



2020 NATIONAL HISTORY DAY

BREAKING BARRIERS IN HISTORY

NEW YORK CITY HISTORY DAY INFORMATION PACKET

“Participating in New York City History Day was a completely new experience for me. It was long and intensive research; it was creativity and innovation. Of course, it was a competition that all participants wanted to win. But above all, it was a fun learning experience. I learned so many life skills doing this project—gathering data, making theses, interview etiquette, and teamwork.”

- Rhenecia Perry (student)

Program Overview

New York City History Day is the regional division of *National History Day*, an education program that invites students in grades 6-12 to participate in the discovery and interpretation of history. Through this months-long academic program, hundreds of middle and high school students from the city’s public, parochial, and independent schools undertake creative history research projects in response to an annual theme determined by *National History Day*. This year, students will present projects based on the theme, “Breaking Barriers in History.” Utilizing primary resources, students discover and interpret historical topics, and learn to express themselves through projects in various formats, including exhibit boards, documentaries, websites, papers, and performances.

On **Sunday, March 1, 2020**, nearly 500 students from across the city will present their final research projects to a panel of volunteer judges at the Museum of the City of New York. An awards ceremony will be held on Thursday, March 12, 2020.



Ready to learn more?

Join us at the Museum of the City of New York
for a History Day workshop!

Visit: www.mcny.org/historyday

Questions? Please contact Hannah Diamond,
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HISTORY DAY FACTS

Levels of Competition

- New York City History Day: March 1, 2020 – Museum of the City of New York
- New York State History Day: April 27, 2020 – The Farmers’ Museum and Fenimore Art Museum, Cooperstown, NY
- National History Day: June 14-18, 2020 – University of Maryland, College Park

Divisions

- Junior Division: 6th– 8th Grade
- Senior Division: 9th– 12th Grade

Entries

- Individual entry (historical papers may only be done individually)
- Group entry (2-5 students)

Cap-size Per School

- 3 entries per category (individual and group) in each division

Each Project Must Have a...

- Process paper
- Annotated bibliography

Advancing

- First and second place in each category in each division (individual and group) advance to the next level of competition

Judges

- Students present their work to a panel of judges.
- Volunteer judges range from professors and city government officials to curators, museum educators, and teachers.
- Judges interview students, complete rubrics to evaluate student work, and select entries to win special prizes and advance to the next level of competition.

HISTORY DAY PROJECT CATEGORIES

Historical Paper: A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules.

Exhibit Board: An exhibit is a visual representation of your research and interpretation of your topic's significance in history, much like a small museum exhibit. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

Documentary: A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance, much as professional documentarians do. The documentary category will help you develop skills in using photographs, film, video, audiotapes, computers, and graphic presentations. Your presentation should include primary materials and also must be an original production. This should NOT be a Power Point presentation.

Performance: A performance is a dramatic portrayal of your topic's significance in history and must be original in production. It should be scripted based on research of your chosen topic and should have dramatic appeal, but not at the expense of historical information.

Website: A website should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual descriptions, interpretations, and sources to engage and inform viewers.

For additional information and examples of projects, as well as the full Contest Rule Book and *National History Day 2020 Breaking Barriers in History* theme book, please visit www.nhd.org/.

SUGGESTED TIMELINE FOR STUDENT WORK

Month	Middle and High School
<p><i>September and October:</i> <i>Exploring the Theme</i></p>	<p>Introduce the theme.</p> <p>Consider how the theme fits into the class curriculum.</p> <p>Begin considering sources to support student projects on <i>Breaking Barriers in History</i></p>
<p><i>October and November:</i> <i>Selecting a Topic and Conducting Background Research</i></p>	<p>Help students decide if their project will be done individually or as a group. Support students in choosing a topic. Guide students in reading a variety of quality sources. Help students narrow and ask research questions of the topic.</p>
<p><i>November and December:</i> <i>Analyzing Sources and Thesis Creation</i></p>	<p>Encourage students to research and read a variety of sources including primary and secondary sources.</p> <p>Students begin analyzing sources.</p> <p>Help students develop a thesis. Explain formulating an interpretation and presenting research. Introduce the possible methods of presentation: Website, Performance, Exhibit, Documentary, or Paper.</p>
<p><i>December and January:</i> <i>Creating the Projects</i></p>	<p>Set aside class time for students to piece together their projects.</p>
<p><i>February</i></p>	<p>Deadline to register for <i>New York City History Day</i>. <i>Feb. 3, 2020 is the deadline to register in all categories and the submission date for certain categories. Check mcny.org/historyday for more information.</i></p>
<p><i>Sunday, March 1</i></p>	<p>Competition Day! Come to the Museum of the City of New York to present your project to a panel of volunteer judges.</p>

STEPS FOR CREATING A HISTORY DAY PROJECT

1. **Understand the Theme:** Think about what is required for a historical topic to be labeled a turning point.
2. **Selecting a Topic:** Choose a topic of interest that relates to the theme. Identify the turning point's impact.
3. **Asking Questions:** Determine central questions about your topic that relates to the theme. The questions should address what you can learn about your topic through research.
4. **Finding Sources:** Begin by referring to encyclopedias and history textbooks to find an overview of your topic. These sources should ultimately help you develop a bibliography.
5. **Drafting a Thesis Statement:** The thesis should present an argument or a point of view about the topic. The thesis should be an answer to the central question.
6. **Doing Archival Research:** Support your thesis with evidence! Find a range of primary and secondary sources about your topic and select sources that will best help you develop your argument.
7. **Re-evaluating the Thesis:** After reading more sources, review the thesis statement you drafted and make revisions.
8. **Creating an Outline:** Think about the order in which you will present your argument and evidence. Also, remember to incorporate a conclusion. Make final selections of which primary and secondary sources will draw from to support your thesis.
9. **Organizing and Designing the Project:** How will you convey your information? Compose a draft of your paper or your project, and plan to revise it several times for focus, clarity and coherence. Think about how you will combine written text and visuals to illustrate your thesis and how your overall presentation will help guide the viewer / reader through your argument.
10. **Recapping your Work:** Write a process paper and an annotated bibliography and prepare for your interview with judges. The process paper should explain your approach to your research and how you selected your topic and category. Your bibliography should cite and annotate all the sources you used. Review your entire project as well as your process paper and annotated bibliography to prepare for your interview with judges.

New York City Sample Topics: “Breaking Barriers in History”

- First Encounters: the Lenape and Henry Hudson
- The Flushing Remonstrance: Religious Tolerance in New Amsterdam
- The Wall of Wall St.: Power and Boundaries in Early New York
- Revolutionary New York: Occupation, Destruction, and Rebirth
- Getting Free: Slavery and Gradual Emancipation in New Amsterdam and New York
- Tammany Hall—Necessary or Corrupt?
- Nativist New York: The Know-Nothing Party vs Immigrants
- NYC’s Chinatown and the Page and Chinese Exclusion Acts
- Laying out the Grid
- 1898: Consolidating the City of Greater New York
- The Triangle Shirtwaist Tragedy and Reform
- The Shirtwaist: Fashion and Freedom
- Margaret Sanger, Anthony Comstock, and Public Morals in New York
- Prohibition and Repeal: Alcohol and Politics in the 1920s
- The Harlem Renaissance: Art from Struggle
- Jazz in the Big Apple
- Marcus Garvey and the Birth of Black Nationalism
- Labor Organizing in New York: Garment, Transport, Waterfront, Sanitation
- Building the New York City Subway
- Breaking Ground: Robert Moses, the Parks Department, and Urban Renewal
- Redlining and Fair Housing Activism in Greater New York
- Jackie Robinson and the Brooklyn Dodgers
- Protest and Policing—the “Harlem Riots” of 1935, 1943, and 1964
- The Women of the Long Civil Rights Movement in New York
- Boycotting Schools: Direct Action against Segregation
- Malcolm X and the Nation of Islam
- Forging Ahead: Shirley Chisholm
- The Nuyorican Poets Café and Puerto Rican Literature in New York
- Organizing Spanish Harlem and the South Bronx: The Young Lords
- The Black Panthers in New York City
- Beyond Stonewall: LGBTQ Organizing in NYC
- The Fight for Hostos, Struggling Against Fiscal Austerity
- Out of the Fire: The Birth of Hip Hop
- ACT UP: Responding to the AIDS Crisis
- Global Capital of Finance: Making the New York Stock Exchange