



# Pasco Students Speak

## RIGHTS & RESPONSIBILITIES

How has a specific group  
had to fight for their rights?



## Pasco History Fair

TEACHES. Inspires. *Prepares.*



# I. What is National History Day?

- National History Day is a program that engages students in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, multimedia documentaries, and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions.



## II. Who participates in NHD?

- Nationwide, **700,000 students** and 40,000 teachers annually participate in National History Day programs. More than 2,000 students from across the country attend the national contest (***from 48 states, the District of Columbia, Department of Defense Schools and American Samoa***).



# The Process

- Research and project development
- Class winners' projects are judged at a school fair.
- School Fair winners move on to District Competition

DATE	
FINAL PROJECT DUE	Friday, January 26, 2024
SCHOOL HISTORY DAY	Friday, February 2, 2024 (students are not required to attend)
PASCO HISTORY DAY	Wednesday, February 21, 2024 (students are not required to attend)
FLORIDA HISTORY DAY Tallahassee, Florida	May TBD (advancing students ARE required to attend)
NATIONAL HISTORY DAY University of Maryland	June TBD (advancing students ARE required to attend)

# IV. What is the 2024 Theme?

- All topics must be related to the National History Day's theme:



## ■ Rights and Responsibilities

- Topics can be from any area of history
- Local, National, World, Sports, Entertainment, Science

# What must students complete

## ■ Process Paper

- 4 paragraphs (types)
- Each paragraph explains the process the student takes.
- Annotated Bibliography
  - All sources used must be formally cited and annotated

## ■ Project

- Project must be from one of the NHD approved categories.
- All categories have rules.
- All projects must reflect what was learned through the research process



# V. What categories can students enter?

■ You may enter one of nine categories:

■ **paper** (individual only)

■ individual **exhibit** or group exhibit

■ individual **performance** or group performance

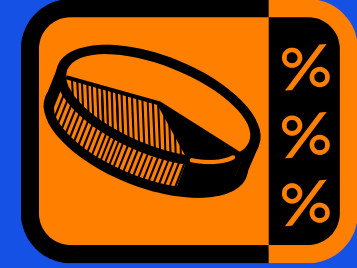
■ individual **documentary** or group documentary

■ individual **website** or group website





# VI. Rubrics/Judging Criteria

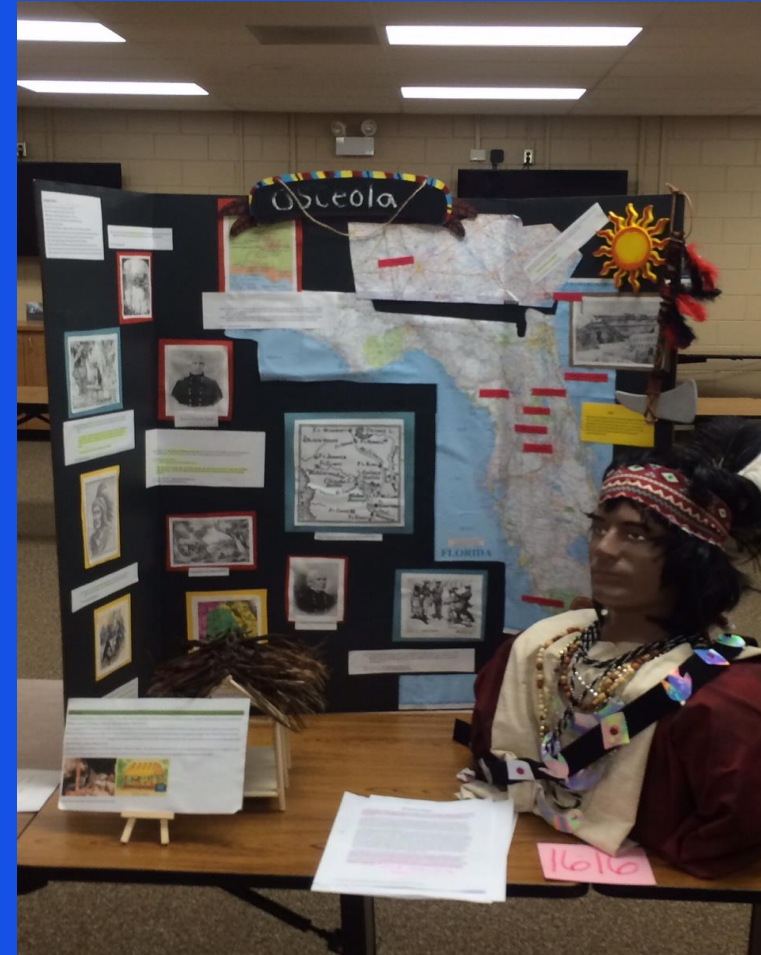
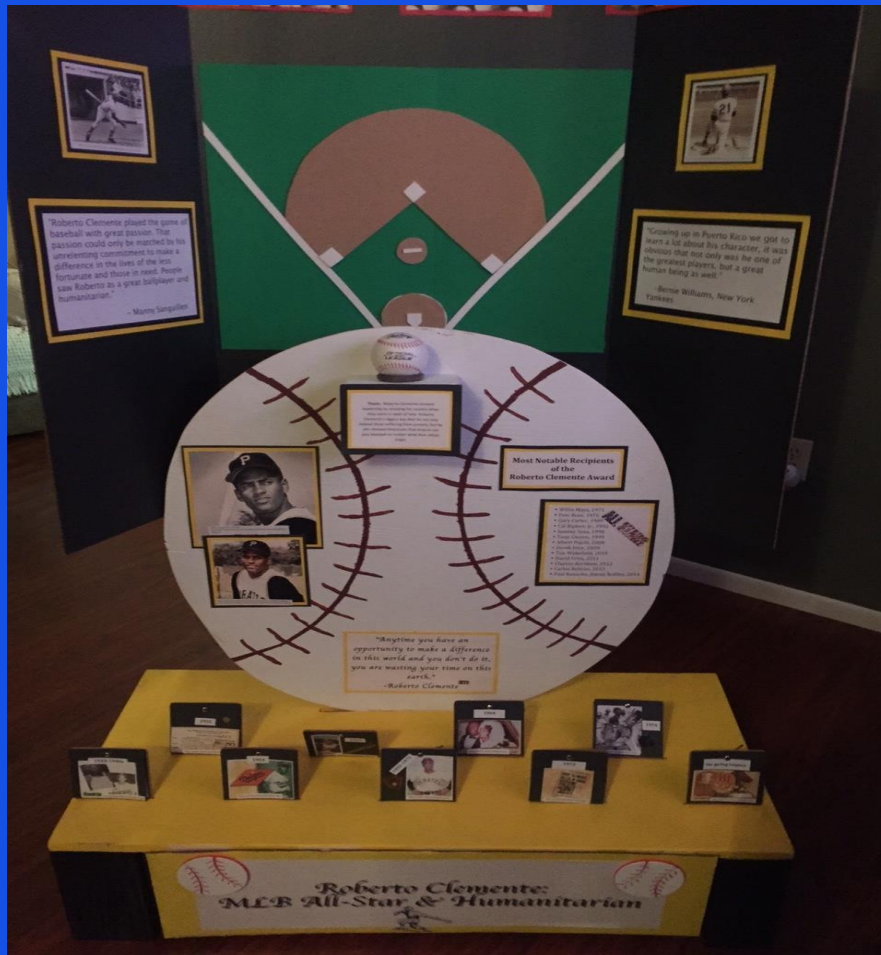


- **Historical Quality (60%)** – accuracy, shows analysis, places topic in historical context, wide research, uses many primary sources, uses a variety of sources
- **Relation to theme (20%)** – relates to theme, draws conclusions and demonstrates significance of topic
- **Clarity of Presentation (20%)** - written material is organized, clear, appropriate, organized, visual impact, and correct grammar usage, and spelling.

# How Can I Help My Child

- Brainstorm topics... Help your child find a topic they find interesting. The higher their interest the more they will be engaged in the process.
- While this is the student's work... Help them by proof-reading work with them at each checkpoint.
- Help them keep up with deadlines.
- Conversation... Help your child process what they learned by discussing their research.

# Exhibits are NOT simply backboards





# The Camps

# Japanese / American Internment During World War II

# Camp Life

NOTICE TO ALL JAPANESE RESIDENTS AND VISITORS OF JAPANESE BLOOD: BEWARE



**CONFLICT**  
Over 120,000 people... (text describing the conflict and the impact on Japanese-Americans)

**COMPROMISE**  
The building of their father... (text discussing the compromises made during the internment)



Executive Order 9066... (text regarding the executive order)



The American... (text block within the flag graphic)



... (text block describing camp life)



INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY... (text block)



Camp Sign-up



SCHOOL at Camp



**WAR I OAHU BOMBED BY JAPANESE PLANES**  
Honolulu Star-Bulletin EXTRA



INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY... (text block)



WORK at Camp





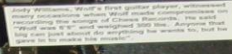




# HOWLIN' AT THE BLUES



Charles Raymond, A.K.A. Howlin' Wolf, was a great vocalist of electric blues who influenced countless bluesy soulful, and blues-rock instrumental artists.



Wolf's presence, Wolf's first guitar player, "unmistakable" sound, and his "Howlin' Wolf" persona were the result of the struggle of Chicago blues and the "Howlin' Wolf" persona were the result of the struggle of Chicago blues and the "Howlin' Wolf" persona were the result of the struggle of Chicago blues.



Howlin' Wolf was a blues singer and guitarist who was known for his powerful, gravelly voice and his electric guitar playing.



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Photograph of a building, likely related to the blues scene in Chicago.



Photograph of a street, likely in Chicago, showing the blues scene.



Photograph of a building, likely related to the blues scene in Chicago.



Photograph of a horse, possibly related to the blues scene in Chicago.



Photograph of a street, likely in Chicago, showing the blues scene.



Photograph of a building, likely related to the blues scene in Chicago.



Portrait of Howlin' Wolf, a blues singer and guitarist.



Poster titled "HOWLIN' WOLF", featuring a portrait of the artist.

1940 Howlin' Wolf was born in Winona, Mississippi on June 10, 1940. He was a blues singer and guitarist who was known for his powerful, gravelly voice and his electric guitar playing. He was one of the most influential blues artists of the 20th century.

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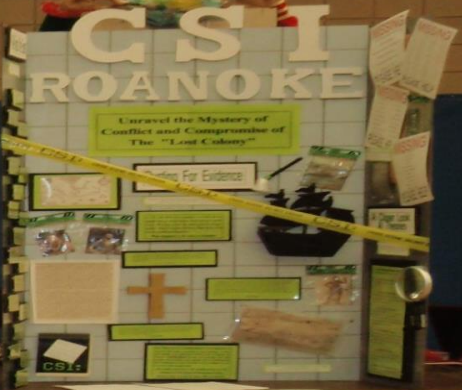
Newspaper clipping from The Daily Times, featuring a profile of Howlin' Wolf.



Record sleeve for "Howlin' Wolf", featuring a portrait of the artist.



Record sleeve for "Howlin' Wolf", featuring a portrait of the artist.



CSI Roanoke display board, featuring a case titled "Unravel the Mystery of Conflict and Compromise of The 'Lost Colony'".



Various items on the floor, including a guitar case, records, and other memorabilia related to the blues scene.