Alameda County Office of Education – Sheila Jordan, Superintendent

The Alameda County Office of Education

PRESENTS

A HANDS-ON WORKSHOP

INTEGRATING HISTORY DAY
INTO YOUR CLASSROOM

RESEARCHING PRIMARY AND SECONDARY SOURCES

A facilitated forum at the CSU-East Bay library to work directly with students, teachers and parents on History Day projects.

Teachers, students AND parents are encouraged to attend!!

Teachers, students and parents will learn about...

- Use of the CSU-East Bay’s libraries’ extensive collections, from CSU-East Bay librarian Liz Ginno
- How you can get support – for you AND your students – from ACOE and a wide variety of local organizations and individuals

You’ll also get...

- Teachers: guided support to identify standards-linked historical topics related to the History Day theme of “Leadership and Legacy in History”
- Students: guided support from CSU-East Bay librarians to identify topics and to do research for History Day projects
- Parents: suggestions on how to support your children with their projects
- Everyone: a guided tour of the CSU-East Bay main library collections

Saturday, November 15
11:00 AM – 2:00 PM
CSU-EAST BAY MAIN LIBRARY
25800 Carlos Bee Blvd., Hayward

TO REGISTER BY NOVEMBER 11:
Please use the attached form.

FOR MORE INFORMATION, PLEASE CONTACT:

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HISTORY DAY IS…

- a national program in which students prepare projects – posters, exhibits, papers, websites, dramatic performances and documentary films – on a historical theme
- an opportunity for students to improve academic achievement through deep and broad study addressing multiple standards and including tasks such as formulating questions, reading widely and thoroughly, bridging reading to writing, doing primary research, evaluating evidence, organizing, presenting, explaining and defending ideas (think Common Core!!)
- a project-based teaching approach that moves above and beyond book learning
- a form of authentic assessment of young people as historians – and thus an antidote to imposed one-note accountability
- an opportunity for students to research genuine and culturally-relevant topics they care about and that relate to their own sense of self, family and community
- an opportunity for students to learn about people and events central to ongoing struggles for justice and democracy

HISTORY DAY STUDENTS CAN…

- participate as individuals OR in groups of two to five
- choose topics tied to the central theme, then conduct extensive primary and secondary source-based research through libraries, archives, museums, oral history interviews, and even travel to historic sites
- analyze and interpret their sources to draw conclusions about historical significance
- present their work in original papers, websites, exhibits, dramatic performances and documentary films (OR posters, for 4th and 5th graders)
- enter into competitions in the spring at county, state and national levels where their work is evaluated by professional historians, community members and educators.

For 2014-15, National History Day invites students to research topics related to the theme “Leadership and Legacy in History”.

Here are short excerpts describing examples of how students might address this theme:

“What is leadership and what is legacy? In broad terms, leadership is the act of leading: providing motivation, guidance or direction, usually from a position of authority. Leadership also implies the ability to lead—possessing the skills necessary to articulate a shared vision and inspire others to embrace and achieve that vision. Leaders often personify other admirable values such as courage, selflessness, ingenuity and patriotism. Certain traits like ego and confidence are important in a leader; however, such traits may be seen as negative qualities if he or she becomes overzealous or too headstrong. How do you evaluate the legacy of overzealous leaders like Saddam Hussein or Joseph Stalin? Were they leaders or tyrants? Is balance an important aspect to good leadership?”

“Leadership takes many forms. You might immediately think about presidents and kings as leaders, but what about local community representatives and organizers? How about religious leaders, governors, mayors, or business owners? Some leaders are elected, others are appointed, and some seize a position of authority. When it comes to monarchies, some leaders inherit their positions. Of course, leadership requires followers, who follow either by choice or due to coercion.”

“Looking carefully at the impact on society and change over time, you will also need to think about the leader’s legacy. Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments. Legacies sometimes cannot be understood until long after a leader has passed away. Often reformers were considered radicals in their time. Abolitionists, socialists, anarchists, and civil rights activists around the world have seen changes in the world. What change or objective did they set in motion? How did they set out to change the world? Did they succeed? What are the legacies of John Brown, Guy Fawkes, or Karl Marx?”

(NHD website: http://www.nationalhistoryday.org/AnnualTheme.htm)