance. Students must consider not only when and where events happened, but also why they oc-

Student Questions to get ideas flowing:

- What or who are you interested in?
- What sports, hobbies or activities do you like?
- What are you really good at?
- What are your favorite subjects in school?
- Were any of your relatives involved in key moments in history?
- What is your town or local region famous for?

Challenging Students to explore a new direction

Encourage students to pick a person or event in history that isn't all that well known. For example, pick a locally famous person by going to the local library or museum and finding out who the important people are in the town's history. Students should look in their areas of interest, even if they don't appear to be historic. History can be found in science, sports, transportation, art, music, film, and fashion—the list is endless. History is not all about dead presidents and treaties. Students are motivated when the research is on something they want to know about!

- ⇒ Preliminary research is necessary to confirm that there is both sufficient and a variety of sources on the topic.
- ⇒ The final selection ought to be of **interest to the student** as they will be putting in a lot of time and energy with this topic. Students can use a worksheet to explore a broad topic and then narrow it down for the project.

Narrowing The Topic



Frontiers in History: People, Places, Ideas

C

Context: What historical factors contributed to the development of a new frontier?

O

Obstacles: What obstacles caused the need to explore a new frontier?

M

My Frontier: What is the new frontier?

P

People, Places, Ideas: Who was involved? When and where did this happen?
What new ideas developed?

A

Actions: What actions were taken to transform the frontier?

S

Short-Term Impact: What were the short-term impacts of the actions on the frontier?

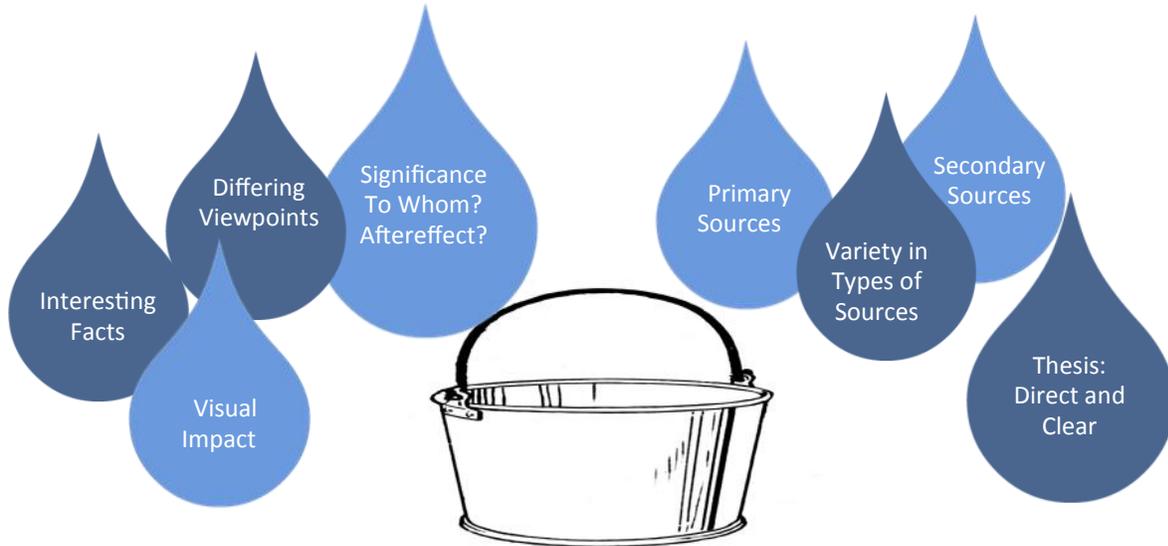
S

Significance: What is the significance or legacy of this event in history?



Graphic Tools

Graphic organizers are a tool to help students define their topic and project. Adapt your favorite graphic tool to fit this project or seek resources specifically designed for National History Day. Below is a Historical Context Graphic Organizer put out by the National Office—check their website, <https://nhd.org/teacher-resources> for additional tools, or look at Minnesota and California (or other states as the program is in every state) for tools and timelines that could help you get started.



Drop by Drop— Students fill the Bucket!

Exhibit Organizer

TITLE		
Historical Context What was happening before? Who were the players and who was resisting? Why was there resistance? When did the shift occur?	Argument/Thesis The main points of the topic Who? Why? When? Don't forget interesting details, quotes, and photos to give depth to the project.	Historical Significance Why was this important? Who did it affect? Were there unintended consequences?

History Day Note Card

Source # __

Title: _____

Quote:

Comment:

Paraphrase:

Tags:

Citation:

What will students use to keep track of their sources? As they explore a multitude of sources they can use a set of notecards, a binder, booklet, or an online word document to organize their research.

Annotated Bibliography



The annotated bibliography lets the reader know what sources were used in the creation of the project. It tells the reader **how many sources were used as well as the quality and range of sources used in the research.** It provides evidence of the many hours spent doing in libraries, archives, classrooms, and on the internet as students come to know the topic in more detail. The annotation informs the reader **how the sources were used and why they were valuable to understanding the topic.** An annotated bibliography is crucial to the NHD process because it shows judges the scope and depth of the research.

FORMATTING IN CHICAGO AND MLA FORMAT

- Your list should be titled "Annotated Bibliography." for Chicago format and "Works Cited" for MLA format. Put either title in the top center of your first page.
- The Annotated Bibliography or Works Cited should be divided into two sections, labeled "Primary Sources" and "Secondary Sources."
- For more detailed information on annotated bibliographies—go to NHD.org/annotated-bibliography

Separating Primary from Secondary Sources

Primary Sources:

Immediate, first-hand accounts of a topic, from people who had a direct connection with it.

Primary sources can include:

- Texts of laws and other original documents.
- Newspaper reports, by reporters who witnessed an event or who quote people who did.
- Speeches, diaries, letters and interviews - what the people involved said or wrote.
- Datasets, survey data, such as census or economic statistics.
- Photographs, video, or audio that capture an event.

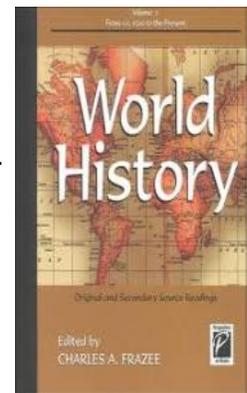


Secondary Sources:

One step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic, but add a layer of interpretation and analysis.

Secondary sources can include:

- Books
- Analysis or interpretation of data.
- Scholarly or other articles about a topic, especially by people not directly involved.
- Documentaries (though they often include photos or video portions that can be considered primary sources).



Cite along the way!

NHD historians have access to NoodleTools, a web-based program that will help create a polished, accurate annotated bibliography and also keep track in "note cards" of the quotes and paraphrases found sources as well as the location of this information. EasyBib is another option, however each of the tools can incorrectly cite, so students need to be familiar with the requirements for accuracy with any auto generated software. The student themselves might be the most reliable source to write the citation using sources such as Purdue Owl to guide the formatting.

Frequently Asked Questions By Students

Are there categories that submit before the contest date?

All categories must submit their title page, annotated bibliography and process paper by the submission deadline. Documentaries and historical papers must submit by this date and websites will lock on the submission deadline. Exhibits and performances are the only categories that will not have their project reviewed prior to the contest day. All written materials will be reviewed prior to the contest and must be submitted by the deadline.

When and where do I register?

Registration for all contests occur online. The links can be accessed through the Nebraska site (NebraskaNHD.org) and on the national website (NHD.org). The opening and closing dates of registration are listed on the website and in this packet.

When do I know the time and room/building for judging?

The schedule is typically shared with the teachers a week before the contest.

Who does the judging?

Entries will be judged by a team of 2-3 judges who are educators, historians, and experts in their field. The judges will review the student's work and rank entries over a 7-10 day period. Feedback from the judges will be available to teachers and students through the registration system once the awards ceremony is finished. (No evaluations will be mailed since teachers and students will have access to the evaluations through the online registration system).

Is an exhibit evaluated the same as a documentary? How do I know what the judge is looking for?

The rubric portion on Historical Quality is used to evaluate projects in terms of research and analytical ability, the compliance section, allows all entries to be judged on equal ground. Judges use the same evaluation form at every level—district, state, and national level. The evaluation form only varies from category to category to adjust to the category rules. Examples of the judge evaluation forms are available at <https://www.nebraskanhd.org/abouthistoryday>.

My social studies teacher does not participate in the program or I am homeschooled, can I still compete?

Yes, a student is required to have an adult sponsor however it can be a parent, mentor, or teacher in any subject area.

Since I am homeschooled, do I enter at any level of contest?

All students must compete at the district level and then rank in the top three (or four) places in order to advance to the state contest. The exception to this is the Youth Division which occurs only at the state level.

Do students need to use a particular website program for entries in the website category?

Yes, students must use NHDWebCentral. Sign up for a free account that can be used annually. Websites can be archived for a small fee in the month of July

Can students use work from other classroom projects or improve upon an entry from last year?

The project must originate in the current academic year; however, but the academic course is irrelevant. For example, projects started in May of 2022 cannot be used; however, a project in August of 2022 (originating in a writing class, for example) can be used as a basis for a 2023 National History Day project.

When will I know that I have advanced to the next level?

All districts hold an awards ceremony at the end of their contest, contact the district coordinator for specifics. The state award contest will be held at approx. 4:00pm on April 1. State winners will also be posted on the NebraskaNHD.org website within a day or two of the contest.

Frequently Asked Questions (continued)

Does the program provide any funding for travel to district, state or national contests?

Students, or their school, cover their own costs for participating and attending all contests. For the National Contest, students are expected to cover their own costs for registration fee, travel, room and board, shipping, etc. We anticipate a stipend of \$50 per student will be provided for those that qualify for the National Contest in 2023.

Are contest fees refunded if a student does not attend?

No. Fees are kept at the lowest cost possible so the process of refunding a fee is not cost effective. All members of a group entry are required to pay the registration fee even if not all group members can attend.

Can I attend a contest without competing? Are parents, friends and family welcome to attend?

The public is welcome to attend the contest. Check with the contest coordinator for more information.

Did You Know?

National History Day has a YouTube Channel?

They will post videos from webinars, Google hang-outs, instructional sessions, and contests. There is always a webinar in the fall about the theme, so if you miss the live broadcast catch it here. Check out what information they have that may help you at [National History Day - YouTube](#)

There are templates for analyzing primary sources?

Library of Congress and the National Archives both provide resources that will assist students at any level.

On the National Archives website, select Educator Resources tab and click on Teaching with Documents for two levels of worksheets (novice and intermediate.) Here is the link: [Document Analysis Worksheets | National Archives](#)

National Archives also has a dedicated National History Day Resources page - start here: [National History Day | National Archives](#)

The Library of Congress has both a Student Guide and Teacher Guide for analyzing various types of sources - here is the link: [Teacher's Guides and Analysis Tool | Getting Started with Primary Sources | Teachers | Programs | Library of Congress \(loc.gov\)](#)

Additional Resources from NHD Websites

The Nebraska website: [NebraskaNHD.org](#)

The website has much of the same information as this packet, plus:

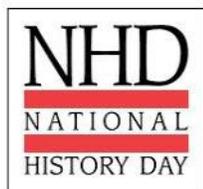
- Nebraska Topics
- District and State Contest information and registration links
- State and National contest winners from Nebraska
- Theme and Rule book

The National website: <https://nhd.org>

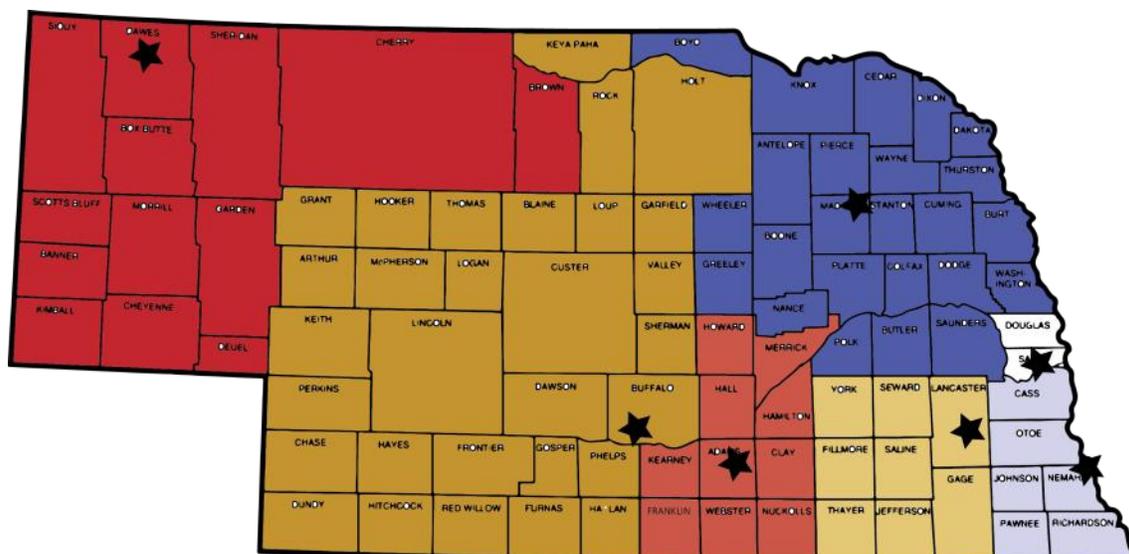
An abundance of resources for students and teachers are provided by National History Day website.

- examples of previous student entries
- educational news related to NHD
- more specific information about using the NHD program in the classroom, including sample classroom handouts for topic selection and grading rubrics.

Follow the Twitter Account: @NationalHistory and Facebook: National History Day Nebraska



District Contest Map



- Western** — Chadron State College (Dawes County)
- Kearney** — University of Nebraska-Kearney (Buffalo County)
- Hastings** — Hastings College (Adams County)
- Lincoln** — Southeast Community College (Lancaster County)
- Peru** — Peru State College (Nemaha County)
- Omaha** — Metropolitan Community College (Douglas County)
- Northeast** — Northeast Community College (Madison County)

District and State Contact Information

Hastings District History Day

Dr. Glenn Avent, Hastings College
(402) 461-7345
gavent@hastings.edu

Kearney District History Day

Dr. Jim Rohrer, University of Nebraska-Kearney
(308) 865-8769
rohrej@unk.edu
April White (Contest Awards)
(308) 865-8273
whiteac@unk.edu

Lincoln District History Day

TBD

Northeast District History Day

Dr. Paul Muncy, Northeast Community College
(402) 844-7373
paulm@northeast.edu

Omaha District History Day

Dr. Amy Forss, Metropolitan Community College
(531) 622-1273
aforss@mccneb.edu

Peru District History Day

Dr. Jason Phillips, Peru State College
(402) 872-2237
jphillips@peru.edu

Western District History Day

Moni Hourt
(308) 665-1138
monihourt0@gmail.com

National History Day: Nebraska State Office

Dr. Steve Wills – State Coordinator
Shari Sorenson – Event Coordinator
History Department, Nebraska Wesleyan University
5000 St. Paul Avenue
Lincoln, NE 68504-2796
(402) 465-2439 or (800) 541-3818 ext. 2439
ssorenso@nebrwesleyan.edu



2023 CONTEST DATES

Contest dates may change due to weather or other unforeseen circumstances. Please keep in touch with your district for current dates. All written work must be uploaded to the registration system by the submission deadline. This includes the title page, annotated bibliography, and title page *for all projects*. Documentaries must submit a link to their video and historical papers must submit their completed paper. Websites will also be locked after this date.

District Contests

District	Hastings
Contest Date	Friday, February 24, 2023
Registration Opens for Teachers	Tuesday, January 3, 2023
Registration Opens for Students	Monday, January 9, 2023
Registration Deadline	Monday, February 13, 2023
Website Lockout / Submission Deadline	Friday, February 17, 2023
Entry Fee (Due Monday, February 20, 2023)	\$15 per student
District	Kearney
Contest Date	Wednesday, March 8, 2023
Registration Opens for Teachers	Monday, January 9, 2023
Registration Opens for Students	Monday, January 9, 2023
Registration Deadline	Monday, February 20, 2023
Website Lockout / Submission Deadline	Monday, February 20, 2023
Entry Fee (Due Wednesday, March 8, 2023)	\$15 per student
District	Lincoln
Contest Date	DATES TBD
Registration Opens for Teachers	
Registration Opens for Students	
Registration Deadline	
Website Lockout / Submission Deadline	
Entry Fee (Due Wednesday, March 1, 2023)	\$10 per student
District	Northeast
Contest Date	Monday, February 20, 2023
Registration Opens for Teachers	Monday, January 2, 2023
Registration Opens for Students	Monday, January 9, 2023
Registration Deadline	Friday, January 17, 2023
Website Lockout / Submission Deadline	Friday, January 17, 2023
Entry Fee (Due Monday, February 27, 2023)	\$15 per student

District	Omaha
Contest Date	Friday, March 3, 2023
Registration Opens for Teachers	Monday, December 12, 2022
Registration Opens for Students	Monday, January 2, 2023
Registration Deadline	Friday, February 17, 2023
Website Lockout / Submission Deadline	Friday, February 24, 2023
Entry Fee (Due Friday, February 24, 2023)	\$15 per student
District	Peru
Contest Date	Friday, February 10, 2023
Registration Opens for Teachers	Sunday, January 1, 2023
Registration Opens for Students	Monday, January 9, 2023
Registration Deadline	Friday, January 29, 2023
Website Lockout / Submission Deadline	Wednesday, February 1, 2023
Entry Fee (Due Wednesday, February 21, 2023)	\$10 per student
District	Western
Contest Date	Friday, March 3, 2023
Registration Opens for Teachers	Monday, March 9, 2023
Registration Opens for Students	Monday, March 9, 2023
Registration Deadline	Friday, February 24, 2023
Website Lockout / Submission Deadline	Friday, February 24, 2023
Entry Fee (Friday, February 25, 2022)	\$10 per student

State Contest

Saturday, April 1, 2023

Registration Deadline – Friday, March 17, 2023, 11:59 p.m. Central Time

Website Lockout / Submission Deadline – Thursday, March 23, 2023, 11:59 p.m. Central Time

Entry Fee - \$12.00 per student due Friday, March 24, 2023

(No teacher fee)

National Contest (Predicted Dates)

Sunday through Thursday, June 11-15, 2023

Deadline for Registration, Submission, and Website Lockout

Tuesday, May 16, 2023, 11:59 p.m. Eastern Time

Projected Entry Fees:

\$165.00 per student (all group members whether attending or not)

\$75 per teacher (attending teachers only)

Special Awards at the State Contest



NEBRASKALand Foundation will award at the State Contest in each division (Junior and Senior) for 1st place (\$300) and 2nd place (\$200) across all categories (Historical Paper, Documentary, Performance, Exhibit, and Website). Honorable mentions (up to two places) will be given an award certificate.



Nebraska Press Association Foundation

Nebraska Press Association Foundation will award \$100 to the first place of Junior and Senior Historical Paper at the State Contest.

Michael Berg Memorial Award

Michael Berg Memorial Award (given by private donors) will be given to the first place of Senior Individual Documentary at the State Contest.



Nebraska Wesleyan University will award a \$500 scholarship to the 1st place winner of each Senior Individual Category at the State Contest

Additional prizes may be offered at the District level.

NEBRASKA MUSEUMS

OFFER THEIR RESOURCES AND INVITE YOU TO VISIT



The Strategic Air Command (SAC) was established in 1946 as a major combat command for the United States Air Force. In 1953, President Dwight D. Eisenhower assigned the US nuclear deterrence program to SAC. For the duration of the Cold War, SAC became

the base of operations for monitoring Soviet activity and the US strategic response. SAC officially stood down from this operation in 1992 as the Cold War officially ended. General Colin Powell attended the closing ceremony, commenting, "You never let us down. You were always prepared. You did your job well."

The museum's history goes back to 1959 when SAC Commander General Thomas Power issued an order to create and to preserve SAC history and an aircraft at Offutt Air Force Base in Bellevue, Nebraska. In 1996, exactly 50 years after the creation of SAC, officials broke ground on a new 300,000 square foot facility near Ashland, Nebraska.

Since 1958, we have become the authoritative museum for the region not only on Strategic Air Command and Aerospace (SAC) history, but for the Cold War as a whole. In addition to our exhibits, we are one of three aviation museums with our own restoration hangars. We also feature vast archives, and an on-site research library. The Strategic Air Command and Aerospace Museum has unique artifacts that will help you create a top-level project. Please call ahead to check on staff/library availability. You may reach Brian York, the museum's curator (402) 944-3100 ext 206, or at curator@sacmuseum.org.

Hours of Operation:

9AM-5PM 7-days a week
Closed New Years Day, Easter, Thanksgiving, Christmas

Admission:

\$8 Ages 4-12, \$12 Seniors/Military, \$16 Adults

Location:

The Strategic Air Command and Aerospace Museum is located between Lincoln and Omaha, at Interstate 80 exit 426. (28210 West Park Hwy, Ashland, NE)

The Durham Museum, housed in Omaha's former Union Station, is home to both permanent and traveling exhibitions showcasing regional history and much more. Omaha's Union Station was open from 1931 to 1971, later becoming a museum in 1975. Most recently, the building was named one of the country's newest National Historic Landmarks. The Durham Museum is affiliated with the Smithsonian Institute and has strong ties with the Library of Congress, National Archives, and the Field Museum. For more information please visit the museum's website at DurhamMuseum.org.

Hours of Operation:

Summer

Sunday Noon-4
Monday 10-4
Tuesday 10-8
Wednesday-Saturday 10-4

Fall/Winter

Tuesday-Saturday 10AM-4PM
Sunday 12PM-4PM
(Closed Mondays)

Admission:

\$7 Ages 3-12, \$10 Seniors, \$13 Adults
Free for members and children under age 2

Location:

801 S. 10th St. Omaha, NE



STUHR MUSEUM OF THE PRAIRIE PIONEER

Grand Island, Nebraska's, Stuhr Museum Edgar and Frances Reynolds Research Library and Archives, is a great place to explore this year's theme Debate & Diplomacy in History for all levels of researchers.

The Department's collection contains materials relating to the history of Hall County and Central Nebraska from the 1840s until 1930. A partial list of resources include:

- Books – period and contemporary
- Federal and State Records
- Hall County newspapers on microfilm
- City directories and telephone books
- Maps, atlases, and plat books
- Photographs, postcards, scrapbooks, and albums
- Oral history tapes and transcripts
- Research files for Hall County families and businesses
- Cemetery records and plot maps
- Genealogical information for Hall County

Hours of Operation:

Monday-Friday 9AM-5PM
Saturday by appointment only
Closed Sundays
Please contact the curator at least 72 hours in advance to be sure a staff member is available.

Admission

Admission is free for researchers
Some research fees may apply

Location:

3133 W US Hwy 34
Grand Island, NE

Contact:

Kari Stofer
308-385-5316 x 241
kstofer@stuhrmuseum.org
Or research@stuhrmuseum.org

Mari Sandoz High Plains Heritage Center

Carmen and John Gottschalk -
Mari Sandoz Gallery And
C.F. Coffee Gallery

The Mari Sandoz High Plains Heritage Center celebrates the life and literature of author Mari Sandoz. The Center also looks at the culture, history, and ecology of the High Plains through its other permanent and rotating exhibits.

The C.F. Coffee Gallery, located on the lower level of the High Plains Center's Chicoine Atrium, exclusively examines the origin and development of the cattle industry in the High Plains region of Western Nebraska, Western South Dakota and Eastern Wyoming. While many museums focus on local ranching history and culture, the C.F. Coffee Gallery approaches the ranching industry from a regional perspective, showcasing interpretative exhibits and archives that extend cultural, literary and historical knowledge of the regional cattle ranching industry by the people who shaped it.

Archives are available for students and teachers to examine. The collections held at the Center reflect the culture and history of the myriad, diverse people who have encountered this region and the ecology of the High Plains. Funding is available on a first-come, first-serve basis for researchers who use the Center's archives. Additional information about funding, please contact the Center.

Tours are also available. Archives and Collections open by appointment during regular hours

Hours of Operation:

Monday-Thursday 10AM-Noon, 1PM-4PM
Friday 10AM-Noon
(Closed Saturdays, Sundays and for College holidays)

Admission

Free

Location:

Mari Sandoz High Plains Heritage Center
Chadron State College
1000 Main Street
Chadron NE 69337
308-432-6401 (phone)
www.sandozcenter.com



Homestead National Monument of America

... should not the legislation of the country be so changed as to prevent for the future the evils of land monopoly, by setting apart the vast and unoccupied Territories of the Union, and consecrating them forever in free homes for free men?

Galusha Grow,
author of the Homestead Act

Homestead National Monument of America is a National Park Service site commemorating the 1862 Homestead Act. During the 123 years that the law was in effect, the Homestead Act greatly influenced the immigration and migration of people, the mechanization of agriculture, social and demographic change and American Indian ways of life. At Homestead this history is presented through interpretive displays, historic buildings, films, archives, the natural landscape which includes a prairie and woodland, and access to homestead case files which contain the documents that were needed by the Homesteaders to prove-up on their claims. Subject matter experts at the monument are ready to assist with all of your Homestead related questions.

Contact Info:

Johnathan Fairchild, Park Historian
Johnathan_fairchild@nps.gov

Hours of Operation:

Summer Hours

Monday-Friday 8:30AM-6PM

Saturday-Sunday 9AM-6PM

Winter Hours

Monday-Friday 8:30AM-5PM

Saturday-Sunday 9AM-5PM

Admission

Free

Location:

8523 West State Hwy 4, Beatrice, NE



Homestead National Monument of America the Beautiful Quarters Program

A cornerstone of North America's fur trade heritage, the Museum of the Fur Trade allows visitors to explore the life and times of the traders and trappers who helped to open a continent, and the Indians with whom they trad-



MUSEUM OF THE FUR TRADE

ed. The museum is located on the site of an original trading post built in 1837 by the American Fur Company and Operated until 1876.

Visitors to the museum can see the history of the first business in North America—the fur trade; including the entire range of goods traded to the Indians, such as textiles, costumes, beads, paints, kettles, knives, and silver. The museum also has the largest and most complete collection of Northwest guns made for the Indian trade from 1670 to 1900.

One of the museum's five gallery spaces is an outside exhibit where a reproduction of the Bordeaux Trading Post, built on its original footings, can be seen. Also in the outside space is an Indian heirloom garden featuring varieties of corn, squash, and bean used by Northern Plains Indians. Other exhibit pieces include a trade house and Indian tipi.

Hours of Operation:

May 1- October 31

Sunday-Saturday 8AM-5pm

Off-season — By appointment

Admission:

\$6 for Adults, Free for age 18 and under

Location:

3 miles East of Chadron

6321 Hwy 20

Chadron NE 69337

Contact:

308-432-3843

museum@furtrade.org

facebook.com/museumofthefurtrade

History **NEBRASKA**

The Library / Archives at History Nebraska safeguards the documentary heritage of Nebraska so that it can be used by all researchers. Here is a brief description of some of the resources in our collection. To learn more: <https://history.nebraska.gov/collections/research-and-reference-services>.

Library: The History Nebraska Library holds approximately 80,000 volumes; 3000 maps and atlases; and 3500 newspaper titles. Strengths of the collection include Nebraska and Great Plains history and archeology; Nebraska authors; county and local history; genealogical material; and state government publications. Start your search at: [https://nhs.mlasolutions.com/oasis/catalog/\(S\(owwmyfnbms5af45o5efth45\)\)/Default.aspx?&session=new&installation=NebraskaHistorical](https://nhs.mlasolutions.com/oasis/catalog/(S(owwmyfnbms5af45o5efth45))/Default.aspx?&session=new&installation=NebraskaHistorical).

Photographs: Numbering over 500,000 images, the History Nebraska photographic holdings represent nearly every aspect of Nebraska and Great Plains life from the late 1800s to the present. While countless people, places, and subjects are captured in these images, the collections are particularly rich in portraits, and images of town scenes, buildings, and Native American and prairie life. Start your search at: <https://nebraska.access.preservica.com/>

Government Records: Public records document the transaction of business within the government and between the government and the public. History Nebraska has federal, state, county, municipal and special district records documenting government activities. Start your government records research at: <https://nebraska.access.preservica.com/>

Manuscripts: Over 2500 separate manuscript collections document the history of businesses, organizations, associations, churches, private educational institutions, and the personal papers of individuals and families. Start your search at: <https://history.nebraska.gov/collections/manuscript-collections>.

Audio-Visual Collections: Dating back to 1898, over 2500 sound recordings are held by History Nebraska. Included are recordings of Native American music, oral histories, political speeches/debates, lectures, and radio programs. 6.5 million feet of moving images, dating back to 1900, include film of agricultural and ranching activities; town scenes; domestic life; Native Americans; aviation; railroads; businesses; and many other events and activities. Start your search at <https://history.nebraska.gov/collections/moving-image-inventories> and <https://history.nebraska.gov/collections/sound-recordings-collection-inventories>. See a few featured videos: <https://www.youtube.com/user/NebraskaHistorical/featured>.

Hours of Operation:

Reference Room: Friday 9AM-4PM, Tuesday and Wednesday, by appointment

Location:

1500 R Street, Lincoln, NE 68508
<https://history.nebraska.gov>



Admission Free



Hastings Museum is the largest municipal museum between Chicago and Denver. It features a super screen Theatre; a full dome Planetarium; and dozens of exhibits that feature animal species set in their natural habitats. The Museum chronicles the history of the early inhabitants of the Nebraska plains, from paleo-Indians to euro-Americans, and provides a look back at the creatures that used to roam this area and swim in the Cretaceous Sea. Visitors also will discover how Kool-Aid, the famous soft drink invented in Hastings, Neb., came to be such a success. The Nature Nook highlights conservation of Nebraska's natural habitats, including prairies, wetlands, and rivers, as well as agricultural settings and urban environments. Hastings Museum is among only 4% of museums in the country accredited by the American Alliance of Museums. For more information and events, see HastingsMuseum.org.

Summer Hours of Operation

Monday	9:00-5:00
Tuesday	9:00-5:00
Wednesday	9:00-5:00
Thursday	9:00-5:00
Friday	9:00-7:00
Saturday	9:00-7:00
Sunday	1:00-6:00

Admission:

\$6 Child (3-12) \$7 Senior (60+)\$8 Adult (13-59), under age 3 is free.

Theatre admission extra

Call (402) 461.2399 group rates and school pricing

Location:

1330 N. Burlington Ave., Hastings, NE 68901

Contact:

Becky Tideman

btideman@hastingsmuseum.org

Saunders County Historical Society and Museum



The Saunders County Historical Society and Museum in Wahoo, Nebraska has been operating since 1963. Its mission is "to collect and preserve objects (artifacts) and information which illustrate the history of Saunders County, Nebraska and its people. These objects and information will be used to educate persons about the social, economic, cultural and political history of Saunders County." We invite students to utilize our resources in their research. We invite teachers to set-up field trips to explore local history.

Contact Info:

Erin Hauser
(402) 443-3090

Hours of Operation:

Sunday-Monday: Closed
Tuesday-Friday: 10 am - 4 pm
Saturday: by appointment

Admission:

Free

Location:

240 N Walnut Street
Wahoo, NE 68066

Library of Congress



The Library of Congress is located in Washington D.C. Taking up three separate buildings across Capitol Hill, it is the home of the United States Copyright Office and is also the main research institute for the United States Congress.

Most importantly, the Library of Congress is one of the largest resource centers in the world. There are over 150 million items in the Library of Congress catalogue. While going to the Library of Congress in person may not be feasible, there are plenty of online resources and databases provided by the Library for researchers to use.

Contact Info:

Loc.gov

Hours of Operation:

Tuesday-Saturday 10 am—5 pm

Admission:

Free

Location:

Thomas Jefferson Building
101 Independence Avenue SE
Washington D.C. 20540

Historical Services, Sites, and Museums in Nebraska

*There are many more for students to find and do research with.

Knight Museum and Sandhills Center

908 Yellowstone Avenue, Alliance, NE 69301
museum@cityofalliance.net
308-762-2384

The Great Platte River Archway Monument

I-80 Exit 275
3060 East 1st Street, Kearney, NE 68847
sloeffler@archway.org
www.archway.org
308-237-1000

Nebraska Firefighters Museum & Education Center

2434 E First St., Kearney, NE 68847
mail@nebraskafirefightersmuseum.org
www.nebraskafirefightersmuseum.org
308-338-3473

Nebraska Jewish Historical Society

333 S 132nd St., Omaha, NE 68154
lboutin@jewishomaha.org
www.nebraskajhs.com/hen.php
402-334-6442

University Archives University of Nebraska - Omaha

6001 Dodge St
Omaha, NE 68182
http://library.unomaha.edu/research/archives.php
402-554-6046

Great Plains Welsh Heritage Project

307 S 7th St. , Wymore, NE 68466
www.WelshHeritageProject.org
402-432-3656

Old West Trails Center

301 Main, Odell, NE 68145
trailscenter@doidecom.net
www.visitodell.org
402-766-4237

Little House Museum, Inc.

908 Hartford St., Stratton, NE 69043
308-276-2360

The Museum of Major League Baseball

619 Howard Ave. , St. Paul, NE 68873
stpaulcham@qwestoffice.net
308-754-5558

Rock Creek Station State Historical Park

57426 710th Road
Fairbury, NE 68352
ngpc.rock.creek.station@nebraska.gov
www.outdoornebraska.gov
402-729-5777

Fort Kearny State Historical Park

1020 V Rd. , Kearney, NE 68845
ngpc.fort.kearny@nebraska.gov
308-865-5305

Plains Historical Society and Museum

816 E 3rd., Kimball, NE 69145
308-235-2001

Creighton Historical Center, Inc.

716 Main St., Creighton, NE 68729
http://knoxne.us/chc/
402-358-3377

Chimney Rock National Historic Site

9822 County Rd 75 , Bayard, NE 69334-0680
www.nebraskahistory.org/sites/rock
308-586-2581

Nebraska Prairie Museum

2701 Burlington St., Holdrege, NE 68949-0164
prairie995@gmail.com
http://www.nebraskaprairiemuseum.com
308-995-5015

Oregon Trail Museum Association

190276 Old Oregon Trail, Gering, NE 69341-0027
308-436-9700

Agate Fossil Beds National Monument

301 River Road, Harrison, NE 69346
nps.gov/agfo/index.htm
308-436-9760

Dawes County Historical Museum

341 Country Club Road, Chadron, NE 6933
dawescountyhistoricalmuseum.org
308-432-4999

Legacy of the Plains Museum

2930 Old Oregon Trail, Gering, NE 69341
info@legacyoftheplains.org
308-436-1989

Historical Services, Sites, and Museums in Nebraska (continued)

Father Flanagan's Boys' Home Hall of History

14057 Flanagan Blvd., Boys Town, NE 68010
thomas.lynch@boystown.org
www.boystown.org
402-498-1186

Landmarks Heritage Preservation Commission

Omaha City Hall
1819 Farnam St. Ste. 1110, Omaha, NE 68183
www.cityofomaha.org
402-444-5150

Mexican American Historical Society of the Midlands

4913 S. 25th St., Omaha NE 68107
info@mahsmidlands.org
www.mahsm.org
402-651-0442

Genoa U.S. Indian School Foundation, Inc.

209 E Webster St., Genoa NE 68640
genoaindianschoolmuseum.org
402-993-6636

Pioneer Trails Museum

US Hwy 26 and 365, Bridgeport, NE 69336
pioneertrailsmuseum@hotmail.com
308-262-1117

Fort Atkinson State Historical Park

2015 7th St., Fort Calhoun, NE 68023-0240
ngpc.fort.atkinson@nebraska.gov
www.outdoornebraska.org

402-468-5611

Fort Robinson Museum—NSHS

3200 US 20, Crawford, NE 69339
308-665-2919

Crawford Historical Society and Museum

341 Second Street, Crawford, NE 69339
Crawfordmuseum.org
308-665-2919

International Quilt Study Center and Museum

1523 N 33rd St, Lincoln, NE 68503
Internationalquiltmuseum.org
402-472-6549

Trailside Museum of Natural History

Fort Robinson State Park
3200 US-20
Crawford, NE 69339
trailside.unl.edu
308-665-2929

G. W. Frank Museum of History and Culture

University of Nebraska—Kearney
2010 University Dr., Kearney, NE 68849
frankmuseum@unk.edu
https://frank.unk.edu/frank
308-865-8284

We invite your participation in
Nebraska National History Day

...it's not just a day or a contest,
It's an experience.

Nebraska National History Day (NE:NHD) is a non-profit education program administered by Nebraska Wesleyan University in Lincoln, NE. Established in 1981, NE:NHD offers academic programs that engage students throughout Nebraska in conducting original research on historical topics of interest. These research-based projects are entered into contests at the local level, where the top student entries have the opportunity to advance to the State Contest held at Nebraska Wesleyan University in Lincoln. Top ranking state projects have the opportunity to compete at the National Contest held at University of Maryland at College Park.

National History Day seeks to improve the quality of history education by providing professional development opportunities and curriculum materials for educators and a structured level of PBL opportunities for students. NE:NHD is sponsored in part by Nebraska Wesleyan University, Humanities Nebraska and the Dillon Foundation following institutions sponsor district contests and support teachers with materials and workshops upon request: Chadron State College, Hastings College, Metropolitan Community College, Northeast Community College, Peru State College, Southeast Community College, and University of Nebraska-Kearney. For more information, visit nhd.org and NebraskaNHD.org.
