

NEBRASKA GUIDE PACKET

NATIONAL HISTORY DAY 2021

Communication in History:

THE KEY TO UNDERSTANDING

THEME, RESOURCES AND CONTEST INFORMATION
2021 CONTEST YEAR



Nebraska National History Day is sponsored by the following institutions:

State Competition and Overall Program
Development

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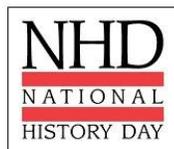
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September 2020



NEBRASKA
WESLEYAN
UNIVERSITY

***Greetings from the Nebraska National History Day state office.
We welcome your participation in 2020-2021!***

Every day history is written although certain times, events, and people shape the future more than others. We find ourselves in a time that asks us to grapple with adapting on almost a daily level and certainly living in times that will be written about for decades to come. With the pandemic hitting globally in Spring of 2020 we adjusted national, state, and district contests to a virtual format. We are committed to providing student the opportunity to showcase the work from district to the national level. We will continue with a virtual format into the Spring of 2021 allowing everyone to make informed decisions about their project selection now. This year also brings a new rule book and a new format for judge evaluations. The rubric format sets consistency and is specific to give teachers and students the information they need.

This year's theme is Communication in History: The Key to Understanding, the narrative is included in this packet of information. You will find a lot more information than that including the detailed descriptions for creating and submitting exhibits and performances. Please assist your student(s) in selecting the category that best fits their topic and the resources they will have available whether school is being held in person or remotely.

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

- New rule book
- New judge evaluation sheets
- Full theme book
- Museums in Nebraska with archives and research information
- State Social Studies Standards (applicable)
- Announcements
- List of past year(s) winners
- AND a little taste of Nebraska topics—check out the options!

Many thanks to Rebekah Sterkens, a Wesleyan History Major, who has provided many many teasers to topics that are specific to Nebraska and that can also lead to national topics. Also 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 organization of National History Day (located in College Park, MD). Emails are often sent to make you aware of when webinars are offered for 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 weren't available. Their website is another great resource and where teachers/mentors and students who qualify will register for the national contest.

And lastly, 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,

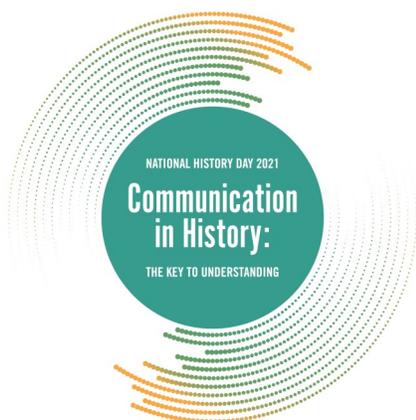
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Information
On the
NHD Program

National History Day



...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 critically thinkers and seek to be life long learners. The National History Day program cultivates skills while students interact with history.

The students choose and analyze a historical topic of their interest relating to the annual theme. They present their topic in one of the following formats: research paper, website, exhibit, performance or documentary. Students can compete as an individual or as a group (2-5 individuals) and each category has an age group division (Jr grades 6-8, Sr grades 9-12).

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 international schools participate every year. Expose your students to this skill enhancing program and give them an opportunity to make it not only a contest, but an engaged learning experience.

“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 2,500 participants
NEBRASKA wide.

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.

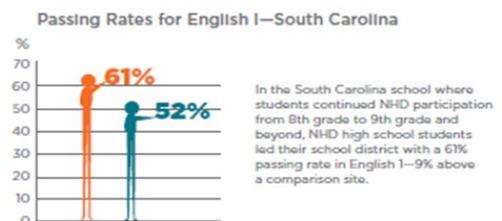
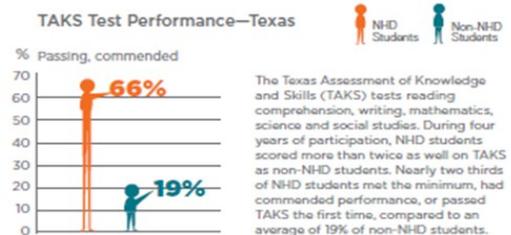
...teaches
critical thinking, writing, and
research skills and boosts
performance across all subjects.

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.



“ 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

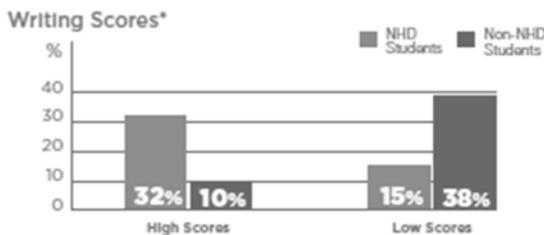
students to do more than they ever thought they could.

...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.

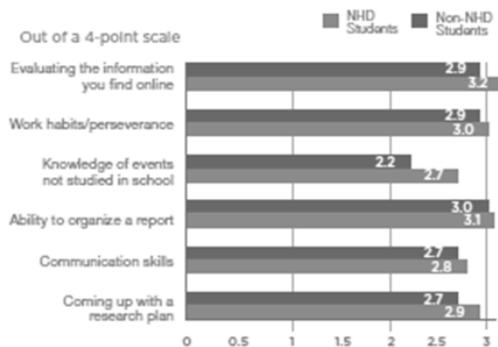
Performance assessments show that NHD students were 18% better overall than their peers at interpreting historical information—an average of 79% correct vs. 61% correct.



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

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

(High School - Historical Inquiry and Research continued)

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?

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?"

Information
On the
2021 Theme

This Year's Theme

Communication in History: The Key to Understanding

Theme Narrative by

ASHLEY FOLEY DABBRACCIO, Program Assistant, National History Day®

During the 2020-2021 academic year, National History Day (NHD) students will explore topics relating to the theme Communication in History: The Key to Understanding. This theme asks students to consider how people exchange information and interact with each other. Students have the chance to explore how the methods and modes of communication have changed over time, and how they have shaped the present. Major inventions like the telephone, the telegraph, and the television stand out in our minds as obvious examples of how communication has changed over time. Yet, communication is more than just these inventions. It is about how words, thoughts, or ideas are exchanged throughout history.

THE ACT OF COMMUNICATION

Merriam-Webster defines communication as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” History is filled with stories about people, groups, or nations either communicating or failing to communicate with each other. Before we can understand these stories, we must go beyond common definitions of communication and recognize the many ways people communicate. Only then can we begin to investigate the impact communication has had on social and political changes throughout history.

Let us look at written communication. Johannes Gutenberg invented the printing press in the 1400s, making it easier to mass-produce the written word. Before that, manuscripts had been written by hand and were only available to the elite. How did the mass production of books and other printed materials help to shape society? Or, consider telecommunication. Students interested in global history might look to the spread of telecommunication lines across the globe. For instance, the development of Australia's first international telecommunication system linked them to Asia in 1872. How did this development shape international diplomacy?

Students can also research the importance of the radio in the United States during the 1920s and 1930s. The radio provided a more accessible and less expensive way to get updates on popular culture, weather, and daily news. Some students might examine the radio's role in promoting jazz in the 1920s. Others might explore President Franklin Delano Roosevelt's fireside chats. How did President Roosevelt use the radio to communicate with the American people? Why was it important that he did so? Conventions, exhibitions, movements, and other public gatherings help people communicate ideas and opinions with each other. For instance, World's Fairs (also known as World Expositions), in which nations showed off their most recent advancements, exploded in the 1800s. Visitors came from all over the world. Why might countries want to communicate their achievements? What specific ideas and information did the nations show the world, and why might that be important?

Another example is the use of conventions by social activists to speak out on topics like abolition, woman suffrage, temperance, and other social reforms. The Declaration of Sentiments address given at the 1848 Seneca Falls Conven-

tion revealed that suffragists wanted equality and voting rights. How did the suffragists shape their arguments? Was the message they conveyed well-received, or did it lead to a broader discussion? Other students might look to Steve Biko's speeches and his time with South Africa's Black Consciousness Movement in the 1970s. How did he communicate his demand for an end to apartheid and social unrest in South Africa?

Language is a key way we communicate with each other. Immigrants to the United States often lived and worked in communities alongside others who spoke their native language. Why might they have chosen to do so? Did their language barrier make it harder for immigrants to communicate effectively and adjust to life in the United States?

What restrictions have been placed on language in the past? Students might explore the ban on the native Hawaiian language following the overthrow of Queen Lili'uokalani in 1893. Why was the Hawaiian language banned? Did that action change the way native Hawaiians communicated with each other?

Language does not always involve the physical act of speaking. Developed in the early nineteenth century, American Sign Language (ASL) helped deaf individuals communicate. What barriers did hearing-impaired individuals experience before the use of ASL? Similarly, the written language of Braille has helped the blind community communicate. Who invented it, and why? Did it break barriers or create more challenges?

On a more personal level, students might explore letter writing. How were letters used as a means of communication? What did people write about in letters? Did they write to the government, family, or friends? How does the tone change based on the recipient or the topic? Students might explore letters written by women during the American Civil War and investigate what they wrote about. What was the purpose of the letters? To whom did they send these letters? Why did they feel the need to voice their thoughts during the American Civil War? Others might explore open letters like the one written by Émile Zola to protest the Dreyfus Affair in France (1894-1906). What consequences did Zola face? How did the event affect the country of France?

Images and imagery, too, can communicate thoughts, opinions, or ideas. Portraits, photographs, and art convey meaning. Students might look to the cave paintings of earlier societies or the hieroglyphs and drawings created by Ancient Egyptians. What do those images convey about their society? Do they communicate what was deemed to be important whether it be about family, war, or society in general? Other examples might include satirical materials from England's Punch weekly magazine. In 1906, Punch ran "In the Rubber Coils," a political cartoon that depicted Belgium's King Leopold II as a rubber vine coiled around a Congolese man. What is the image trying to convey to the reader about the relationship between Europe and Africa? How do images communicate people's opinions on important political and social topics? How did political cartoons sway public opinion about support for anti-imperialism measures?

Students might also look at other key ways imagery has communicated opinions or feelings. The invention of the television changed how we communicate and learn about different events. The Vietnam War (1955-1975) divided American public opinion for over 20 years. How was press coverage of the Vietnam War different from that of previous wars? What images of the war did Americans see daily on their television screens? How did photographs and film footage inspire anti-war protests in the United States and abroad? Other students might compare and contrast the footage of the 1968 Democratic and Republican Conventions. How did those broadcasts influence the

vote? What was the overall impact on Republican Richard Nixon's victory over Democratic Vice President Hubert Humphrey?

THE KEY TO UNDERSTANDING

Communication, in and of itself, is defined by the exchange of ideas, news, or information. Yet, there is another side to communication. Do we understand what is told to us? American journalist Sydney J. Harris wrote, "The two words 'information' and 'communication' are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through."¹ Information is extremely important, but if we fail to get our point across or miscommunicate the information, it often leads to unintended results.

What happens when we do not understand the intended message? How has miscommunication or failure to communicate shaped history? History is riddled with examples of miscommunication that resulted in unwanted consequences. The events at Wounded Knee (1890) between Native Americans engaging in their ancestral ghost dance and U.S. soldiers led to a violent encounter between the two groups. Why? Did both sides understand what the other was doing, or did a lack of understanding lead to violence and chaos?

What happens when miscommunication occurs during war? Students might explore the events of the now-infamous Charge of the Light Brigade during the Crimean War (1853-1856). How did miscommunication affect the battle? What were the consequences of such miscommunication?

Another example of misinformation is the 1898 Spanish-American War. Misinformation and miscommunication led many Americans to blame Spain for the explosion onboard the USS Maine in Havana Harbor. Newspapers ran wild stories about the event. Why did they choose to blame Spain? Why publish such a sensational story? What effect did this story have?

Miscommunication and misinformation can turn countries against each other or turn friends into enemies. Take, for instance, the Bosnian War (1992-1995), which turned Serbians against their Bosnian and Croatian neighbors. What was communicated? Why? What consequences arose as a result? How did Slobodan Milošević's fiery rhetoric cause such miscommunication between the nations? How did it affect friends, family, and neighbors who found themselves on opposite sides of the conflict?

CONCLUSION

The act of communicating with other people, communities, or nations is often taken for granted. Yet, communication and our ability to understand what is being conveyed is a much more complicated story. In order to understand the role communication plays in history, students will have to understand the historical context of what is being talked about during the period. All communication happens as part of a larger story. In order to understand, we need to know what is motivating people to talk, write, and communicate with each other in the first place.

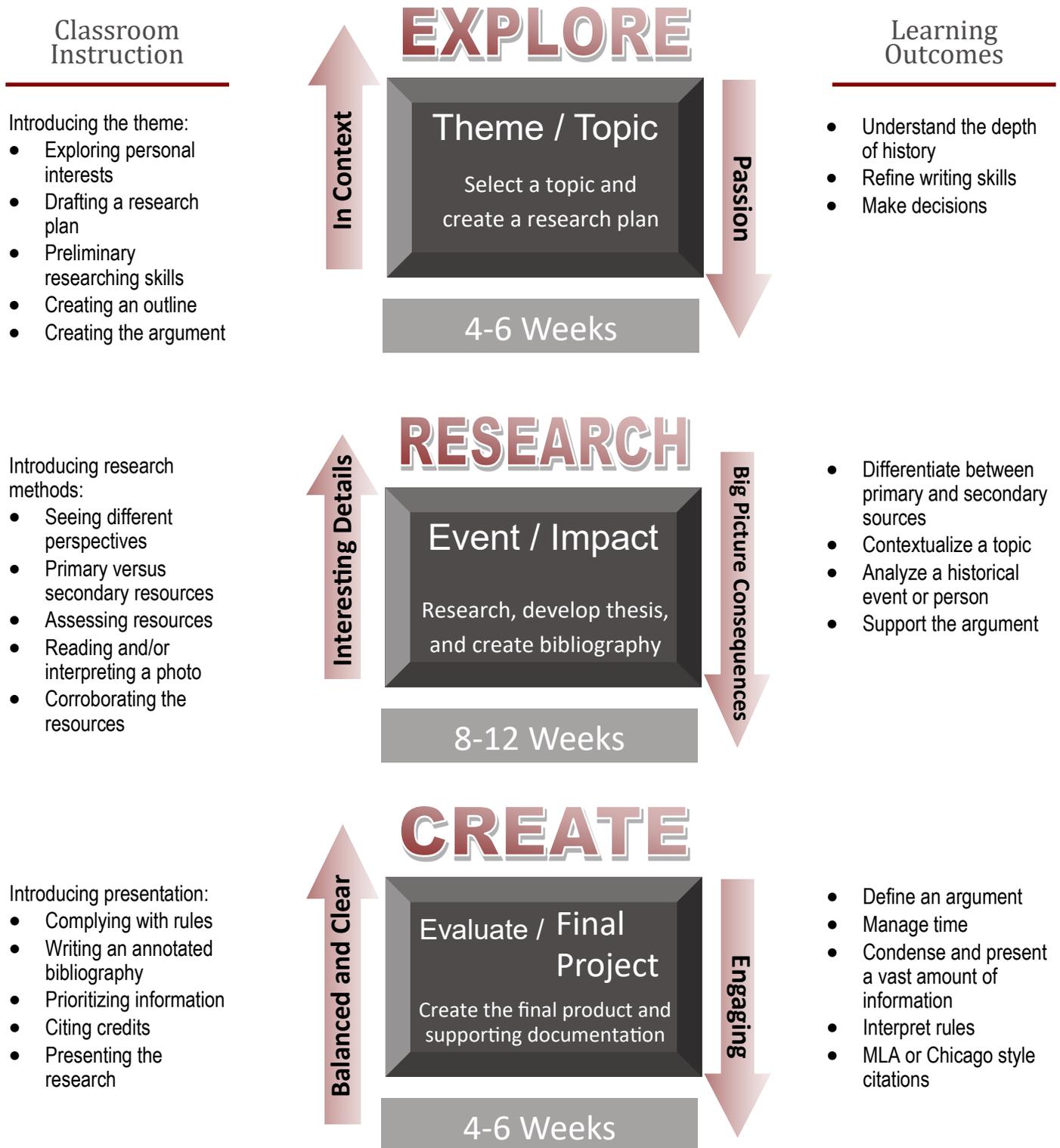
To access more theme resources, go to nhd.org/themebook.

NEBRASKA SAMPLE TOPICS

- The *Omaha World-Herald*
- The *Lincoln Journal Star*
- The *Omaha Star*
- Joseph E. Johnson (newspaperman)
- Thomas Morton (newspaperman)
- William C. Holden (newspaperman)
- Henry Doorly (newspaperman)
- Clara Colby (newspaperwoman and suffragist)
- Rheta Childe Dorr (journalist)
- William Jackson (photographer)
- John Johnson (photographer)
- Solomon Butcher (photographer)
- Thomas Mangelsen (photographer)
- *Meyer v Nebraska*
- Standing Bear
- The Pony Express
- Lewis and Clark and the Corps of Discovery
- The Transcontinental Railroad
- Trans-Mississippi and International Exposition (Omaha 1898)
- US Postal Air Mail Service in Nebraska
- Survival of Native American languages
- Explore the newspaper and manuscript collections at History Nebraska
- To explore more topics in Nebraska history, visit <https://www.nebraskanhd.org/nebraska-history-topics>

Program Specifics

In the Classroom History Day Projects and Skills



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. See this year's guidelines for photographing a physical exhibit or submitting an digital exhibit.

Documentary (Individual or Group)

A ten-minute slide/tape, videotape, or digital movie illustrating a historical issue or event. 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 that focuses on a topic related to the year's theme.

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 their 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 age groups and judged separately just as individual versus group entries are judged separately:

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 onto the district contest.)

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.

What are Students Judged On?

The judge evaluation sheets have five parts:

- Historical Quality
- Comment Area for Strengths & Areas for Improvement
- Clarity of Presentation
- Rules Compliance (varies by category)
- General Comment Area

The Historical Quality and Clarity of Presentation parts of the evaluation are a rubric, stating the requirements for checkboxes “Not Evident” to “Superior”. Judges will be looking for the following:

Historical Quality (80%)

- Historical Argument
- Wide Research
- Primary Sources
- Historical Context
- Multiple Perspectives
- Historical Accuracy
- Significance in History
- Student Voice

Clarity of Presentation (20%)

- Written Material and Visuals
- Technical



(These may change slightly to reflect the nature of the medium).

To see the judge evaluation sheet for each category— go to NebraskaNHD.org/abouthistoryday and click on the blue button with its name.

What is Rule Compliance?

There are general rules that all projects must follow, such as:

- Research
- Plagiarism
- Tampering
- Copyright
- Reasonable Help
- Costumes
- Prohibited Material
- Written Materials, and etc.

Then there are category rules such as:

- Length or Size
- Word Count
- Media Devices
- Crediting Sources, and etc.

The new rule book is available on both the national website (NHD.org) and on the Nebraska website (NebraskaNHD.org/abouthistoryday).

New Book!



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	You conduct the research and develop the analysis and conclu-
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.
- Website category – You must include these required materials with your paper (Paper Rule A4).
- Paper 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 (Figure 4). 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 Thesis Statement

NHD projects should do more than just tell a story. Every exhibit, performance, documentary, paper and website should make a point about its topic. To do this, an argument of the historical impact of the person, event, pattern or idea presented is essential. The point made in the argument is called a thesis statement. A thesis statement is not the same as a topic. 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, and 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 can also be a benefit when co-teaching cross disciplines, lessening the work load of both. 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 are essential to winning...MYTH!

Interviews 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 courses are the most effective.

Project Creation
from the
Student Perspective

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?



PHASE III

Organize Presentation

Check for Balanced Perspective and Historical Context

Create and Polish Final Product



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



Have they shown the relevance of the topic? What changes were made and who was affected?

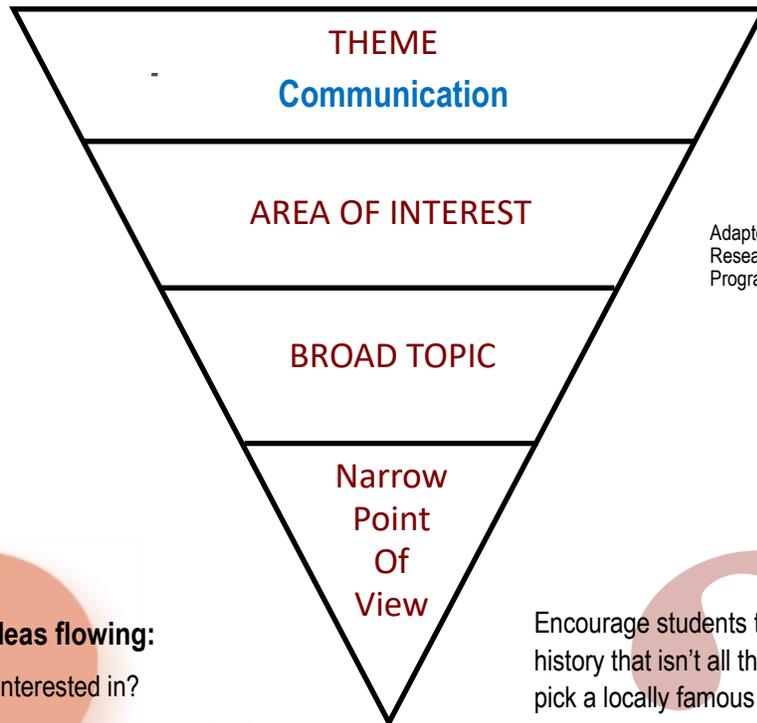


Was there a recheck for spelling and other errors?

Narrowing The Topic

Understand the Theme

The research topic must connect to the [NHD theme](#). The theme changes each year so students don't have to repeat and the 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 occurred and what factors contributed to their development.



Adapted from p. 54, Ch2 A Guide to Historical Research through the National History Day Program

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?

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!

- ⇒ 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.
- ⇒ Preliminary research is necessary to confirm that there is both sufficient and a variety of sources on the topic.

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.

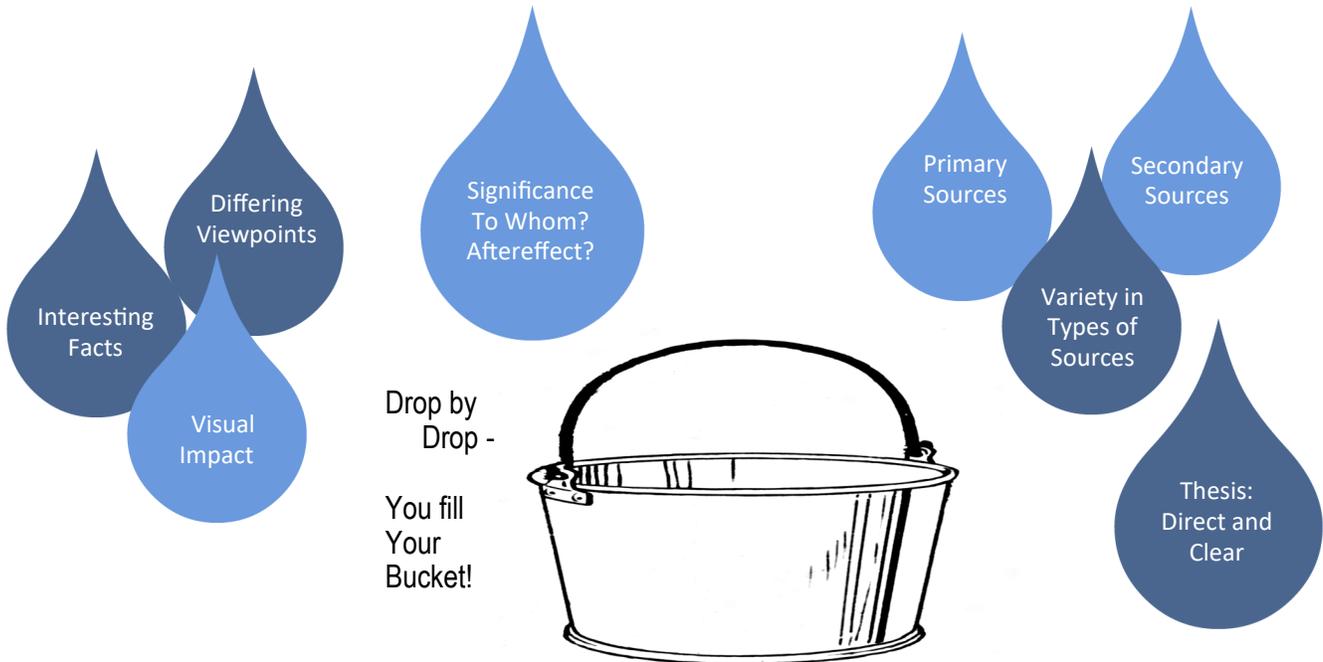


Exhibit Organizer

TITLE		
Historical Context What was happening before? Who were the players and who was resisting? Why was there resistance? When did the shift occur?	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?

What will students use to keep track of their sources?

History Day Note Card

Source # ___

Title: _____

Quote:

Comment:

Paraphrase:

Tags:

Citation:

Annotated Bibliography: WHAT IS IT?



Creating an annotated bibliography lets your reader know what sources you used in the creation of your project. First, a bibliography tells the reader **how many sources you used and the quality and range of sources used in your research**. It provides evidence of the many hours that you spent doing research in libraries, archives, classrooms, and on the internet. Second, the annotation informs the reader **how you used your sources and why they were valuable to understanding your topic**. An annotated bibliography is crucial to the NHD process because it shows judges the scope and depth of your research.

FORMATTING

- Your list should be titled "Annotated Bibliography." Not "Bibliography," not "Works Cited". Put this title in the top center of your first page.
- Divide your Annotated Bibliography into two sections, labeled "Primary Sources" and "Secondary Sources."
- For more detailed information on annotated bibliographies—go to NHD.org/annotated-bibliography

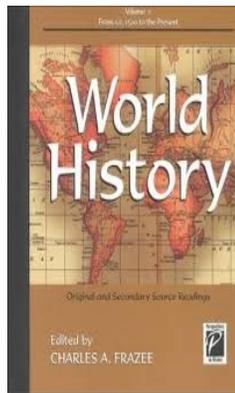
What is the difference between a primary and secondary source?

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:

- Most books about a topic.
- 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).

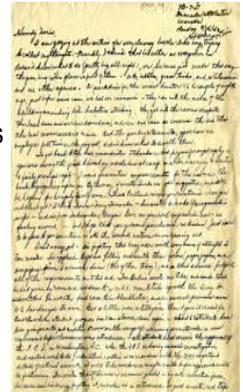


Primary Sources:

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.



Where did you get the information?

Cite as you go!



As a NHD historian you have access to NoodleTools, a web-based program that will help you create a polished, accurate annotated bibliography and also keep track in "note cards" of the quotes and paraphrases and where you found them in your sources.

2021 Guidelines for Creating and Submitting an Exhibit to a Virtual Contest

The 2021 NHD contest year began under very unusual circumstances. **All Nebraska Contests – district and state – will be virtual this year! These guidelines will help you to prepare for creating and submitting an exhibit to a virtual contest. In addition to selecting a category that you like (exhibit is great if you love hands on work!) you need to keep in mind several other aspects:**

- Does your topic lend itself well to this category?
- Do you have the resources available to complete this category? (If you physically construct an exhibit, do you have a good camera to take photos of your exhibit for the virtual submission?)
- If you are part of a group, how will you work together considering socially distancing requirements? And if your school moves to remote learning, will you be able to continue working together?

What is a historical exhibit?

A historical exhibit is a visual representation of your:

- historical argument,
- research, and
- interpretation of your topic's significance in history.

As words are limited on an exhibit, use visuals, such as maps, graphs, charts, photographs, etc. Analyze these visuals to make your argument.

Traditionally, an NHD exhibit is placed on a table for judging. However, for this year, you have two options:

1. to physically construct an exhibit and then take photos of it and follow the guidelines for submitting a pdf.
2. to create a virtual exhibit and follow these guidelines for submitting a pdf.

Talk with your teacher, who can help you choose which option works best for you. Please consult the updated NHD [Contest Rule Book](#) for exhibit rules. Exhibit rules still apply whether you create a physical or virtual exhibit. See pages 30-32 in the updated NHD [Contest Rule Book](#) for exhibit project rules.

The NHD [Contest Rule Book](#) allows you to:

- include a multimedia device in your exhibit (limited to 2 minutes),
- create an exhibit other than a tri-fold board that rests on a tabletop, and
- include supplemental materials on the tabletop.

However, NHD **strongly recommends** that you create a simpler exhibit this year -- a tri-fold board without the extras (if you choose to add multimedia, you can include the link in your virtual submission). Photographed or virtually created exhibits cannot adequately represent physical exhibits that are round, multi-sided, or those with moving parts.

Individual and Group Exhibits

Weigh the pros and cons of working on an exhibit alone or with others before you proceed. If you decide to work with a group, you must follow all social distancing guidelines and preventative measures that apply in your state, county, and school.

Creating and Submitting Your Exhibit Entry

(Step 1 varies depending on whether you are creating a physical or virtual exhibit. Step 2 and 3 are the same no matter which option you chose.)

Step 1 - Creating a *Physical Exhibit*:

After creating your physical exhibit, you must photograph it and use the template below to be sure judges can read and evaluate your exhibit.

- Create a set of slides from your photographs that includes the following:
 - a full photo of your exhibit
 - photographed sections of your exhibit with accompanying text (your student-composed words as well as quotes and citations).
- You may use either of two template options to submit your exhibit. These options provide you with slides to insert photos and text from your exhibit. (Further details can be found on the first page of either slide template).
 - [Google Slides Exhibit Template](#)
 - [Microsoft PowerPoint Exhibit Template](#)
- You may **not** add additional slides. The maximum number of slides is 19 (NE NHD recommends leaving the titles on the slides to assist the judges in navigating through your exhibit slides).
- The minimum font size for student-composed words and quotes is 16 pt on the template (not physical exhibit).
- The minimum font size for source credits is 12 pt on the template (not physical exhibit).

[Click here](#) to view a sample project submitted through one of these templates.

OR

Step 1 - Creating a *Virtual Exhibit*:

Instead of building a physical exhibit, you will build your exhibit with design software. Your virtual exhibit must still comply with all category rules, including word count and maximum size.

- To create a virtual exhibit, you can use any design software. Here are two examples:
 - **Google Drawings** is a free program that allows you to create a virtual exhibit within the maximum size of an NHD exhibit. Using this program will require creating a free Google account if you do not already have one.
 - **Microsoft Publisher** is a program that you may have access to through your school. There is not a free option.

Regardless of which design software you use, **NHD strongly recommends** using the tri-fold exhibit concept. Virtually created exhibits cannot adequately represent round, multi-sided, or moving parts of a physical exhibit.

- Size adjustments can be made, but your drawing may **not** exceed 74-inches wide or 72-inches high. (This page size replicates the maximum dimensions of a tri-fold exhibit). You may make the virtual exhibit smaller, but not larger.
- The *minimum* font size on a virtual exhibit is **20** pt font.
- Here are two templates you are free to use:
 - [Google Drawings NHD Template](#) (74-inch wide x 72-inch high)
 - [Microsoft Publisher NHD Template](#) (74-inch wide x 72-inch high)
 - Both of the templates provided are adjustable (you can make it smaller but not larger). You may adjust or eliminate the black lines on the templates, if desired.

[Click here](#) to view a sample project in the template.

The following steps (Steps 2 and 3) are the same whether you create a physical or virtual exhibit.

Step 2: Prepare to submit your exhibit and required paperwork:

- Export/download your completed exhibit as a PDF.
- Combine your exhibit PDF and required paperwork (title page, process paper, and annotated bibliography) PDF into **a single PDF file.** (Free apps for this include [Small PDF](#) and [I Love PDF.](#))
- **The final PDF document order must be: title page, process paper, annotated bibliography, exhibit template.**

Please see [this example](#) for the correct order.

Please see [this video](#) to learn how to combine your PDF documents into one PDF file.

Step 3: Submit your entry by uploading the pdf through your account in the registration system.

- You must upload a new file for each contest you participate in (for example, you will need to upload a new file if you advance from the district to the state contest).
- If you are working on a group project, only one member uploads the file (the system will automatically connect all members to the uploaded file).

2021 Guidelines for Creating and Submitting a Performance to a Virtual Contest

The 2021 NHD contest year began under very unusual circumstances. **All Nebraska Contests – district and state – will be virtual this year! These guidelines will help you to prepare for creating and submitting a performance to a virtual contest. In addition to selecting a category that you like (performance is great if you love acting!) you need to keep in mind several other aspects:**

- Does your topic lend itself well to this category?
- Do you have the resources available to complete this category? (Do you have the equipment to record a performance? Will your computer or your phone pick up the sound sufficiently? Do you have a stable internet to record on a conference platform?)
- If you are part of a group, how will you work together considering social distancing requirements? And if your school moves to remote learning, will you be able to continue working together?

What is a historical performance?

A historical performance is a 3D visual and audio representation of your:

- historical argument,
- research, and
- interpretation of your topic's significance in history.

Costumes and props are to support and reinforce your historical argument and interpretation.

The NHD [Contest Rule Book](#) allows you to:

- include projection, mp3 players, computer, or other media within your performance
- wear costumes and include props
- perform for 10 minutes

See pages 25-26 in the updated NHD [Contest Rule Book](#) for performance project rules.

Individual and Group Performance

Weigh the pros and cons of working on a performance alone or with others before you proceed. If you decide to work with a group, you must follow all social distancing guidelines and preventative measures that apply in your state, county, school, or country.

Creating and Submitting Your Performance Entry

Step 1 – Recording and Uploading Your Performance

Performances can be filmed on a camera, phone, or online conferencing platform (Google Meet, Zoom, and Microsoft Teams). These are the recommendations but you are free to use any platform you deem appropriate.

- You are required to follow all social distancing guidelines and preventative measures that apply in your state, county, and school. We encourage group performances to use an online conferencing platform to record their performance.

- You can utilize your backgrounds and props, wear any relevant costumes, and get creative. You are encouraged to consider virtual backgrounds and other digital effects. You can elaborate on how you used these elements in the Performance Companion Worksheet.
- Any audio recordings, music, or media should be present in the recording as a part of the performance. There will not be an option to include these elements in the Performance Companion Worksheet.
- Your performances are to be recorded in one take regardless of the recording platform. Do not edit multiple clips together. To show that your performance was one take, we suggest including a clock in your background.
- Once recorded, upload an mp4 file through the One Drive link that will be sent to your private email upon completion of your registration. Links will not be sent to any school email. Supplying a private email address is required. Use the title of your entry to save the file – do not use your name or school.

Step 2 – Completing the Performance Companion Worksheet

All entries must complete the Performance Companion Worksheet.

- You may use either of two template options depending on the software you have available.
 - [Google Docs Performance Template](#)
 - [Microsoft Word Performance Template](#)
- You may not add any more pages but you can remove any boxes or sections you did not use.
- The word count for student composed words cannot exceed 1,270 (applies to the worksheet only).
- The font is to be 12 pt Times New Roman, Arial, or Calibri.
- Photos are to be taken by the student (exceptions are made for when the student is in the photo). Photos are to reflect the actual elements of the performance. Do not use photos of items that were not present during the recording.
- You are not to include a script.
- Leave the Performance Recording Link box blank (on page 1).

[Click here](#) to view a sample project submitted through one of these templates.

Step 3: Preparing to submit your performance and required paperwork:

- Export/download your completed Performance Companion Worksheet as a PDF.
- Combine your Performance Companion Worksheet PDF and required paperwork (title page, process paper, and annotated bibliography) PDF into **a single PDF file**. (Free apps for this include [Small PDF](#) and [I Love PDF](#).)
- **The final PDF document order must be: title page, process paper, companion worksheet annotated bibliography.**

Please see [this example](#) for the correct order.

Please see [this video](#) to learn how to combine your PDF documents into one PDF file.

Step 4: Submitting your entry :

Upload your recording:

- **Enter your video link:** Click on your name in the upper-right hand corner of the registration system and click on “My Profile” which will pull up the “Basic Info” tab. Paste the URL for your documentary in the box labeled “Documentary Link.” Make sure that you click the “Save” button on the bottom left-hand corner of your profile to save your changes. You may upload your documentary to YouTube to create a link, but it is not recommended. For instructions on uploading your video to a Google

Drive and creating a link, click here: [Documentary/Performance Link from Google Drive](#).

- **Upload your paperwork:** Combine your paperwork into a single PDF. The system will NOT accept any file types except PDFs, and you may only submit one PDF per entry. Click on your name in the upper-right hand corner and click on “My Profile” which will pull up the “Basic Info” tab. Where it says “Written Materials” on the right-hand side of the screen, click “Upload File.” Next, click “Choose File” and select your PDF. Click “Upload” and wait for your PDF to upload to the system. Make sure that you click the “Save” button on the bottom left-hand corner of your profile to save your changes.

Note: If you are working on a group project, only one member uploads the file (the system will automatically connect all members to the uploaded file).

You must upload a new entry for each contest you participate in (for example, you will need to upload a new file if you advance from the district to the state contest).

Frequently Asked Questions By Students

Are paper and website entries due before other categories?

Not this year! All entries will be submitted electronically since all contests are virtual. Judging starts approximately 10 days before the awards ceremony for most district contests. See the schedule for each contest.

When and where do I register?

Registration for district and state 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 Nebraska website and in this packet.

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

Due to all contests being virtual, there will not be an interview, hence no schedule.

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 you 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 their account.

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

Judges use the same evaluation form at every level—district, state, and national level. The evaluation form varies from category to category only to adjust to the category rules. Use the rubric on Historical Quality to evaluate your work and the compliance section to make sure you are staying within the rules. Examples of the judge evaluation sheet 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 a 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.

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 you can use from year to year. There is also an option to archive your website after the contest for a small fee.

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, the project can start from any classroom work. Projects started in May of 2020 cannot be used; however, a project in August of 2020 (originating in a writing class, for example) can be used as a basis for a 2021 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. Information for the state contest will be made available at that time on the website NebraskaNHD.org. The state contest awards ceremony will be held virtually on Sunday afternoon (time to be determined) April 25. 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?

No, students must cover their own costs - but with Nebraska contests being virtual, there are no travel costs! If the National Contest is held in person students are expected to cover their own costs for travel, room and board, shipping, etc. (In some cases, schools or community organizations assist—check with your school). We anticipate a stipend of \$50 per student towards the registration fee for those that qualify for the National Contest in 2021.

Are contest fees refunded if a student does not attend?

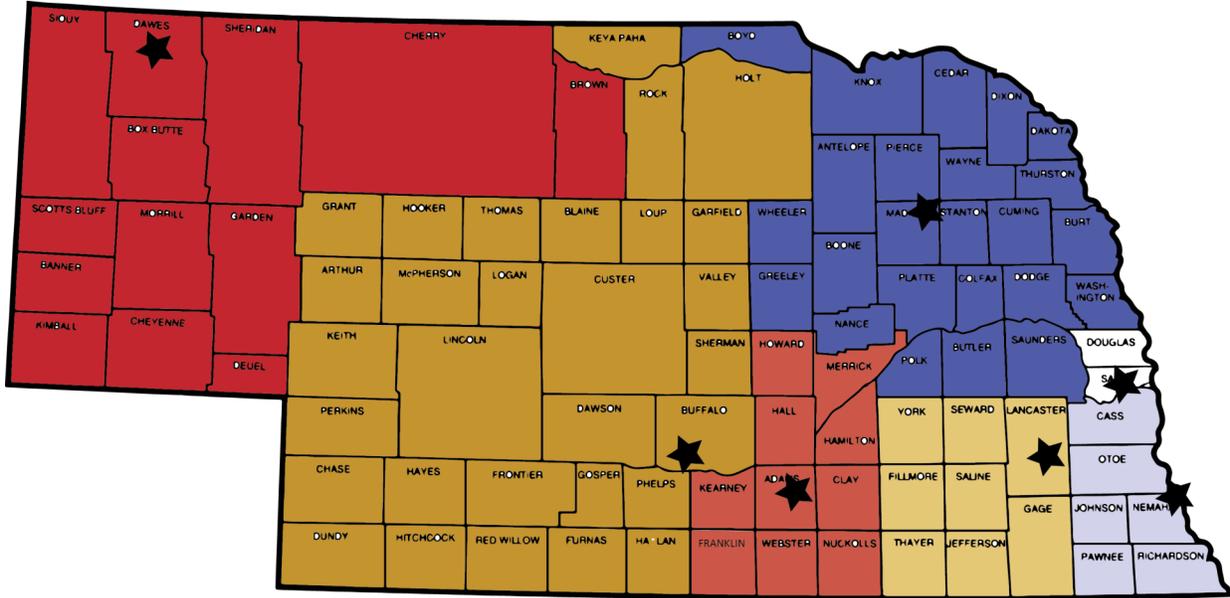
No. Fees are kept at the lowest cost possible so the process of refunding a fee is not cost effective. All members of a group entry are required to pay the registration fee even when contests are in person and not all group members can attend.

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

With a virtual contest there is not an option to observe as everything is happening online. In some cases, the winning entries may be made available for viewing after the contest. When contests are held in person, the public is welcome.

Contest Details

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. Rob Babcock, Hastings College
(402) 461-7415
rbabcock@hastings.edu

Peru District History Day

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

Kearney District History Day

Dr. Jim Rohrer, University of Nebraska-Kearney
(308) 865-8769
rohrerjr@unk.edu

Western District History Day

Moni Hourt
(308) 665-1138
jhourt@bbcwbn.net
Kate Pope
308-432-9079
kdpope@csc.edu

Lincoln District History Day

Dr. Preston Shires, Southeast Community College
(402) 437-2801
pshires@southeast.edu

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

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



2021 CONTEST SCHEDULES

Contest dates may change due to weather or other unforeseen circumstances. Please keep in touch with your district for current dates.

District Contests

District	Hastings
Awards Announcement	TBD
Registration Opens for Teachers	TBD
Registration Opens for Students	TBD
Registration Deadline	TBD
Submission Deadline	TBD
Entry Fee	\$15 per student

District	Kearney
Awards Announcement	TBD
Registration Opens for Teachers	TBD
Registration Opens for Students	TBD
Registration Deadline	TBD
Submission Deadline	TBD
Entry Fee	\$15 per student

District	Lincoln
Awards Announcement	Friday, March 5, 2021
Registration Opens for Teachers	Tuesday, December 1, 2020
Registration Opens for Students	Friday, January 1, 2021
Registration Deadline	Friday, February 12, 2021
Submission Deadline	Friday, February 19, 2021
Entry Fee	\$10 per student (Due March 1)

District	Northeast
Awards Announcement	Friday, February 26, 2021
Registration Opens for Teachers	Monday, January 4, 2021
Registration Opens for Students	Monday, January 11, 2021
Registration Deadline	Friday, February 12, 2021
Submission Deadline	Friday February 12, 2021
Entry Fee	\$15 per student (Due February 19)

District	Omaha
Awards Announcement	Monday, March 14, 2021
Registration Opens for Teachers	Monday, December 14, 2021
Registration Opens for Students	Monday, January 4, 2021
Registration Deadline	Tuesday, February 16, 2021
Submission Deadline	Wednesday, March 3, 2021
Entry Fee	\$15 per student (Due March 3)

District	Peru
Awards Announcement	Friday, March 5, 2021
Registration Opens for Teachers	Friday, January 1, 2021
Registration Opens for Students	Friday, January 8, 2021
Registration Deadline	Friday, February 5, 2021
Submission Deadline	Friday, February 12, 2021
Entry Fee	\$10 per student (Due February 17)

District	Western
Awards Announcement	Friday, March 5, 2021
Registration Opens for Teachers	Wednesday, February 10, 2021
Registration Opens for Students	Wednesday, February 10, 2021
Registration Deadline	Monday, March 1, 2021
Submission Deadline	Monday, March 1, 2021
Entry Fee	\$10 per student (Due March 5)

State Contest

Awards Ceremony Sunday, April 25, 2021
Registration Deadline – Friday, March 26, 2021, 11:59 p.m. Central Time
Submission Deadline – Thursday, April 8, 2021, 1:00 p.m. Central Time
Entry Fee - \$12.00 per student due Friday, April 16, 2021
(No teacher fee)

National Contest

Registration Closes
Tuesday, May 19, 2021, 11:59 p.m. Eastern Time
 The following information is subject to change as the contest get closer.
Submittals and Website Lockout, Friday, May 21, 2021
In Person Contest, Sunday thru Thursday, June 13-17, 2021
Entry Fees:
\$150.00 per student (all group members whether attending or not)
\$60 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.

Historical Sites
And
Museum Information

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.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

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

Admission:

\$6 Ages 4-12, \$11 Seniors/Military, \$12 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.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

Tuesday 10AM-8PM
Wednesday-Saturday 10AM-5PM
Sunday 1PM-5PM
(Closed Mondays)

Admission:

\$7 Ages 3-12, \$8 Seniors, \$11 Adults
Free for members and children under age 2

Location:

801 S. 10th St. Omaha, NE

Contact:

Abby Jung at 402-444-5027 or
ajung@durhammuseum.org



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 Taking a Stand 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

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

Monday-Friday 9AM-5PM

By appointment only

Please contact the curator at least 24 hours in advance to be sure a staff member is available.

Admission:

September 3-May 1: \$4 Students, \$5 Seniors, \$6 Adults
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

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 cultural, history, and ecology of the High Plains.

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

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

Monday-Friday 8AM-Noon, 1PM-4PM

Saturday 9AM-Noon, 1PM-4PM

(Closed 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.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Contact Info:

Johnathan Fairchild, Park Historian
Johnathan_fairchild@nps.gov

Hours of Operation:

Sunday-Friday 8:30AM-6PM
Saturday 9:00AM-6PM

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



**MUSEUM OF THE
FUR TRADE**

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.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

May 1- October 31
Sunday-Saturday 8:00AM-5:00pm
Off-season — By appointment

Admission:

\$5 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.

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.

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://nebraskahistory.pastperfectonline.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://history.nebraska.gov/collections/government-records>.

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.

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.

Hours of Operation:

Monday – Friday 10AM-5:30PM
Saturday 1:00-5:30pm
(Administrative Building 8am-5pm Monday thru Friday
And 10-4 Saturday)
(Closed Sundays)

Location:

131 Centennial Mall North, Lincoln, NE 68508
<https://history.nebraska.gov>
402.471.4782

Admission Free



Hastings Museum is the largest municipal museum between Chicago and Denver. It features a super screen 3D 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 Museum's newest permanent exhibit, 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 5% of museums in the country accredited by the American Alliance of Museums. For more information and events, see HastingsMuseum.org.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Hours of Operation:

Tuesday-Thursday 9am-5pm
Friday-Saturday 9AM-8PM
Sunday Noon-6pm
(Closed Mondays)

Admission:

\$6 Child, \$7 Senior, \$8 Adult

Location:

402.461.2399
1330 N. Burlington Ave., Hastings, NE 68901
museum@hastingsmuseum.org

Contact:

Teresa Kreutzer-Hodson,
collections@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.

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Contact Info:

Erin Hauser
(402) 443-3090

Hours of Operation:

Sunday-Monday: Closed
Tuesday-Saturday: 10 am - 4 pm

Admission

Free

Location:

240 N Walnut Street
Wahoo, NE 68066

Historical Services, Sites, and Museums in Nebraska

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

*Due to COVID-19, please check with the museum for online resources and possible changes to in-person hours.

Knight Museum and Sandhills Center

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

The Great Platte River Archway Monument

I-80 Exit 272
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
njhs@jewishomaha.org
www.nebraskajhs.com/hen.php
402-334-6442

University Archives University of Nebraska - Omaha

Omaha, NE 68182
<http://library.unomaha.edu/research/archives.php>
402-554-2362

Great Plains Welsh Heritage Project

307 S 7th St. , Wymore, NE 68466
www.WelshHeritageProject.org
402-421-8192

Old West Trails Center

301 Main, Odell, NE 68145
trailscenter@doidecom.net
www.visitodell.org
402-766-3700

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

Hudson-Meng Education and Research Center

1811 Meng Dr, Crawford, NE 69337
308-432-0392

Rock Creek Station State Historical Park

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 68847
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 Rd 75 , Bayard, NE 69334-0680
www.nebraskahistory.org/sites/rock
308-586-2581

Peru Historical Foundation

Peru, NE
402-872-5865

Nebraska Prairie Museum

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

Oregon Trail Museum Association

190276 Old Oregon Trail, Gering, NE 69341-0027
<http://www.nps.gov/scbl/historyculture/visitcenter.htm>
308-436-9700

Agate Fossil Beds National Monument

301 River Road, Harrison, NE 69346
308-436-9760

Dawes County Historical Museum

341 Country Club Road, Chadron, NE 69337
308-432-4999

Legacy of the Plains Museum

2930 Old Oregon Trail, Gering, NE 69341
info@levacyofthepains.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.lynnch@boystown.org
www.boystown.org
402-498-1186

Landmarks Heritage Preservation Commission

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.mahsmidlands.org
402-651-0442

Genoa U.S. Indian School Foundation, Inc.

209 E Webster St., Genoa NE 68640
sjs3@frontiernet.net
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 W Hwy 20, Crawford, NE 69339
308-665-2919

Crawford Historical Society and Museum

341 Second Street, Crawford, NE 69339
Crawfordmuseum.org
308-665-1732

International Quilt Study Center and Museum

1523 N 33rd St, Lincoln, NE 68503
http://www.quiltstudy.org/
402-472-6549

Trailside Museum of Natural History

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

Do you like Nebraska NHD?

If so.. make it official and
us on **FACEBOOK!**



FIND US AT NebraskaNHD

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 based in Lincoln, NE. Established in 1981, NE:NHD offers academic programs that engage middle- and high-school students throughout Nebraska annually 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 at Nebraska Wesleyan University in Lincoln. Top ranking state contest projects have the opportunity to advance to 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. NE:NHD is sponsored in part by Nebraska Wesleyan University, Humanities Nebraska, Dillon Foundation, NEBRASKALand Foundation, Nebraska Press Association Foundation, and the History Nebraska. The following institutions sponsor district contests and distribute curriculum materials: 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.

Where can you go for additional information?



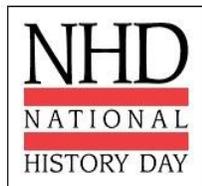
The Nebraska website: NebraskaNHD.org

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 for Nebraska
- Downloads of the Theme and Rule book

Follow the Twitter Account: @Nebraska NHD and Facebook: [nhd.nebraska](https://www.facebook.com/nhd.nebraska)

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