Pennsylvania's Core Standards and National History Day

This document has been modified to reflect the Pennsylvania Core Standards and correlate them with specific connections to National History Day. It is based upon a document created and shared by Wisconsin Department of Public Instruction, and adapted by 2014 Beneficial NHD Teacher Fellow Elissa Goldberg, Philadelphia middle school teacher and librarian.

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NATIONAL HISTORY DAY AND THE COMMON CORE STATE STANDARDS: CONNECTIONS AND CORRELATIONS

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National History Day (NHD) is a year-long curriculum program for students in grades 6-12. Its methodology includes extensive primary and secondary research into a topic of choice related to an annual theme. Teachers guide students through a project-based learning experience, which pulls together Common Core State Standards for English Language Arts, especially the appendix outlined as Literacy in History/Social Studies, Science, and Technical Subjects, in a meaningful and coherent fashion. National History Day is unique in the sense that it requires both informative and argumentative writing of students who conduct research based on their own questions and interests as they relate to the NHD theme. Annually, students may enter their research project into a national competition that begins at the regional or state level.

In addition to recent research findings (http://www.nhd.org/NHDworks.htm), which indicate that History Day students outperform their non-History Day peers in all subject areas, History Day is an instructional methodology which meets the highest levels of required social studies standards.

KEY
The standard is in **boldface type**.
A one- to two-word description is in **red boldface** (thanks to the Disciplinary Literacy Team at the Wisconsin Department of Public Instruction and Doug Buehl for the wording).

Descriptions of application(s) to NHD are in the right column, highlighted in blue.

PA Core Standard **Anchor Standard**	**(6-8)**	**(9-10)**	**(11-12)**	**Ties to National History Day**
Reading Informational text **CC.8.5.A** **Explicit/implicit meanings**	CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.	CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	% Students must use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research question and thesis.
Reading Informational text **CC.8.5.B** **Main ideas**	CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among key details and ideas.	% Students must analyze primary and secondary resources and determine their main idea to see if it can be used to prove their thesis statement. % NHD has word and time limits to which students must adhere. The skill of determining main ideas in a primary or secondary source is key to keeping to these limitations.
Reading Informational text **CC.8.5.C** **Text relationships**	CC.8.5.6-8.C Identify key steps in a text's description of a process related to history / social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	CC.8.5.9-10.C Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	CC.8.5.11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	% Students use multiple primary and secondary sources to triangulate information to increase the likelihood of accuracy, and consider the best evidence and arguments put forward by source authors. % Students use key steps, details, and cause/effect to both deconstruct and synthesize relationships between events of their topic to create greater understanding and critically evaluate consequences.
Reading Informational text **CC.8.5.D** **Vocabulary**	CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.	CC.8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history / social studies	CC.8.5.11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	% The meaning of words is often embedded in historical context. This is taught as a History Day skill. % Students need to read, understand, and apply often complex vocabulary as they seek to write and prove their thesis.
Reading Informational text **CC.8.5.E** **Text structure**	CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, causally).	CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	CC.8.5.11-12.E Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	% Text structures in history are often causal or sequential. NHD students must learn the difference between these two text structures as well as how to use them in their argument. % The ability to determine text structure aids students as they critically evaluate and analyze information as it applies to their own work.
Reading Informational text **CC.8.5.F** **Author purpose/perspective**	CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	% Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question.

Reading Informational text CC.8.5.G **Visual literacy/ technology**	CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	CC.8.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	‰ Students present their theses and research through multiple formats (e.g., digital media and websites). ‰ Students are not always familiar with the type of format a primary or secondary source may be presented. For example, student researchers are encouraged to collect evidence such as census records and other forms of data related to their topics.
Reading Informational text CC.8.5.H **Argument and support**	CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.	CC.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.	CC.8.5.11-12.H Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	‰ Not only are students expected to take their own stand with a thesis statement, but they must be able to use primary and secondary historical sources to prove it. To do so, they will learn the skills needed to determine the difference between fact and opinion in resources, and work with the text to see where it fits in to what they are claiming. ‰ It isn't enough to just read the information. Students need to identify the supports to the arguments as well. This practice serves as a model for support of their own arguments.
Reading Informational text CC.8.5.I **Multiple texts**	CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.	CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.	CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	‰ Students' defense of their thesis using multiple sources is an integral part of NHD work and presentation. ‰ Students must understand the difference between a primary and secondary source with NHD competition.
Reading Informational text CC.8.5.J **Text complexity**	CC.8.5.6-8.J By the end of grade 8, read and comprehend history / social studies texts in the grades 6 – 8 text complexity band independently and proficiently.	CC.8.5.9-10.J By the end of grade 10, read and comprehend history / social studies texts in the grades 9 - 10 text complexity band independently and proficiently.	CC.8.5.11-12.J By the end of grade 12, read and comprehend history / social studies texts in the grades 11 – 12 text complexity band independently and proficiently.	‰ The use of primary sources in NHD encourages students to read at and beyond their grade level text complexity level. ‰ Differentiation of primary sources used to validate their thesis gives students the opportunity to read texts of higher complexity than what they may be accustomed. ‰ Text complexity, according to the CCSS, consists of qualitative and reader/task measures as well as quantitative measures such as Lexile scores. By tying primary sources into their research, students use different levels of meaning to the task at hand (proving their thesis).

PA Core Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Writing/History **CC.8.6.A** **Argumentative writing**	CC.8.6.6-8.A Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from or supports the argument presented.	CC.8.6.9-10.A Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.	CC.8.6.11-12.A Write arguments focused on discipline-specific content. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.	❖ Students must form thesis statements based on self-directed research questions. ❖ Students must use primary and secondary resources to prove their thesis, based on research questions. ❖ Students must research claims to support (and refute) their thesis. ❖ Students must conclude any presentation with a segment that supports their thesis. ❖ Students must write a process paper that outlines what resources were used, and differentiates between primary and secondary sources. ❖ All of this is in written form (process paper) regardless of the presentation of the final project. ❖ Students must understand all perspectives of an issue as they seek to strengthen the support of their own thesis.

Writing/History CC.8.6.B **Informative/ explanatory writing**	CC.8.6.6-8.B Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	CC.8.6.9-10.B Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	CC.8.6.11-12.B Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	% Students organize research and their writing through rigorous analysis of primary and secondary sources. % Students who choose to write a paper for their presentation must follow expected writing conventions including content-specific vocabulary. % Even students who are creating exhibits, documentaries, websites, and performances will be writing text (scripts, narrations, captions/labels, etc.). Each of these will need to be organized clearly and fit category guidelines. % Students must write using a formal style that refrains from using opinion statements; rather, writing is structured on cause and effect, argument and support. % All projects must have clearly written and stated conclusions that bring closure to the presentation.
Writing/History CC.8.6.C **Task, purpose and audience**	CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.8.6.9-10.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	% Students produce a process paper for each project in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing/History CC.8.6.D **Writing process**	CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.8.6.9-10.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.8.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	% Revision is an essential component of the NHD process. Students can get multiple points of feedback both within the classroom and within the competition cycle. % Students develop a thesis statement, then plan, revise, edit, and rewrite on a topic of historical significance, focusing that which is most significant for a specific purpose and audience.
Writing/History CC.8.6.E **Technology**	CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.8.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	% Students choosing to present via website must use Internet technology as a presentation tool. % Many NHD students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever increasing amount of primary sources that students can find on the web (for example, many universities are putting their archival material online). % Documentary students will be working with technology through the use of digital cameras and editing software. % Many NHD students use online writing tools (such as Google docs/drive, My Big Campus, etc.) to share resources, collaborate with teachers, peers, and others, work through the writing process, and receive feedback.
Writing/History CC.8.6.F **Inquiry and research**	CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.8.6.9-10.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	CC.8.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	% NHD is a research-based project. % Students must decide upon a topic that matches the given NHD theme for the year and conduct wide-ranging research based on original research questions. % Students must use multiple resources including both primary and secondary historical sources, and conduct extensive analysis on their chosen resources for bias, reliability, and applicability to their research question. % As students delve into their topics, they focus or broaden their research as appropriate to their inquiry.
Writing/History CC.8.6.G **Relevant and reliable resources**	CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.8.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and overreliance on any one source and following a standard format for citation.	% Students must be able to distinguish between primary and secondary sources. % Students are expected to use a standard citation format in their presentations, and must turn in an annotated bibliography separating primary and secondary sources regardless of their method of presentation.

Writing/History CC.8.6.H **Evidence for analysis and reflection**	CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.	CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.	CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.	% The vast majority of the texts used in NHD are informational texts rather than literary texts. % Students must use multiple informational texts (primary and secondary historical sources) to prove their thesis.
Writing/History CC.8.6.I **Routine writing**	CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.8.6.9-10.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.8.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	% Work for NHD is broken down into many sections, some specified by teachers, others at the discretion of the student. Some writing is done during brief periods while researching; other writing is completed over a period of time, allowing students to reflect on their writing and utilize the writing process.

PA Core Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Speaking and Listening CC.1.5 Collaboration	CC.1.5.6-8.A Engage effectively in a range of collaborative discussions on grade level *topics, texts, and issues,* building on others' ideas and expressing their own clearly.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade level *topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade level *topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	% NHD students who choose to work in groups instead of individual competition will work on effective participation skills with peers on their chosen topic. % The NHD competition cycle also provides opportunities for students to discuss their scholarship with members of a professional community. % Students are encouraged to seek personal interview sources. % Skills learned as part of the NHD process often include collaborative group analysis for case studies.
Speaking and Listening CC.1.5 Bias	CC.1.5.7.B Delineate a speaker's argument and specific claims by evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.11-12.B Evaluate how a speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	% Students may choose to use speeches as a primary source for their project. Many speeches/interviews with experts and participants are now available online for student research and critical analysis.

Speaking and Listening CC.1.5 **Information analysis**	CC.1.5.6-8.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	% Students choosing presentation types such as exhibits, websites, performances, and documentaries must choose the format and media that best proves their thesis. % All students go through an oral interview with NHD judges at all levels of competition where they must defend their thesis using evidence from research.
Speaking and Listening CC.1.5 **Presentation**	CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and tasks.	% Regardless of the chosen presentation of information, students must make a coherent argument for their thesis through the use of their chosen primary and secondary resources. % NHD enforces rules on word count and time limits, which forces precision in student work.
Speaking and Listening CC.1.5 **Visual aids**	CC.1.5.8.F Integrate multimedia and visual displays in presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	% Students choosing to present via website must use Internet technology as a presentation tool. % Students choosing to present via documentary use programs such as iMovie. % Many History Day students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever increasing amount of primary sources that students can find on the web. % Students choosing to present via exhibit can use multi-media and visual aids in their presentation.
Speaking and Listening CC.1.5 **Speech adaptation**	CC.1.5.6-8.E Adapt speech to a variety of contexts and tasks. CC.1.5.6-8.G Demonstrate command of the conventions of standard English when speaking based on grade 6-8 level and content.	CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.	% Students prepare to respond to questions from NHD judges using proper English when indicated or appropriate.

For more information about National History Day,

please call 301-314-9739 or email info@nhd.org