

January 24, 2006

Dear Parent(s):

I have heard from several of your students that they have changed topics for their Social Studies TAG enrichment projects that they will take to the National History Day Youth Division Event at the State Historical Society of Iowa on May 1. I'm glad to hear, of course, that students have begun working on their projects. Iowa is privileged to have a non-competitive division for 4<sup>th</sup> and 5<sup>th</sup> graders. Sixth through twelfth grade participates on a competitive basis. On May 1, the Senior Division finalists will be judged, so our students will have an opportunity to see some of these projects. Parents are invited to accompany us on the bus as chaperones and student evaluators, and will be able to either bring lunch or order lunch ahead of time. Lunch for students is included in the field trip. Students are excused from school on May 1, although the bus will return them to their school before the end of the school day. More information about this will be shared at the April checkpoint meeting. (See page 2.)

Beginning the process:

If your student has not yet begun working on his or her project outside of the school day, this is a good time for you to sit down with him or her and help your child gather resources. Some of the students are working alone, while others have one or more partners. (If your child initially told me he or she wants to work with a partner, but this does not work for you logistically, your child may work independently instead. Just make sure the other partner(s) know this!) Attached to this letter is a list of the students and the most recent information I have about the topic they have chosen, along with contact information and partners.

Topic selection:

Students are free to change their topics if the original one they select doesn't work for them, but at some point I will need to know the precise title of their topic so I can complete the online registration forms, which I expect to take place toward the end of February or beginning of March. The topic must relate to this year's National History Day theme: "Taking a Stand in History: People, Ideas, Events." Students' projects may consist of either an exhibit or a performance that is no more than 10 minutes long. (Five minutes are allowed to set up props and scenery, and 5 minutes are allowed for take-down.)

How parents can help:

Students will complete their projects outside of the school day, so if your child is working with one or more partners, you will need to arrange time and space for them to get together. Students also need access to a computer and a printer, since all work (including the text on the display board, if they are doing an exhibit) must be typed. If your student does not have access to the Internet at home, you can download information for them from your place of employment, or take them to the Urbandale Library, where there are computers they can use. Parents can help students locate resources, guide them in writing letters requesting information, arrange for field trips to a museum, library or other information source, and can even help cut out and glue things on a display board, or help students sew costumes if they are doing a performance. The main limitation is that the choices, designs and plans must originate with the student! Students need to summarize what they learn in their OWN words for an exhibit . . . they are limited to 500 student-created words. They should NOT simply print information they download from the Internet, or that they photocopy from print sources. It is very acceptable, however, to copy pictures and photos from these resources and glue them to the display board (or performance backdrop), or to use computer clip art. Parents may also help the students with spelling, punctuation and grammar—as long as the words are written first (or dictated) by the student.

### Checkpoint meetings:

I will meet once more with the students in April (after school), at which time they will be expected to bring their completed projects so that I can check them for completeness, and we can discuss what they should expect at the Youth Division Event on May 1 at the State Historical Society. Some of you have volunteered to accompany us as chaperones/evaluators (thank you!), but we could use a few additional helpers, since we are required to provide one volunteer for every 2 participants. Please let me know if you can help.

The checkpoint meetings will take place after school on the following dates. It is very important that students not miss this meeting. They will need to bring their display board (if they are doing an exhibit), and all students need to bring the Title Page, Process Paper and Annotated Bibliography (typed). Please make sure it is saved on the computer for revisions! Parents are welcome to attend this meeting.

Olmsted - Wednesday, April 19  
Valerius - Friday, April 21  
Rolling Green - Monday, April 24  
Jensen - Tuesday, April 25  
Karen Acres - Wednesday, April 26

### Checklist:

Students' projects should include the following:

1. Exhibit: Display board and any objects they choose to exhibit. A table display may be up to 72 inches high, 40 inches wide and 30 inches deep. A rotating, circular or multi-sided floor display may be no more than 72 inches high, with a diameter of no more than 30 inches. Students may choose either a table display (which allows them to bring display objects) or a floor display (which provides "walkaround" display space). All display boards must fold flat so they can be brought onto the bus. (Students can bring duct tape for later assembly.) Display boards may be purchased or made of lightweight materials.
2. Performance: Students should plan on wearing their costumes (costumes are not required). They should also bring any props or scenery items with them. If these items cannot be brought onto the bus, parents may bring them instead to the State Historical Society. Please keep in mind, however, that downtown parking is limited.
3. Electrical/digital items: Electrical cord, batteries, and any audiovisual equipment.
4. Paperwork: 3 typed copies, stapled in the upper left corner. The paperwork includes a Title Page, Process Paper and Annotated Bibliography. The bibliography should separate sources into primary and secondary categories.

All of the students received folders and handouts that describe the requirements for this project. If your student missed some classes, misplaced the folder or lost some of the handouts, don't panic! I am in the process of updating a Web page from which you can download this information. Just visit [www.geocities.com/judithnolan/sstag.html](http://www.geocities.com/judithnolan/sstag.html).

Please feel free to contact me anytime with questions or concerns.

Judy Nolan (Phone: 270-4514; E-mail: judynolan@aol.com)

## Urbandale National History Day Participants

School	Student & Partner(s)	Project	Phone & Parent E-mail
JEN	Garrett Cook	Exhibit - "Chief Blackhawk: A Fight Against Indian Relocation"	<p>To protect families' privacy, this information is not being posted on the Web. Please e-mail Judy Nolan for contact information:</p> <p><a href="mailto:judyolan@aol.com">judyolan@aol.com</a></p>
JEN	Anthony Hall	Exhibit - "Queen Liliuokalani of Hawaii"	
KA	Will Admussen	Exhibit - "Remembering the Alamo: Few Against Many"	
KA	Marie Ayala	Exhibit - "Taking a Stand Against Child Labor"	
KA	Dylan Timmons Partner: Joseph Jeffries	Exhibit - "World War II: Attack on Pearl Harbor"	
KA	Joseph Jeffries Partner: Dylan Timmons	Exhibit - "World War II: Attack on Pearl Harbor"	
KA	Shannon Middleswart	Exhibit - "Anne Wittenmeyer: Taking a Stand for Iowa's Civil War Orphans"	
OLM	Carolyn Evans Partner: Caitlin Smith	Performance - "Einstein vs. Hawking:"	
OLM	Liam Fraser Partner: Jared Plimmer	Exhibit - "The Alamo"	
OLM	Jared Plimmer Partner: Liam Fraser	Exhibit - "The Alamo"	
OLM	Alec Sauerbrei	Exhibit - "Thomas Jefferson"	
OLM	Caitlin Smith Partner: Carolyn Evans	Performance - "Einstein vs. Hawking"	
RG	Joe Danielson	Exhibit - "The Civil War: Sherman's March to the Ocean"	
RG	Justin Haun	Exhibit - "The Alamo"	
RG	Mollie Jackowski Partner: Mason Schroeder	Exhibit or Performance - "Queen Liliuokalani of Hawaii"	
RG	Quinn Lafrentz	Exhibit - "Lost Creek Coal Mine Disaster, Mahaska County, 1902: A Fight to Protect Miners"	
RG	Morgan Muell	Exhibit - "George Washington Carver: Taking a Stand for Rural African Americans"	
RG	Sam Plank	Exhibit - "Defending Farmers' Rights: National Farmers Organization"	
RG	Mason Schroeder Partner: Mollie Jackowski	Exhibit or Performance - "Queen Liliuokalani of Hawaii"	
RG	Emma Shipley	Exhibit: "Jesse Owens and the 1936 Olympics"	
RG	Brooklyn Twist	Performance - "Queen Liliuokalani of Hawaii"	
VAL	Steven Dague	Exhibit - "The Mesquaki Settlement: Taking a Stand to Save Their Land"	

School	Student & Partner(s)	Project	Phone & Parent E-mail
VAL	Paige Dannenfeldt Partner: Lizzie Spaulding	Exhibit or Performance - "Resisting Slavery: Asa Turner"	
VAL	Tad Guy Partner: Jacob Thompson	Exhibit - "The End of European Witch Hunts"	
VAL	Lizzie Spaulding Partner: Paige Dannenfeldt	Exhibit or Performance: "Resisting Slavery: Asa Turner"	
VAL	Jacob Thompson Partner: Tad Guy	Exhibit - "The End of European Witch Hunts"	