

History Day Hawai'i DOE Standards Alignment

Overview

Hawai'i History Day is a year-long history education program that invigorates the teaching and learning of history. An affiliate of National History Day®, Hawai'i History Day is a theme-based, research-oriented curriculum framework in learning history that culminates in the production of a History Day project. The History Day program is open to all students in grades 4-12 in public, private, charter, and home schools across the state of Hawai'i. Students produce a History Day project in one of five categories: essay, website, documentary, exhibit, or performance. Projects in any of the above categories can be submitted in 'ōlelo Hawai'i. Projects are centered around a yearly theme and can be presented in the community in History Day fairs across Hawai'i.

The History Day program stands as a curriculum framework which aligns with Hawai'i's Social Studies and English Language Arts standards. The effectiveness of History Day is reflected in recent research findings (https://nhd.org/wp-content/uploads/2022/09/NHDRReport_Final3.pdf), which indicate that History Day students outperform their non-History Day peers across all subject areas.

Hawai'i Core Standards for Social Studies (HCSSS): Inquiry Standards

	Inquiry Standard	How History Day Addresses the Standard
Anchor Standard 1	Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
		Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
		Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
		Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
		<ul style="list-style-type: none"> • Developing compelling research questions around a chosen topic is one of the first steps in doing History Day. When choosing a topic, students must keep in mind whether the questions they ask are significant enough to have observable effects on people, places, or ideas over time. • In developing research questions, students need to connect their area of research to a broader yearly

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		<p>theme from National History Day. In doing this, their projects naturally address enduring themes and issues in the field. Theme examples include: Debate and Diplomacy in History, Turning Points in History, Rights and Responsibilities in History, etc.</p> <ul style="list-style-type: none"> • For a History Day project, students need to have a narrow focus for their chosen topic, which requires them to create supporting questions that address key ideas identified within larger questions. • In developing research questions and choosing a project topic, students are encouraged to think through the implications of their topic on different themes and domains (eg: SPICEE–Social, Political, Intellectual, Cultural, Economic, Environmental), and to frame research questions to address one or multiple themes.
Anchor Standard 2	Gathering and Evaluating Sources	<p>Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content</p> <hr/> <p>Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views</p> <hr/> <ul style="list-style-type: none"> • Research through finding primary and secondary sources and analyzing and evaluating sources are embedded in the process of doing a History Day project. In doing History Day, students must be able to evaluate the credibility of sources they use. History Day emphasizes understanding historical context and being able to evaluate sources from multiple perspectives. History Day also requires students to use multiple sources of information which students evaluate and use to support their claim or offer counter-claims.
Anchor Standard 3	Creating Claims	<p>Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both</p> <hr/> <p>Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims</p> <hr/> <ul style="list-style-type: none"> • Developing claims (a main claim and subclaims) are embedded within the History Day process, as students need to develop a thesis statement and sub-claims. Students need to support their claims with specific and multiple sources of evidence. • Students must acknowledge multiple perspectives in their research, and thus can articulate counterclaims while providing specific evidence supporting counterclaims, while still supporting their project thesis with more compelling evidence.

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Anchor Standard 4	Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
		Inquiry Standard SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
		<ul style="list-style-type: none"> History Day projects can use different mediums to present student research. These finished projects can be presented as essays, exhibit boards, websites, documentaries, or performances. Students who participate in History Day fairs can orally present their project through required interviews with judges. This oral presentation component is an additional required component in the process of entering a project into a fair. Students who participate in History Day fairs thus use a minimum of two formats for presenting aspects of their work—the required process paper (written), and the oral interview (oral). Projects presented through exhibit board, documentary, and website format also have these mediums as an additional (primary) way of presenting their project, which is based on a historical argument.
Anchor Standard 5	Taking informed Action	Inquiry Standard SS.6-8.5.1 Identify local, regional and/or global problems or issues using interdisciplinary lenses
		Inquiry Standard SS.6-8.5.2 Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
		Inquiry Standard SS.6-8.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
		Inquiry Standard SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation

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		<ul style="list-style-type: none"> • The History Day framework gives flexibility for teachers/students to choose topics that can be local, regional, national, or global. Themes are broad enough to apply to a wide variety of topics. Teachers can determine topic limitations or leave it completely up to the student to determine their History Day project topic. • Embedded within the History Day process is identifying a problem or issue and explaining the way it has been or is being addressed. This standard can be addressed in different elements of the History Day project, from establishing historical context, developing a thesis, etc. • History Day projects can be shared at the class and school level through showcases and school fairs. Projects can also be entered into district fairs and may advance to State or even National levels. • History Day projects can be showcased in the community (libraries, museums, historical organizations, airports, government institutions, banks, etc) or other organizations (depending on topic). Presentation of these projects and participation in student panels or extending the scope of History Day project presentations in the community can add another layer to the experience.

Hawai'i Common Core Standards for English Language Arts: Anchor Standards

	Reading Anchor Standards	How History Day Addresses the Standard
	Key Ideas and Details	
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> • For essay projects, students are required to cite specific textual evidence using in-text citations. • Students must use primary and secondary source documents to support their claims, which they articulate in the presentation of their project. Sources include text documents, and students often draw from specific key words or phrases in these documents which provide the evidence they use to support their claims. • All project types require an annotated bibliography, in which students cite specific sources and explain the ways in which the sources were used in supporting their claims or illustrating particular points in their projects.
R.2	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • Under direction of their teacher, students use specific and effective note-taking strategies in the process of gathering their sources for their History Day project. In compiling sources, students will need to summarize key details and ideas that support their argument, which they often do in their note-taking.
R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> • Students need to understand, interpret, and evaluate sources of information in support of their claims. This entails identifying key individuals, events, and ideas in text and analyzing not only the development and interactions of those individuals, events, and ideas over the course of a single text, but in relation to multiple texts (multiple sources) that will all be synthesized in support of their claim.
	Craft and Structure	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • In a History Day project, students must conduct research and analyze their sources. In conducting their research, students must be able to read and interpret each source to determine the technical, connotative, and figurative meanings of words as they are used in the source in order to interpret the meaning of the source content. • In addition to determining the technical, connotative, and figurative meanings in the language of a source, students must also interpret additional layers of meaning drawing from understandings of historical context and perspective. • In addition, students must be able to evaluate whether the sources they find in their research can be used to support their claim, and thus, will need to identify, analyze, and evaluate the meaning and tone of specific word choices in the sources they find.

R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> • In a History Day project, students must develop the ability to analyze the structure of texts both in the process of conducting their research, analyzing the structure of written sources they found, and also in the process of putting together their History Day project. Historical texts may be causal (looking at cause and effect relationships) or sequential/chronological, or both. Depending on source type, there may be other types of text structures that students will need to analyze. • In producing their History Day projects, students will need to determine how their information is structured, and thus, they will need to think critically about the way in which they organize their text elements in order to clearly present their information.
R.6	Assess how perspective or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • In a History Day project, students must analyze their sources. This process includes determining who created the source, when was the source created, and the intention or purpose of the source. • Students must also be able to understand and explain the historical context, and how the time and circumstances in which a source is created affects the perspective, content, and style of the text in the source. • Students must be able to articulate multiple perspectives within the time period they are researching, as well as analyze changes in perspectives over time.
Integration of Knowledge and Ideas		
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> • In doing their research for History Day, students are encouraged to find and use primary and secondary sources in a variety of formats, including visual (videos, images, maps, etc) as well as quantitative (charts, graphs, numerical records, etc). Students will need to analyze and evaluate the information from these sources and integrate them into their project in support of their thesis.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> • Evaluating arguments and claims in text is embedded within the process of doing History Day, as students must identify arguments and determine the validity of the reasoning in the sources they find. In addition, students must ensure the sources and reasoning they apply are credible, as those sources will be used in supporting their own claims. • Students use MLA or Chicago format to create an annotated bibliography in their path of collecting evidence. The validity of the sources they use is considered by judges and teachers who review student projects. The relevance and sufficiency of evidence (sources) are also important factors in the evaluation of History Day projects.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<ul style="list-style-type: none"> • Students are required to find and utilize multiple sources that address the topic and theme they choose in the production of their History Day project. Students need to compare and evaluate sources they find as part of historical analysis. Ideally, students will use multiple text sources in order to support their arguments ("build knowledge"). A greater number of sources should be able to create stronger support or offer depth and nuance in supporting the students' claims, and thus, students are encouraged to find and analyze a significantly greater number than two written sources when completing a

		History Day project.
	Range of Reading and Level of Text Complexity	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> Students will need to be able to read and comprehend complex texts from the historical sources they researched. They convey this understanding through the product they produce for their project and the way in which they use their sources to develop their thesis and support their claims. In addition, the History Day project requires an annotated bibliography. This bibliography includes a short explanation on how the student used each source of information they cited. This annotated bibliography can serve as one specific indicator (among many) of student comprehension.

Writing Anchor Standards		How History Day Addresses the Standard
	Text Types and Purposes	
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> In a History Day project, students must write a thesis statement based around a research question that the students develop themselves. As part of the research process, students must find and use primary and secondary sources and analyze them in order to support their thesis statement. Students must be able to determine the credibility of their research sources. Students must be able to find and use multiple sources of information and are encouraged to use a variety of source formats including articles, quotes, images, videos, interviews, etc. Student research questions are based around a historical topic and must address a specific theme. Students must articulate the significance of their topic (why it matters) and explain short and long term historical effects.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> As part of the History Day process, all students must write a thesis statement which they must support using multiple sources which they find, select, analyze, evaluate, synthesize, organize, and present. Students must also be able to select and organize information they find to communicate historical context, convey multiple perspectives, and articulate short and long-term historical impacts of their chosen topic. Students must organize their information in a clear way in order to produce an effective History Day project that can be understood when viewed by a variety of different audiences (fellow students, professors, judges, members of the public).
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event	<ul style="list-style-type: none"> As part of the History Day process, all students must write a short, reflective Process Paper which they include with their project. This Process Paper explains the process of selecting their topic and outlines the process they followed in researching and

	sequences.	developing their project.
	Production and Distribution of Writing	
W.4	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> • In the process of developing their arguments, we encourage teachers to give students feedback and build in opportunities for students to revise, edit, and rewrite before producing their final product (essay, exhibit, documentary, website, performance). • Students may need to revise, edit, update, or rewrite their thesis statement as they research more deeply and find additional sources of information in the course of their research. • If entering into the district fairs, students will receive written feedback from judges that can be used in editing, revising, updating, or changing their project.
W.5	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.	<ul style="list-style-type: none"> • Use of technology is required and strongly supports students in all parts of their History Day project. Technology must be used in the production of writing components of the History Day project (essay, process paper, annotated bibliography) and is essential in the production and presentation of History Day projects in all formats (essay, exhibit, documentary, website, performance).
	Research to Build and Present Knowledge	
W.6	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.	<ul style="list-style-type: none"> • In a History Day project, students must write a thesis statement based around a research question that the students develop themselves. Students usually generate multiple questions to start and narrow these questions in the process of selecting a project topic. • As part of the research process, students must find and use primary and secondary sources and analyze them in order to support their thesis statement. These research resources can be accessed through physical documents (accessed via books, articles, libraries, archives, etc) and digital platforms (online archives, databases, electronic publications, etc). • History Day strongly adheres to the expectation that students will avoid plagiarism. Plagiarism is prohibited and we encourage students to develop the understanding of what constitutes plagiarism, and self-monitor. Additional layers of monitoring for plagiarism are put into place by teachers and judges. • As History Day involves research, analysis, and historical argumentation, rather than just summarization, the process of doing a History Day project entails critical thinking and deeper levels of understanding beyond comprehension of a single source of information.