Welcome!

Facilitating Student-Directed Research through National History Day

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Session Objectives

→ **Introduce** Utah National History Day
→ **Discover** scholarly research resources and curricular connections
→ **Share** tips and educational tools to overcome potential obstacles implementing a long-term and rigorous research project
Inspiring students through the power of history

https://history.utah.gov/utah-history-day/
What is History Day?
Annual Theme 2020

National History Day 2020

Breaking Barriers In History
Choice & Voice

Topic Choice
Local, National, & World History

Creative Choice
Exhibits, Documentaries, Performances, Papers, Websites

Student Voice
Personal Interests, Heritage, Making Connections
History as Vehicle for Vital Literacies

➔ Historical Literacy
➔ Internet Literacy - Fake News
➔ Critical Thinking
➔ Sourcing
➔ 26 Common Core Objectives
Downwinders: Falling Out with the Government Over Fallout From the Sky
Project Sample
Project Sample

Dam It All: The Echo Park Dam Controversy

Panoramic of Echo Park. (Reddit, 2016)

Ella Whitesides

Dam It All: The Echo Park Dam Controversy
Junior Division
Individual Website
Student Composed Words: 1,177
Benefits to Librarians and Library Programs

- Collaborate with teachers
- Teach research skills in an engaging context; not in isolation
- Utah Core Standards for Library Media
- Prepare students for rigors of college
- Partner with public and academic librarians, museum specialists, and community
Benefits to Librarians and Library Programs

- Promote databases and primary and secondary sources that encourage deep - not cursory - research
- Mentor to students and teachers - model best practices
- Advocacy for library program
- Direct impact on student learning with evidence to share and celebrate
Break Barriers to Encourage Participation

➔ Find a champion at your school (doesn’t have to be a history teacher)
➔ Provide scaffolds, templates, and supports for all learners
➔ Have high expectations, but celebrate where your students are; for some, this may be their first research project
➔ Start small and let the successes build momentum
How Can Public Librarians Help?

- Local Historical Books
- Databases
- Museums and Archives
- Archived newspapers, articles, collections
Public Librarians Know People!

Local Organizations & Special Interest Groups

Unique Sources!

Descendants reflect on Chinese rail workers.
Standard-Examiner, May 10, 2019

Interviews & Information
Tools and Essentials for Successful Projects

Databases

- EBSCO: Elementary Schools
- EBSCO: Middle Schools
- EBSCO: High Schools
- EBSCO: Educators
- World Book Online
- Gale Kids InfoBits
  Grades K-6
- Gale Research in Context
  Grades 6-8
- Gale Reference Collection
  Grades 9-12
Tools and Essentials for Successful Projects

Database supports and features to help all students

- Lexile
- Listen
- Translate

- Save to Google Drive
- Highlight
- Citation tool
Tools and Essentials for Successful Projects
Choosing and narrowing a topic

Gale Kids InfoBits
Grades K-6
Gale Research in Context
Grades 6-8
Gale Reference Collection
Grades 9-12

TOPIC FINDER
Use the Topic Finder to discover the context of your search term and uncover hidden connections.
Tools and Essentials for Successful Projects

InfoTrac Student Edition
Periodical database designed for high-school students with access to a variety of indexed and full-text magazines, newspapers, podcasts, and reference books for information on current events, the arts, science, popular culture, health, people, government, history, sports and more.
Tools and Essentials for Successful Projects

Database supports and features to help **all** students

- Platform to organize research
- Encourages deeper thinking and synthesis
- Promotes original work
- Notecards and outlines
- Creates bibliography from cited sources
- Can share work with others and with instructor
Bibliography Sample
This book examines oral histories of Pearl Harbor, both from those who were present at the attack and from people who served in the military and in the United States. Reading first-hand accounts of the attack has allowed me to better understand how significant it was that Car's account took place, especially given the fear and panic in which many Americans were caught.


This editorial reflects the author’s thoughts that Americans should be more involved in the process. This improved my understanding of the way in which Coleman supported involvement and expressed no regard for Japanese American rights.


This editorial reflects on the fact that Japanese Americans were rounded up in their constitutional rights was in significant amount, which allowed me to appreciate the true impact and scope of Car's concern on the issue as an editorial.

Secondary Sources

This book examines the process by which Japanese internment was developed and carried out, and provides additional information concerning the role that state governors played in the process of transferring Japanese Americans.


This book focuses specifically on the Amache internment camp located in Granada, Colorado, and briefly discusses the impact Car's actions had in taking a stand against Japanese internment. As one of the first sources I looked at, it provided a basis from which to do further research on the topic.


This book focuses more broadly on the history of Japanese Americans in Colorado, but highlights a significant portion of its discussions of World War II in Car's actions. It provides a comprehensive overview of Car's actions from sources who experienced the impacts of internment firsthand and helps me to better understand the impact it had on the Japanese-American community in Colorado that Car took a stand for their rights.


This book specifically discusses Car's first-generation American children and children of Japanese immigrants in the United States. It gives me insight into the significance of Car's actions to American decision-makers in the United States, and provides a window into the ways in which Car's actions helped to establish California as a model for the rights of all citizens, regardless of race or ethnicity.


This chapter comes from a collection of articles published by historian Bill Resnick, who was involved in the Black Mountain campaign during World War II. It discusses Car's and the internment of Car's actions for the Japanese-American community in Colorado, providing insight into the significance of Car's stand for immigration in the state.


This article provides a detailed discussion on California's stance on Japanese internment, and that helped me to understand the reactions of other states to Roosevelt's executive order. It also allowed me to better understand Car's position on the issue and the significance of his actions.


This article discusses the impact that Car's actions had. It provides a window into the different ways in which Car's actions helped to establish California as a model for the rights of all citizens, regardless of race or ethnicity.


This article provides a brief introduction to the movement of Japanese Americans during World War II, and helps me to understand the foundations of my research for this paper.


Another primary source for Executive Order 9066, this article by the former director of the California Historical Society describes the timing of the Executive Order 9066 on the Japanese-American community. This source yielded insights into the motivations behind the execution of the order, and allowed me to see how the way Car's actions had significant implications for many Japanese Americans.


This chapter gives an overview of internment, including the reasons why it was imposed and the ways in which it was carried out. It provided a strong basis from which to conduct further research on the impacts of internment in these areas, and helped me to gain an initial understanding of the way Car's actions impacted Japanese Americans.


This article introduced me to the Tennessee Valley Authority (TVA) and its particular role in managing the reservoirs and reservoirs, which proved useful to me in analyzing the way
in which the TVA established a president for the Arkansas Valley Authority (AVA), and in turn helped the Senate's appointment of this position.


This book describes Japanese internment in detail, outlining the process by which it began and was carried out, as well as what could have been done about it. I employed this source to gain a better understanding of how internment developed throughout the war, as well as to comprehend the impact that internment had on Japanese Americans.


This source was very useful for examining the inception and implementation of internment. It focuses primarily on Franklin Delano Roosevelt and his role in the process, as well as on many of the other civil rights and military leaders who played significant parts in advocating Japanese Americans.


This was by far the best source that I consulted about Carr's life. The only biography written about Carr to date, this book helped me contextualize many of the events and issues I read about while conducting research in the Colorado State Archives. It was invaluable to my research.


This book describes the role of Villae, people of Japanese descent, in the interior Western states. I found its discussions of Japanese-American migration during World War II particularly useful when evaluating the impact that Carr's stance had on Japanese Americans.


This source was useful for evaluating the changes in Colorado Japanese populations during World War II. Its discussion of the difficulties and inaccuracies involved in counting population provided important considerations as I examined these population shifts.
# Tools and Essentials for Successful Projects

**Digging Deeper**

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Tools and Essentials for Successful Projects
Learning Management Systems
History Day Challenge

Digital Breakout

bit.ly/2VidUMv
Thank you!

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Join the mailing list: bit.ly/2WbrGaq
Slide deck: bit.ly/2E7Ubv9