

East Tennessee History Day Dispatch

EAST
TENNESSEE
HISTORICAL
SOCIETY



E. TN Students Win Big in Nashville!

Nashville, April 4, 2009

For the past 9 years, East Tennessee students have made the grueling six to eight hour trek across the state's vast geography to compete at the state History Day contest in Memphis. This year, Tennessee History Day, under the leadership of new state coordinator Kelly Wilkerson and Ann Topolovich (Executive Director of the Tennessee Historical Society), made the move to Nashville. There, on Legislative Plaza, in the shadow of the capital, the site of 150 years of rich history, the state (continued on pg. 2)



From the Coordinators' Desk

This issue of the *East Tennessee History Day Dispatch* is the first in what is planned to be a quarterly newsletter documenting the National History Day (NHD) program in East Tennessee. The *Dispatch* is designed to showcase the work and success of students and teachers. It is also designed to share tips and tricks of the trade we have picked up over the years to enhance student projects as they advance to the district contest and—then hopefully—on to state and nationals.

We welcome feedback. Please let us know if you have any questions, suggestions for improvement, or if you would like us to address any aspects of the NHD program or district contest that interest you. We also, especially, welcome submissions by guest columnists—**teachers and students**.

It is ultimately our goal to share the many positive things going on with NHD in our region. History Day is not just a day, it's an experience!



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Summer 2009

History Day Calendar

- June 14-18, 2009 — Kenneth E. Behring National History Day Contest, University of Maryland
- June 18, 2009 — Live National Contest Awards Ceremony Webcast at 8:30 a.m.-12:00 p.m. www.nhd.org
- September 24, 2009 — NHD Teacher Workshop "Taking it to the Next Level" 4:00-6:00 p.m., East Tennessee History Center
- March 1, 2010 — 9th Annual East Tennessee History Day, University of Tennessee



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Students Win Big in Nashville

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contest sponsored by the Tennessee Historical Society was held on April 4. Wilkerson was proud of the projects produced by Tennessee students and the rave reviews that her staff received in their first year. "Tennessee students turned out great work as usual and our group of judges and volunteers was first class! Everyone involved with History Day in Tennessee has much to be proud of."

This year, 230 students, from across the state, competed for the opportunity to advance to the national contest to be held June 14-18 at the University of Maryland at College Park. Those students placing either first or second in their respective categories are eligible to compete at nationals.



Tennessee History Day participants look at other students' exhibit boards while waiting for the awards. — Dipti Vaidya, *The Tennessean*, April 5, 2009

In a record showing, 46 East Tennessee students placed either first, second, or third. These 46 students represented 25 projects out of a possible 48 projects that placed. Of those advancing to the national contest, 36 students are from East Tennessee. These 36 students represented 20 projects out of a possible 32 projects eligible to advance to the national contest. More startling is the number of East Tennessee projects that placed first in Nashville. 12 of the 16 projects that placed first at Tennessee History Day, were East Tennessee projects. "We couldn't be more proud of East Tennessee's students. They put a lot of hours into their projects and it shows!" said William E. Hardy, East Tennessee History Day co-coordinator. "The state winners, are in most cases, a who's who of History Day in Tennessee. While few students have reached this point in their first year, most have 2-3 years of experience. However, much of the credit of East Tennessee's success is attributed to the region's wonderful and talented teachers."

Wilkerson is optimistic come June. The state contest's winners, Wilkerson said will "represent Tennessee extremely well at the national competition."

(For East Tennessee student results at Tennessee History Day, see pgs. 18-21.)

Governor Bredesen Meets With TN History Day Winners

On April 30, the East Tennessee Historical Society (ETHS) hosted a reception in honor of Tennessee Governor Phil Bredesen to thank him for state support to help build the ETHS's signature exhibit, "Voices of the Land: The People of East Tennessee," which opened in August 2008.

During the Governor's visit to ETHS, Bredesen met with several East Tennessee students who won first place for their NHD projects at Tennessee History Day. The students were joined by approximately 150 donors and VIPs. The invitation for the students to meet with the Governor was extended by the ETHS Board of Directors.

(Governor's Visit Photo Gallery, pgs. 12-13)



Courtesy of TN State Division of Photographic Services

East Tennessee Teacher Wins Tennessee History Day Teacher of the Year Award

“I consider the award the Grammy of the teaching history profession.”

“Total shock,” said Traci Freeman as she reflected on hearing her name called as Tennessee’s 2009 History Day Teacher of the Year. Freeman, a sixth, seventh, and eighth grade teacher from Rural Vale Middle School in Monroe County appeared speechless as she approached the stage; however, the

veteran teacher of 15 years found the right words in acceptance of her award, offering a brief, yet poignant, testimonial to the students, teachers, and families assembled for the Tennessee History Day awards ceremony on the significance of the NHD program on the learning of history in the classroom. Afterwards, Freeman reflected on the award she received: “I consider the award the Grammy of the teaching history profession.”

“NHD enables students to tap into abilities they didn’t know they possessed—including teachers.”



Hardly an enthusiastic supporter of teaching strictly from the textbook, Freeman describes her motivation for getting involved in NHD: “I’m a sucker for projects. Because it’s not textbook teaching.” When asked what does she like about NHD, Freeman replied, “it creates an opportunity for teachers to see how much their students really enjoy history and what they can do with history. It gets students thinking outside of the box and makes them explore topics they wouldn’t normally explore. NHD enables students to tap into abilities they did not know they possessed—including teachers.” Freeman also notes the positive aspects of the program’s emphasis on active student participation in the study of history: “It allows a teacher finally to get away from the textbook and lets history unfold in the classroom. With NHD, you are not actually teaching history—you are supervising the learning of history. It is an experience that charges the teacher.”

Beginning in 2005, Freeman participated as a judge at the Fourth Annual East Tennessee History Day district contest. The following school year, she integrated the National History Day methods in her classroom instruction and organized an after-school History Club that involved all NHD participating students. Between 2006 and 2009, the student entries at Rural Vale have continued to mature and develop as made evident by the success of those students who have advanced from the school contest—and, as of this year, county contest—to compete in Knoxville.

During the past school year, Freeman has taken a leave of absence from her classroom to work with the staff of *America’s Republic*, a Teaching American History grant awarded by the United States Department of Education which the East Tennessee Historical Society directs. In her role as the grant’s Educator, Freeman has served as a traveling teacher for each of the grant’s 8 school districts, providing teacher support through conducting model lessons in grant participating teachers’ classrooms as well as through providing follow-up resources to meet the individual needs of teachers, while also assisting with the project’s evaluation design.

Freeman has spent a considerable amount of her time this past year introducing the NHD program to grant and non-grant participating teachers unfamiliar with the program as well as providing a higher level of workshop instruction for veteran NHD teachers. In the process, she has modeled the dos and don’ts of NHD projects.

Two of the grant’s school districts piloted their inaugural NHD county level contests in 2009 with Freeman’s
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Tennessee Teacher of the Year

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guidance—one, Monroe County, under her direct supervision. The idea for Monroe County's contest originated in the Spring of 2008 when Sharon Benton, Monroe County's Supervisor of Instruction (grades K-8), announced that she would like the county's middle and high school students to participate in the NHD program. Benton relied on Freeman to oversee the planning and coordinating of the contest. "I have found [Traci] to be an exemplary educator who willingly accepts new challenges. She is an effective problem solver and quite articulate at verbalizing concepts and ideas," said Benton. Freeman worked closely with numerous Monroe history teachers to successfully plan and pull off the inaugural county contest on February 17 at Sequoyah High School. "Greatly satisfied," said Freeman as she evaluates the NHD program in Monroe County. "We have experience throughout Monroe now and we are all on board together and ready to get started now on 2010."

William E. Hardy, co-coordinator of East Tennessee History Day said, "Traci is a model teacher for the NHD program; one who understands the need to connect students to history. Her active service in support of NHD as a participating teacher, judge, and workshop instructor has provided a sound foundation for the growth of NHD throughout East Tennessee and thus the state."

As Tennessee's History Day Teacher of the Year, Freeman is now eligible for the national Teacher of the Year Award. Freeman has her sights set on the national award (not to mention the bonus check that comes along with the title), noting the curriculum materials that she hopes to buy not only for her classroom, but also for fellow colleagues if she happens to win the award in Washington. She also plans to share her winnings with a new prize in her life—granddaughter Jasper.

Wow! Where We Are Today

By Lisa Oakley, ETHS Curator of Education and ETHD co-coordinator

I just want to say thank you to everyone who has given of their time, patience, energy, and great history research to East Tennessee History Day. Back in 2000 when the East Tennessee Historical Society first became involved in the National History Day program we knew this program could grow into something big—it would just take committed teachers and students to make this "their" program and to water the seeds year after year. I am just so happy you have all tried it and liked it!

As some of you well remember, we had a lot to learn in those first years, and we have learned the ropes together. Hopefully, we have a greater understanding of the ins and outs now and are more prepared to bring new folks along. Your help and support in this learning process is always appreciated—we always pay attention to your comments and do our best to address them.

Talk about being green around the gills that first year. And what a leap of faith those first teachers and students took. But at all points, we persevered, had fun, and learned from the past to ensure a better future—isn't that part of the point in studying history? I certainly hope so, and I hope that you continue to find this to be your competition, and good luck to all in the future!

The theme next year is "Innovation in History: Impact and Change." I can't wait to see what you all are able to teach me through your projects, and it is never too late to start. Just email or call if you need anything from William or me (865-215-8828 or oakley@east-tennessee-history.org). Have a great summer!

The State of National History Day in East Tennessee 2009



“The state of National History Day in East Tennessee is stronger than ever.”

President Woodrow Wilson reads his “State of the Union” message to Congress—Courtesy of Library of Congress

“The State of NHD in East Tennessee”—A annual report on the current conditions of NHD in the region. This year, we took a look back at the origins and development of NHD in the region.

George Washington established many precedents during his two administrations as this nation’s first chief executive. One of those precedents that has become fixed into our nation’s political history is the so-called “State of the Union Address,” a communication between the President and Congress in which the chief executive reports on the current conditions of the United States and provides policy proposals for the upcoming legislative year. Washington delivered his first annual address orally to Congress on January 8, 1790 in New York City, then the nation’s capital. In doing so, Washington adhered to a clause in the system of checks and balances that appears in Article II, Section 3 of the Constitution which states that the President “shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient.” Although the Constitution did not explicitly state what “from time to time” meant, Washington delivered an address regularly at approximately 1-year intervals during his tenure.

Deviating from the oral addresses of Washington and John Adams, Thomas Jefferson began a 111-year tradition of written, rather than oral, reports to Congress. The president’s report during this period became known as the President’s “Annual Message.” Woodrow Wilson broke with Jefferson’s written tradition and reestablished the State of the Union message as an oral address to the assembled Congress—House and Senate. Wilson’s successors, Calvin Coolidge and Herbert Hoover, maintained a nineteenth century strict constructionist interpretation of the Constitution based on Jefferson’s, rather than Washington’s view, and thus submitted written messages. However, Franklin Roosevelt established the modern tradition of delivering an oral “State of the Union” in 1934 and the address, typically delivered in late January, has since become a fixture in U.S. political history.

Today, we link the President’s annual address with the statement—whether times are good or not so good—that “the state of our union is strong!” These seven words, hardened into oratorical tradition by recent presidents, are
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State of History Day (cont.)

celebrated by members of the president's party but challenged by the opposition party, which has in the past 40 years been afforded an opportunity to offer its own rebuttal in the form of a response, usually taped in a studio or home with no audience. There are numerous copycat versions of the President's State of the Union Address such as the case in many states in which the governor gives a "State of the State" address. Select cities have their own "State of the City" address that mayors deliver. Even colleges and university presidents get into the act with their own "State of the University" address typically delivered at the beginning of an academic term.

Why not a State of NHD in East Tennessee Address? Since East Tennessee History Day is the only time in which we could manage to assemble all participating NHD teachers, such an address would strain the already tight and lengthy schedule of the competition. Therefore, I propose a "State of NHD in East Tennessee" in the form of the "Annual Message" to appear in each Summer issue of the *Dispatch*—I sincerely hope we do not have to worry about an opposition's response in the wake of this message. As a result of so many new faces becoming involved with NHD this past year, perhaps now is the time to reflect on the history of NHD in East Tennessee.

Whereas recent presidents have firmly established an oratorical tradition in the "State of the Union," I hope to establish a 13 word tradition of our own in this, the State of National History Day in East Tennessee Annual Message: *"The state of National History Day in East Tennessee is stronger than ever."*

There can be no denying that NHD in East Tennessee has grown by leaps and bounds since it was first introduced to teachers and students in the region in 2000. It was at this time, that Tennessee's NHD coordinator, Dr. Janann Sherman at the University of Memphis first approached the East Tennessee Historical Society's then Director Kent Whitworth about spreading History Day into the eastern half of the state. Whitworth turned the task of generating interest in NHD by conducting teacher workshops and providing NHD curriculum materials over to his capable staff which included Michael Toomey (ETHS staff historian) and Lisa Oakley (ETHS Curator of Education). During that first year, they both issued a call for submissions to represent the region at the 2001 state contest the following year. Although not formally designated as a district contest, 16 students from White Pine Elementary (Jefferson Co.), Pi Beta Phi (Sevier Co.), and Webb School (Knoxville) were judged at the East Tennessee History Center in Knoxville on February 3, 2001 and then advanced to the state contest.

Slowly, but surely, Oakley and Toomey (East Tennessee's History Day co-coordinators) built support among several key teachers such as Suzanne Terrell, Mark Finchum, and Doug Lafollette during the first two years of NHD in East Tennessee. The inaugural East Tennessee History Day (ETHD) contest was held on Friday, March 15, 2002 at the East Tennessee History Center. 87 students from 7 schools representing 5 counties took part in the first contest. Student performances and documentaries were judged before noon in the ETHS auditorium. Then, after lunch, student exhibits were judged on the second floor of the History Center. Bill Landry hosted the awards ceremony in which a number of prizes awarded by various sponsors (establishing a strong tradition that



Copies of THE 2002-2009 East Tennessee History Day contests—East Tennessee Historical Society's NHD Archives.

State of History Day (cont.)

	EAST TENNESSEE HISTORY DAY CONTEST (2002-2009)								
	2002	2003	2004	2005	2006	2007	2008	2009	Totals
Schools	7	11	9	15	20	26	31	43	162
Students	87	125	122	152	189	250	300	381	1,606
Teachers	11	15	13	16	24	34	36	53	202
Judges	14	28	24	34	51	59	68	79	357
Total Participants	112	168	159	202	264	343	404	513	2,165

continues) were given out to winning students. Forty students advanced to represent East Tennessee at the state contest in Memphis. At the 2002 state contest, 5 East Tennessee entries placed, 3 of which (consisting of 10 students) were eligible to advance to the national contest at the University of Maryland at College Park, north of Washington D.C. Mosheim Elementary students Josh Deweese, Dylan Miller, Brenson Dean, Amber Shell, and Bryan Sauceman became the first East Tennessee students to take first place at state for their Junior Group Performance entitled, “A Family Divided.”

In 2003, the East Tennessee Historical Society entered into a partnership with the University of Tennessee’s Department of History to co-sponsor East Tennessee History Day. This partnership brought ETHD to the University of Tennessee’s Carolyn P. Brown University Center, which has become the permanent home of the contest. On Friday, March 14, 2003, 125 students from 11 schools representing 5 counties took part in the 2nd annual ETHD district contest. New to NHD in 2003, Liz Shugart (Greenway Middle School) and Judy Buscetta (St. John Neumann Catholic School) quickly became known as two of the most talented teachers in the program winning Tennessee History Day Teacher of the Year in 2004 and 2005 respectively. Their students enjoyed instant success in NHD and have continued to advance to the state and national contests year in and year out. Building on East Tennessee’s success at state the year before, 10 entries placed, 8 of which (consisting of 16 students) were eligible to advance to the 2003 national contest.

The Third Annual ETHD contest held in 2004 saw the first (and only to date) reduction (albeit minor) in numbers of East Tennessee students, teachers, and schools participating in NHD. The 2004 district contest did, however, mark the first contest to be held on a Monday, thereby establishing the current practice of holding ETHD on the first Monday in March. The previous two contests had also been held on a school day, which co-coordinator Oakley has long emphasized. If the contest were to be held on a Saturday, Oakley maintains, it would be seen as an extra-curricular event by both the schools and administration. In 2004, Kira Duke, a graduate student at the University of Tennessee, joined Oakley and Toomey to help coordinate the contest.

A pattern of sustained growth returned to ETHD over the next two years as the numbers of students, teachers, schools—even judges—increased substantially. During the process, both East Tennessee students and teachers continued to be recognized for their efforts at the state and national level. In 2005, Daniel Jordan and Tyler Sexton, students at St. John Neumann Catholic School, were selected from more than 2,000 to present their NHD
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State of History Day (cont.)

documentary, “Sequoyah’s Syllabary: The Key to Communication for the Cherokee” at the Smithsonian American Art Museum. That same year, Lili Sarayrah, a student at Greenway School, was one of two entries to be designated as an outstanding State entry for her individual performance entitled, “The Stradivarius Violin: In Concert with History.”

At the national contest in 2006, Caroline Holland (St. John Neumann) won the “Abolitionism or Resistance to Slavery” special prize for her Junior Individual Performance, “Harriet Jacobs: Standing Against Slavery by Revealing Unspeakable Truths.” The prize, sponsored by Walden Media, consisted of an all expenses paid trip for Holland and her parents to the February 12, 2007 New York City movie premiere of “Amazing Grace: The William Wilberforce Story.” Holland’s NHD project took her from Judy Buscetta’s classroom to New York City where she received the red carpet treatment: a stay at the Le Parker Meridien Hotel overlooking Central Park, stretch limousine for transportation, paparazzi camera’s flashing lights, rubbing shoulders with movie and television stars, and dinner at the world renowned restaurant Aureole.

“I wondered how in the world my eighth grade homework assignment ... landed me on the red carpet in New York City”—Caroline Holland

Somewhere between the 2006 and 2007 contest, ETHD reached maturity as the contest had not only doubled in participation among both students and schools (nearly tripled for teachers) in a span of two years, but also East Tennessee students began to reach the finals at Nationals annually, snatching special awards and earning recognition for their NHD projects.

In 2007, Caroline Holland, then a ninth grade student at Knoxville Catholic High School, received recognition at the national contest becoming not only the first East Tennessee, but also the first Tennessee student to place at nationals. Holland’s NHD project entitled, “Clinton Twelve: Triumph Despite the Tragedy of Racism,” won third place in the Senior Individual documentary category. Then, in 2008, a record 2 East Tennessee projects reached the final round at nationals. Rachel Collins’s (Ft. Loudoun Middle School) Junior Individual Paper “Conflict of Cultures and the Compromise of Cultural Communication: Sequoyah and the Written Cherokee Language” and Breanna Morrow, Melissa Kinser, and Brittney Loveall’s Junior Group Performance (Mosheim Middle School) “The Salem Witch Trials” each placed 12th overall in their categories.

After wrapping up a very successful eighth East Tennessee History Day contest, it is a safe bet that East Tennessee History is stronger than ever. The numbers of students continue to grow in spite of the limitations that have been placed on the numbers of projects per category, per grade level, per school. A combination of Lisa Oakley and Michael Toomey’s work in establishing a solid foundation for NHD in East Tennessee and word of mouth contributed to the early success of ETHD. However, in recent years, the significant increase in public schools’ participation has largely resulted from the collaboration of the ETHS and the University of Tennessee’s



Caroline Holland, NHD 3rd place winner, on the steps of the U.S. Capitol at the 2007 contest—Courtesy of the Holland family

State of History Day (cont.)

Department of History on a Teaching American History (TAH) Grant funded by the United States Department of Education. Numerous teachers from 8 East Tennessee school districts currently participating in the grant have become involved in NHD after being introduced to the program during TAH teacher workshops. The surge in TAH participation in NHD has become apparent in the past 2 years of ETHD. One-third of all ETHD teachers at the 2009 contest were TAH grant participating teachers (nearly one-half of all ETHD teachers teach in TAH grant districts). The participation of TAH grant districts in NHD has contributed to a stronger competition in both categories, especially in the Senior division.

The 2009 ETHD district contest marked only the 2nd year in which each category was filled, but the first year in which students had to beat a fellow competitor or competitors in order to advance to the state contest. The Senior division has quickly become as strong as the Junior division has been over the past seven years. The growth in the Senior division is attributed both to the TAH grant and the addition of West and Farragut High Schools (Knox County) and the Tennessee Governor's Academy to the district contest.

One of the biggest surprises in 2008-2009 was the introduction of county contests in both McMinn and Monroe counties. County History Day contests are nothing new to East Tennessee. In fact, county contests have occurred for many years in the neighboring counties of Blount and Loudon. However, in late 2008, NHD veterans and TN History Day Teachers of the Year Traci Freeman and Teri Blair oversaw the planning and coordinating of contests in Monroe and McMinn counties respectively. Nearly every middle and high school in both counties participated in NHD (some for the first time) with each holding a school contest and sending its winners to the county contest. Those Monroe and McMinn county students who advanced from the county contest to ETHD benefited from the extra round of competition and judging. Their results at ETHD prove this point: 3 of the First place projects went to students from Monroe and McMinn.

ETHD benefited immensely this past year from the services of Traci Freeman, a middle school teacher from Rural Vale Elementary in Monroe County. Freeman, who took a leave of absence to work as the educator on the TAH grant, spent countless hours and logged thousands of miles across East Tennessee providing teacher and student instruction on NHD. A majority of the students who are now advancing to the national contest worked with Traci in some fashion during the past year, further evidence of her claim on the state's Teacher of the Year award.

The judging at ETHD has also contributed to the success of NHD in East Tennessee. One of the greatest benefits of the partnership with the University of Tennessee's Department of History is the number of professors and graduate and advanced undergraduates who volunteer to judge. In addition, scores of others working in the realm of public history, current and former educators, and those who have a passion for history add to the strength of the judging at district. Most are returning judges and this built-in continuity has led to a better understanding of the rules, judging criteria, and increased feedback on student evaluation forms.

Lastly, the strength of ETHD is largely the result of continuity in both leadership and teachers. Lisa Oakley has been in command of NHD in East Tennessee since it came to the region in 2000. Michael Toomey co-coordinated the event until 2007 and Kira Duke assisted Oakley and Toomey from 2004-2005. I joined the staff in 2005 and have just completed my 4th ETHD district contest. While other districts have faced turnover at the top and with graduate students assisting the coordinators, ETHD has been blessed with stability at the helm. But just as important as continuity in leadership, is the continuity among teachers in the NHD program. The majority of East Tennessee teachers and schools who have participated in NHD during the course of the district contest continue to return each year with some veterans students in their line-up along with several new faces. A

State of History Day (cont.)

positive move that has developed in the past year is the multiple number of teachers involved in NHD within a single school. The record reveals the sad fate of NHD in many schools when a teacher retires or moves away. If a single teacher was solely responsible for NHD in the school, then there's no one to pick up the mantle of NHD in that particular school. The presence of a second, and in some cases even a third, teacher in a school ensures that NHD continues to live and thrive in the absence of a single teacher.

2008-2009 has already been a banner year for East Tennessee students. The competition is the strongest in the course of the contests' eight years with the medals becoming more evenly distributed among schools and across the region's counties. A record number of East Tennessee student winners at Tennessee History Day (75% of 1st place awards) is a promising omen for this year's national contest. In the past 2 years, the national contest has begun to hear from East Tennessee's students—here's to East Tennessee students making themselves heard, and loudly at that, in 2009!

I declare, without any reservations, that *the state of National History Day in East Tennessee is stronger than ever!*

IMPORTANT DATES!



Gary Cagle portrays Harry T. Burn, whose 1920 tie-breaking vote made TN the 36th state to ratify the 19th Amendment. Cagle, Whitney and Gary Boggus, Teliah Turpin, and Jaleesa Shirk, placed 2nd at Knoxville and Nashville for their Sr. Performance. —Courtesy Dan MacDonald

- **Thursday, September 24, 2009—NHD Teacher Workshop “Taking it to the Next Level”**
- **Friday, January 1, 2010—Online Registration opens for East Tennessee History Day**
- **Friday, February 12, 2010—Online Registration closes**
- **Friday, February 12, 2010—All NHD Student Papers & Websites projects due in East Tennessee Historical Society's office (no late projects accepted for judging)**
- **Monday, March 1, 2010—9th Annual East Tennessee History Day**

History Day Potpourri

NHD Director Visits Tennessee History Day

On April 2, National History Day Executive Director Dr. Cathy Gorn spoke on behalf of Tennessee History Day before the Tennessee Senate. Addressing the Senate, Gorn briefly outlined the National History Day program and observed that NHD enabled students to better understand their nation's history so that they can make a difference. Gorn cited an example of a 14 year old student's NHD project on the tragic story of the U.S.S. Indianapolis in which the student interviewed all the living survivors. In the wake of the disaster, the blame fell squarely upon the shoulders of the ship's captain, who later committed suicide after being court-martialed. The student, armed with the survivors' interviews in which each and every man on board claimed the captain was not at fault, testified before Congress and thus the court-martial was overturned.



In closing, Gorn asked the General Assembly to help provide state support for NHD in Tennessee: "In the race for math and science education, history education has been left behind, and when we are talking about the future of democracy, we can't allow that any longer. History Day is filling the gap, and I hope you will help us do that."

Governor Bredesen Visits Great Smoky Mountain National Park & History Day Students

Tennessee Governor Phil Bredesen visited Clingman's Dome on April 24 as part of the Great Smoky Mountain National Park's year-long celebration in honor of the Park's 75th Anniversary. After the ceremony, Governor Bredesen met with **Mia Wallace**, **Grant Fisher**, and **Hannah Clevenger**. Each



Courtesy of TN State Division of Photographic Services

of the students' projects were park related and each placed either first or second at Tennessee History Day (TNHD), thus becoming eligible to advance to the national contest. From left to right, Lisa Free (GSMNP Park Ranger), Mia Wallace (West High School, 2nd place Sr. Ind. Doc. TNHD), Grant Fisher (Pi Beta Phi Elementary, 1st place Jr. Grp. Exhibit TNHD), Governor Bredesen, and Hannah Clevenger (Gatlinburg Pittman High School, 1st place Sr. Ind. Doc. TNHD).

Governor's Visit with NHD Students (Photo Gallery)



Above: Group
shot—
Courtesy of
Jack Williams

From left to
right: Sarah
Margaret
Hutchison,
Gov. Bredesen,
Kiyoko Reidy,
and Mary
Biggs—
Courtesy of TN
State Division of
Photographic
Services



Governor's Visit with NHD Students (Photo Gallery)



Above: TN Governor's Academy students. (left to right) Keerthighaan Kanagasegar, Jordan Brown, Nathan Steyer, Governor Bredesen, Matt Stanifer, Dr. Patricia Brake, Craig Green (TN Governor's Academy Director), and Elizabeth Ashby. All Photos Courtesy of TN State Division of Photographic Services



Above: 2004 TN History Day Teacher of the Year Liz Shugart (Greenway School) and Bill Carpenter speak with the Governor.

Right: Dr. Patricia Brake and her TN Governor's Academy students with the Governor.



STUDENT SPOTLIGHT

“Saucy’s Letters to the Tyrant of Freedom” Abigail Adams: Women’s First Suffragette

“The [2009 NHD] theme, An Individual in History: Actions and Legacies, demands someone like Abigail for a subject.” This bold statement, which appears in Rachel Collins and Josh Huff’s Process Paper, is fully supported in their school, county, district and state winning Junior Individual Performance on Abigail and John Adams entitled, “Saucy’s Letters to the Tyrant of Freedom: Leaving a Legacy for Personal Freedom.”

A classroom lecture on John and Abigail Adams’s influence on the writing of the Declaration of Independence inspired Collins and Huff, both eighth grade students at Ft. Loudoun Middle School, to select the couple for their NHD project. Collins and Huff originally thought that they might produce a documentary; however, after some consideration, they thought it might be interesting to create a performance: “It sounded like so much fun and that it would be a great way to make the topic come alive,” said Collins. “We are so close to our characters in real life. I love this woman,” Collins added, noting that Abigail was a very strong and articulate woman, a woman before her time.

Huff and Collins, participating in their second year in the NHD program, enjoyed considerable success in 2008. Huff’s exhibit entitled “Loudon: Born from Conflict and Compromise” earned him 1st at both the school and county level, and then 2nd place at district. Collins’s paper entitled, “Conflict of Cultures and the Compromise of Cultural Communication: Sequoyah and the Written Cherokee Language” earned her victories at the school and county level, and then 3rd place at district, 2nd at state, and 12th overall at nationals. With the success of last year behind them, the pair believed that by teaming together they could apply their knowledge and experience with NHD to become a very strong team indeed.

Initially, both students researched independently—Collins researched Abigail and Huff researched John. Along the way, they both made several trips to

“It sounded like so much fun and that it would be a great way to make the topic come alive.” —

Rachel Collins on choosing to enter the performance category

libraries, both locally and in Knoxville. Following their initial discoveries, they came together to discuss what each other had found.

The script of their performance revolves mostly around a few key letters exchanged between John and Abigail Adams during the spring of 1776, while the couple were separated due to John’s work in the Continental Congress. In fact, separation was nothing new to the Adams’s. From the early 1770s until 1801, the Adams’s spent most of their marriage separated by many miles over both land and sea. During that span, they exchanged nearly 1,200 letters that included John’s descriptions of the Congress and his impressions of Europe while he served in various diplomatic posts, as well as Abigail’s updates about their family, farm, and news of the Revolutionary War’s impact on the colonies, particularly Boston and the surrounding countryside. Collins and Huff not only consulted the letters published in book form, but also digitized on the Massachusetts Historical Society’s website.

The letters revealed Abigail’s advocacy for women’s rights at a critical time in the history of the American colonies as its leading men were in the midst of writing a Declaration of Independence. Abigail’s famous March 31, 1776 letter to John is powerfully captured in Collins’s dramatic portrayal of Abigail: “I desire you would Remember the Ladies.... Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular [sic] care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or



Rachel Collins as Abigail Adams and Josh Huff as John Adams perform at the district contest in Knoxville.— Courtesy Dan MacDonald Photography

Representation.” Huff, recounting John’s April 14 reply, responds to Abigail simply stating “you are so saucy.” They conclude their performance by linking Abigail’s advocacy for women’s rights to the long struggle carried on by Elizabeth Cady Stanton, Susan B. Anthony and many others resulting in the 1920 ratification of the 19th Amendment.

At district, Collins admitted that she was a nervous wreck when they got to the district contest and saw the other students with their fancy costumes and well-written and performed scripts. Neither expected to win because of strong competition. “I threw my book at district,” said Collins when she heard their names called as the winners for their category. Neither Huff nor Collins expected the same results at the state level. They not only won first place, but picked up an added bonus—the Margaret Lindsley Warden Prize for women’s history. After receiving their medals, Collins said, “I went to my seat and got a hug from everybody, then I ran outside and called everybody I knew, everybody in my phonebook, and said I’m going to nationals.”

Collins and Huff believe they have already won by making it to nationals: “We are not expecting to win anything,” said Collins. “You cannot go and expect to win something because there are so many people, and by this time they all have amazing projects and we all deserve to win because we all have made it to nationals—that’s winning in its own, it’s no small feat.”



GET A HEAD-START ON THE 2010 NHD THEME! “INNOVATION IN HISTORY: IMPACT AND CHANGE”

It's never too early to begin a NHD project. In fact, the end of the school year is a great time to introduce next year's NHD theme in the classroom to encourage students to think about what topic or topics they might like to pursue next year. The past 3 years of NHD in East Tennessee has demonstrated that those students who began to plan and develop their projects in the summer, fared well at not only the district contest, but also the state and national contests. For those teachers who will have these same students in your classroom next year, or for those whose students will be moving on to another teachers' classroom next year in the same school, you have an opportunity to give these students a leg-up on the competition. It also affords a chance to spread NHD to those who have yet to adopt the program in their classroom. With experienced NHD students in their classrooms next year, teachers new to NHD can learn about the program by observing experienced students, who have a jump start on the 2010 theme, develop their projects. After all, NHD can be an ambitious program to someone who first learns about the program. What better way to introduce NHD to someone new to the program!

The 2010 NHD theme, “Innovation in History: Impact and Change,” lends itself to topics such as inventors and their inventions. For those keen observers of NHD, the subtitle is the part of the theme that students struggle to get a hold of each year. When selecting a topic, ask yourself “does my topic have enough impact and change (significance in history)” to be truly competitive? Also ask, “is my topic a unique one that will stand out?”

Each year, it never fails that many students show up in Knoxville with the same topic or topics. For example, this year, there were numerous projects on Abraham Lincoln, Benjamin Franklin, Susan B. Anthony, Albert Einstein, Ernie Davis, Elizabeth Blackwell, and, yes, even Tennessee's own Elvis Presley. We usually become aware of the current year's trend in popular topics while making tours of various schools throughout the community for their History Day contests in the Fall and Winter months. Why does this happen each year? The popularity of a particular topic is usually the result of either the NHD theme lending itself to do so or the list provided by NHD in their annual curriculum book and theme sheet. Why not stand out? Students who select an obscure topic and who develop projects backed up with solid primary and secondary source research typically perform well at district, state, and nationals. Therefore, if you will, please allow me to suggest a possible topic and see if the idea catches on (some of you may be asking, “doesn't this defeat the purpose of this article?”)!

While I do not have a great snazzy title, how about the April 3-4, 1973 Super Tornado Breakout that produced 148 twisters and cut a swath of destruction through 13 states resulting in the deaths of 330 and 5,484 injuries in a single 24-hour period? Simply describing the devastation and loss of life will not do; however, an examination into the development of the Fujita Scale of Tornado Intensity and Doppler Radar, both created in the wake of this cataclysmic event, fits the bill when considering both the title and subtitle of the 2010 NHD theme.

What would a student need to do to begin this topic? Start internet research; however, ONLY as a portal to primary and secondary research. There are numerous witnesses still living today that can be interviewed, there are an abundance of maps and videos (Weather Channel doc.), and students can interview their local meteorologist. Now that I have thrown the topic out there, let us see if we have any eager History Students Investigators, or HSI's as Traci Freeman (2009 *TN History Day Teacher of the Year*) calls them, out there who want to take up this challenge. The summer is on the horizon—so is the potential to go and run (interview witnesses with their first-hand accounts, question the specialists, and collect newspaper and videos) with a wonderful topic for 2010!

STUDENT SPOTLIGHT

Students' Winning Documentary Puts Them Face to Face with History: An Interview with Dolly Parton

"I've never been more interested in history as I have been in the past eight months"
—Elijah Gray

Few people outside of East Tennessee know of Dr. Robert F. Thomas, a Sevier County physician and missionary who arrived in the 1920s. Rather than returning to his native Pennsylvania or to larger cities in the north following a 1 year stint as part of a missionary outreach program, Dr. Thomas remained in the mountains of East Tennessee until his death nearly 60 years later. As a result of their district and state winning documentary entitled, "Dr. Robert F. Thomas: The Great Smoky Mountains Horseback Healer of Body and Soul," Maranda Vandergriff and Elisa Vandergriff of Knoxville, and Elijah Gray of Pittman Center will share the story of Thomas, a minister of medicine that the students argue "set a standard for rural healthcare that served as a model around the world," at this year's National History Day contest in Washington D.C. in June.

The team of three homeschooled students bring various talents and experience to the project. "This is a really strong team," said Maranda and Elisa's mother, Katie Vandergriff. Maranda is in her third year with NHD, Elisa is in her second year, and this is Elijah's first year. After two years of competing in the NHD program, and having placed 4th last year at Knoxville with Elisa and their friend Rachel Hopkins for their group performance on the Walker Sisters, Maranda felt confident this year that she knew what it took to develop a winning project.

But winning first at district did not



After the interview, the students posed with Dolly Parton for a photograph. From left to right: Elijah Gray, Parton, Elisa Vandergriff, and Maranda Vandergriff. — Special to the *Dispatch*

come without a lot of work—seven months in fact. "A lot of studying, a lot of research, and putting it all together," said Elijah Gray. Countless hours were spent interviewing several Sevier County residents and digging for letters, journals, scrapbooks, photographs, and much more in the archives of both the Dr. Robert F. Thomas Foundation and the Great Smoky Mountains National Park (GSMNP). At the GSMNP's archives, the students were given access to the archives' stacks, which is not the usual policy of most archives. Maranda described a staff member of the archives as "kind of nervous about having a lot of kids down there with all their precious sources, but when she realized how into it we were she really became open and said, 'Oh, look at these' and 'look at what I have here.'" From the visits to the archives, Maranda observed that "we got a really good idea of what life was like then."

Maranda and Elisa originally wanted

to compete again in the performance category. However, in the course of their research, Maranda said "we found so many great images," that they decided that the primary sources they uncovered steered them to develop a documentary rather than a performance.

While many students chose well-known individuals as their topics for this year's project—based on the 2009 NHD theme "The Individual in History: Actions and Legacies"—Gray and the Vandergriffs selected the not so nationally known East Tennessee horseback healer of body and soul for their 2009 NHD project. For Elijah, the topic was close to home—literally. His family resides on the edge of property once owned by Dr. Thomas. In addition, Dr. Thomas hailed from Pennsylvania, which is also where Elijah's mother, Sabrina, was born.

In order to demonstrate the significance of their project's topic to history, the students made the argument in

Face to Face with History (cont.)

both their film and their project's Process Paper that Dr. Thomas "left a legacy of service, of caring for people, of ingenuity, of perceptiveness, and helped change the world of healthcare." They emphasized Dr. Thomas's role as both missionary and doctor. In a poignant scene during their film, Gray and the Vandergriffs include a recording of their interview with Amy Kingery, a Development Specialist with the Dr. Robert F. Thomas Foundation, who notes that the doctor was never private about his spirituality, and who wanted to bring as many people to Christ as possible. Kingery adds that Dr. Thomas was often fond of saying "I can't bring them to the Lord if they are too sick to understand me."

During the course of their research, Gray and the Vandergriffs discovered that on an average year, according to Dr. Thomas's journal and missionary records, he would log 15,000 miles making more than 1,000 house calls primarily on either foot or horseback.

Of the doctors' many house calls, none was ever more famous or has been told more times than a snowy January evening in 1946 when Robert Lee Parton arrived at the doctor's house to inform him that his wife, Avie Lee, was in labor with the couple's fourth child—Dolly Parton. The students included the story as told by Sevier County resident Ruth Carr Miller in their district winning project.

"The judges [at district] suggested we try to interview Dolly, and Amy Kingery (Dr. Robert F. Thomas Foundation) and Al Cecere (American Eagle Foundation) both knew her and put in a good word for us," said Gray. "Her agent, Ted Miller, contacted us and told us to send the questions we'd be asking." The students mentioned that they were at friend's house during Spring Break when they received a call from Atlanta notifying them that they would have an opportunity to meet and interview Parton while she was in Knoxville at HP Video.

Gray and the Vandergriffs arrived expecting that Parton's representatives would have lights and cameras set up. They were shocked to find that nothing was prepared but thankful they had

their own equipment on hand. Parton, who had been busy all morning doing local and national television and print interviews to launch a new season at Dollywood, apologized profusely for running late. The students didn't mind at all, as they were still in shock at having the opportunity to meet and interview Parton for their NHD project. "She looks just like she does on TV, and she sounds just like she does on TV. She's just kind of Dolly Parton, you know?" Elisa said.

Maranda noted that Parton was eager to see their film and hugged each of them. "It was so cool that while we showing her the video, it shows Dr. Thomas on a horse and Dolly says 'oh that's the horse he rode on to deliver me,' and when a picture of her parents is shown Dolly says 'oh that's my mom and dad.'" Parton also recounted the story of how her parents, like many other East Tennesseans, paid for Dr. Thomas's services with a sack of corn meal. The story, Parton said, is where the joke originated that from that moment on, "I have been rolling in the dough ever since." Following the film, Parton asked the students if she could have a copy of the film for herself.

The inclusion of the Parton interview along with numerous changes made following the judges and others' suggestions after the district contest resulted in a much stronger project for the state contest. "It was a whole lot of changes," said Elisa; however, "it was actually for the better and it made our video stronger."

Throughout the process of developing their documentary film, Gray and the Vandergriffs have remained excited and confident about the film they have created; however, Elisa felt some apprehension prior to the district and state contests. "It's really nerve wracking because you haven't seen anyone else's project so you don't know what it's going to be like." Her older sister Maranda, with 3 years of NHD experience, describes contest day in different terms: "It is really exhilarating to be able to see everyone else's project and to wait until you see the results. It is interesting to watch everybody else's [project] to see

how they did it, what they did, and me, the technical nerd, I was watching and I was like I bet they used this program to make that movie." Elisa described

"She looks just like she does on TV, and sounds just like she does on TV. She's just kind of Dolly Parton, you know?"

—Elisa Vandergriff

the moment at the state contest awards ceremony when they announced the awards, beginning with 3rd place before announcing 2nd and then 1st: "I was kind of shaking." The moment their project and names were called as the 1st place documentary project, Elisa expressed her relief, "It was great!" Their win in Nashville has guaranteed them an opportunity to show their film at the national contest; however, it will not be the last time that Gray and the Vandergriffs show their film to a public audience. The Robert F. Thomas Foundation has asked the students to show their documentary at its annual ball later this year.

Gray's mother, Sabrina, proudly notes the achievements of her son and the Vandergriffs. "This has opened so many doors for them. The video is a lot like the Heartland series. They did a really good job." Her son, Elijah, said "I've never been more interested in history as I have been in the past eight months."



The students, far right, receive their 1st place medals at Knoxville.

East Tennessee Student Winners at Tennessee History Day, Legislative Plaza, Nashville — April 4, 2009

* All Projects in Bold are eligible to compete at the Kenneth E. Behring National History Day Contest

JUNIOR INDIVIDUAL EXHIBIT:

First Place

Title: I See Something: William S. Gray and the Dick and Jane Readers

Student: Emma Thompson,

School: Coker Creek Elementary School, Tellico Plains, TN

Teacher: Shannon Harris

JUNIOR GROUP EXHIBIT:

First Place

Title: Arthur Stupka: Cataloging Diversity

Students: Grant Fisher, Michael Byrnes

School: Pi Beta Phi Elementary School, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer

SENIOR INDIVIDUAL EXHIBIT:

Third Place

Title: The Tragic Genius of Alan Turing

Student: Adam Prorise,

School: Farragut High School, Knoxville, TN

Teacher: Angela Breeding

SENIOR GROUP EXHIBIT:

Third Place

Title: Le Pouvoir d'Une Femme Seule: Virginia Hall, the Spy the Germans dubbed "The Most Dangerous of All"

Students: Allie Webb, Jessica Droke, Kaysie Jennings, Cody Vaughn, Nicholas Paladini,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher: Patricia Brake

Second Place

Title: Mark Felt: The Man Behind the Voice

Students: Parks Barroso, Alan Shattuck, Noah Williams,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo

JUNIOR INDIVIDUAL DOCUMENTARY:

Third Place

Title: The Last Doughboy: The Actions and Legacies of Corporal Frank Buckles

Student: Alexandra Christopoulos,

School: Episcopal School Of Knoxville, Knoxville, TN

Teacher: Ellen Petree

Second Place

Title: Jesse Owens: A Race for Equality

Student: Stephen Bassett,

School: Greenway School, Knoxville, TN

Teacher: Liz Shugart

JUNIOR GROUP DOCUMENTARY:

Third Place

Title: Dr. Mary Edwards Walker: Ahead of Her Time

Students: Erica Reynolds, Meghan Lamb, Leah Harris,

School: Mosheim Middle School, Mosheim, TN

Teacher: Jada Jones

East Tennessee Student Winners at Tennessee History Day, Legislative Plaza, Nashville — April 4, 2009

First Place

Title: Dr. Robert F. Thomas: The Great Smoky Mountains Horseback Healer of Body and Soul

Students: Maranda Vandergriff, Elisa Vandergriff, Elijah Gray,

School: Home School, Powell, TN

Teacher(s): Katie Vandergriff, Sabrina Gray

SENIOR INDIVIDUAL DOCUMENTARY:

Second Place

Title: Jim Thompson: The Unsung Hero of East Tennessee History

Student: Mia Wallace,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo

First Place

Title: Evelyn Bishop: Crafting a Legacy in the Tennessee Mountains

Student: Hannah Clevenger,

School: Gatlinburg Pittman High School, Gatlinburg, TN

Teacher: Rebecca Byrd

SENIOR GROUP DOCUMENTARY:

First Place

Title: Robert Oppenheimer: The Man Beneath the Hat

Students: Nathan Steyer, Jordan Brown, Matt Stanifer, Keerthighaan Kanagasegar, Elizabeth Ashby,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher: Patricia Brake

JUNIOR INDIVIDUAL PERFORMANCE:

Second Place

Title: Queen Elizabeth I

Student: Michelle Woodruff,

School: Englewood Elementary School, Englewood, TN

Teacher(s): Susie Lee, Heidi Ford

First Place

Title: Jeannette Rankin: A Voice for Peace

Student: Sarah Margaret Hutchison,

School: Greenway School, Knoxville, TN

Teacher: Liz Shugart

JUNIOR GROUP PERFORMANCE:

First Place

Title: Saucy's Letters to the Tyrant of Freedom

Students: Rachel Collins, Josh Huff,

School: Ft Loudoun Middle School, Loudon, TN

Teacher: Joe Davis

SENIOR INDIVIDUAL PERFORMANCE:

Second Place

Title: "Confederate Rose": Rose O'Neal Greenhow, A Thorn in the Union

Student: Katelyn Bunch,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher: Patricia Brake

First Place

Title: Margaret Sanger: A Voice of Controversy

Students: Sophie Yates,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo

East Tennessee Student Winners at Tennessee History Day, Legislative Plaza, Nashville — April 4, 2009

SENIOR GROUP PERFORMANCE:

Second Place

Title: Harry T. Burn: 19th Amendment

Students: Whitney Boggus, Gary Cagle, Gary Boggus, Teliah Turpin, Jaleesa Shirk,

School: Sequoyah High School, Madisonville, TN

Teacher: Lance McConkey

First Place

Title: John Wilkes Booth: Put On Trial

Students: Zachary Arms, Brett Parsons,

School: McMinn Central High School, Etowah, TN

Teacher: Teri Blair

JUNIOR INDIVIDUAL PAPER:

Second Place

Title: Steven Jobs: Impact and Innovations to Personal Electronics and the Computer Animated Entertainment Industry

Student: Blake Brashear,

School: Concord Christian School, Knoxville, TN

Teacher: Tammy Lightholder

First Place

Title: John Steinbeck: A Bard for the Okies

Student: Kiyoko Reidy,

School: Greenway School, Knoxville, TN

Teacher: Liz Shugart

SENIOR INDIVIDUAL PAPER:

Third Place

Title: Nellie Bly: On Top of The World

Student: Erin Stapleton,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo

Second Place

Title: Rush's Revolution: Marvelous Methods for the Mad

Student: Lily Gu,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher: Patricia Brake

First Place

Title: Nancy Ward: Peacemaker and Beloved Woman of the Cherokee

Student: Mary Biggs,

School: Bearden High School, Knoxville, TN

Teacher: Liz Shugart

JUNIOR WEBSITES - INDIVIDUAL AND GROUP COMBINED:

First Place

Title: Turing vs. Enigma: The Battle for the Code

Student: Timothy Blackwell,

School: Greenway School, Knoxville, TN

Teacher: Liz Shugart

East Tennessee Student Special Awards Winners — Tennessee History Day, Legislative Plaza, Nashville, April 4, 2009

Maj. Ashley W. "Bill" Fisher, III Memorial U.S. Military History Award:

Junior Division

Title: Turing vs. Enigma: The Battle for the Code

Student: Timothy Blackwell,

School: Greenway School, Knoxville, TN

Teacher: Liz Shugart

Senior Division

Title: The Tragic Genius of Alan Turing

Student: Adam Prosise,

School: Farragut High School, Knoxville, TN

Teacher: Angela Breeding

Margaret Lindsley Warden Prize for Best Project in Women's History:

Junior Division

Title: Saucy's Letters to the Tyrant of Freedom

Students: Rachel Collins, Josh Huff,

School: Ft Loudoun Middle School, Loudon, TN

Teacher: Joe Davis

Senior Division

Title: Nellie Bly: On Top of The World

Student: Erin Stapleton,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo

Tennessee Historical Society Prize for Best Project in Tennessee History:

Junior Division

Title: Dr. Robert F. Thomas: The Great Smoky Mountains Horseback Healer of Body and Soul

Students: Maranda Vandergriff, Elisa Vandergriff, Elijah Gray,

School: Home School, Powell, TN

Teacher(s): Katie Vandergriff, Sabrina Gray

Senior Division

Title: Evelyn Bishop: Crafting a Legacy in the Tennessee Mountains

Student: Hannah Clevenger,

School: Gatlinburg Pittman High School, Gatlinburg, TN

Teacher: Rebecca Byrd

East Tennessee History Day Winners, March 2, 2009

JUNIOR (GRADES 6-8) JUNIOR INDIVIDUAL EXHIBIT:

Fourth Place

Title: Leonardo da Vinci: A Renaissance Man

Students: Ethan Schulz,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart

Third Place

Title: Helen Keller: The Miracle Worker

Students: Madison Uphoff,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

Second Place

Title: Marie Curie

Students: Jill Williams,

School: Calhoun Elementary, Calhoun, TN

Teacher(s): Cathy Castor,

First Place

Title: I See Something: William S. Gray and the Dick and Jane Readers

Students: Emma Thompson,

School: Coker Creek Elementary, Tellico Plains, TN

Teacher(s): Shannon Harris,

JUNIOR (GRADES 6-8) JUNIOR GROUP EXHIBIT:

Fourth Place

Title: Augusta Davis

Students: Schyler Aikman, Amanda Bryant, Alexis Hammock,

School: Madisonville Middle School, Madisonville, TN

Teacher(s): Chris Bowers, Cristall Harrill,

Third Place

Title: Arthur Stupka: Cataloging Diversity

Students: Grant Fisher, Michael Byrnes,

School: Pi Beta Phi Elementary, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

Second Place

Title: Phyllis Higinbotham

Students: Karishama Jardosh, Kendall Cody, Summer Wegwerth,

School: Pi Beta Phi Elementary, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

First Place

Title: Elizabeth Blackwell

Students: Tala Moschak, Savannah Martin,

School: Calhoun Elementary, Calhoun, TN

Teacher(s): Cathy Castor,

SENIOR (GRADES 9-12) SENIOR INDIVIDUAL EXHIBIT:

Fourth Place

Title: Einstein's Legacy Revealed

Students: Michael Oberdier,

School: Gatlinburg Pittman High School, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

Third Place

Title: Martin Luther: Questioning Authority and Finding Truth

Students: Stephanie Weir,

School: Farragut High School, Knoxville, TN

Teacher(s): Angela Breeding,

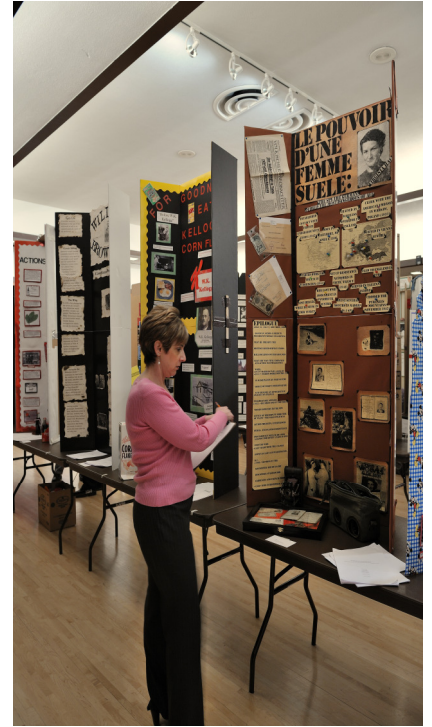
Second Place

Title: Pele: Soccer's Ambassador

Students: Nadareh Naseri,

School: Chuckey Doak High School, Afton, TN

Teacher(s): Kim Francis,



**Exhibit Final Round Judging—
Courtesy Dan MacDonald**

East Tennessee History Day Winners, March 2, 2009

First Place

Title: The Tragic Genius of Alan Turing

Students: Adam Prosisie,

School: Farragut High School, Knoxville, TN

Teacher(s): Angela Breeding,

SENIOR (GRADES 9-12) SENIOR GROUP EXHIBIT:

Fourth Place

Title: William Shakespeare

Students: Michelle Chapman, Zoe Frank,

School: Sequoyah High School, Madisonville, TN

Teacher(s): Lance McConkey,

Third Place

Title: Le Pouvoir d'Une Femme Seule: Virginia Hall, the Spy the Germans dubbed "The Most Dangerous of All"

Students: Allie Webb, Jessica Droke, Kaysie Jennings, Cody Vaughn, Nicholas Paladini,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher(s): Patricia Brake,

Second Place

Title: Ann Davis: Mother of the Park

Students: Katie Garrett, Kayleigh Hansen,

School: Gatlinburg Pittman H, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Lisa Bremer, Dana Soehn,

First Place

Title: Mark Felt: The Man Behind the Voice

Students: Parks Barroso, Alan Shattuck, Noah Williams,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo,

JUNIOR (GRADES 6-8) JUNIOR INDIVIDUAL DOCUMENTARY:

Fourth Place

Title: Winston Churchill

Students: Andrew Curtis,

School: Vonore Middle School, Vonore, TN

Teacher(s): Joan McFall,

Third Place

Title: Sam Walton

Students: Kevin Collins,

School: Vonore Middle School, Vonore, TN

Teacher(s): Joan McFall,

Second Place

Title: The Last Doughboy: The Actions and Legacies of Corporal Frank Buckles

Students: Alexandra Christopoulos,

School: Episcopal School Of Knoxville, Knoxville, TN

Teacher(s): Ellen Petree,

First Place

Title: Jesse Owens: A Race for Equality

Students: Stephen Bassett,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

JUNIOR (GRADES 6-8) JUNIOR GROUP DOCUMENTARY:

Fourth Place

Title: Abigail Adams

Students: Morgan Johnson, Alyssa Fox, Sarah Gentry, Danielle Gennoe,

School: Englewood Elementary School, Englewood, TN

Teacher(s): Susie Lee, Heidi Ford,

East Tennessee History Day Winners, March 2, 2009

Third Place

Title: Victoria Woodhull
Students: Brianna Curtis, Allison Young,
School: Vonore Middle School, Vonore, TN
Teacher(s): Joan McFall,

Second Place

Title: Dr. Mary Edwards Walker: Ahead of Her Time
Students: Erica Reynolds, Meghan Lamb, Leah Harris,
School: Mosheim Middle School, Mosheim, TN
Teacher(s): Jada Jones,

First Place

Title: Dr. Robert F. Thomas: The Great Smoky Mountains Horseback Healer of Body and Soul
Students: Maranda Vandergriff, Elisa Vandergriff, Elijah Gray,
School: Home School, Powell, TN
Teacher(s): Katie Vandergriff, Sabrina Gray,

SENIOR (GRADES 9-12) SENIOR INDIVIDUAL DOCUMENTARY:

Fourth Place

Title: Wallace Hartley
Students: Megan Long,
School: Lenoir City High School, Lenoir City, TN
Teacher(s): Rachel Frazier,

Third Place

Title: Bill Bass: Land for Dead Bodies
Students: Sam Jeralds,
School: Sequoyah High School, Madisonville, TN
Teacher(s): Lance McConkey,

Second Place

Title: Jim Thompson: The Unsung Hero of East Tennessee History
Students: Mia Wallace,
School: West High School, Knoxville, TN
Teacher(s): Candace Lewis, Lou Gallo,

First Place

Title: Evelyn Bishop: Crafting a Legacy in the Tennessee Mountains
Students: Hannah Clevenger,
School: Gatlinburg Pittman H, Gatlinburg, TN
Teacher(s): Rebecca Byrd,

SENIOR (GRADES 9-12) SENIOR GROUP DOCUMENTARY:

Fourth Place

Title: The Poet Within
Students: Jordan Costner, Daniel Cogdill,
School: Jefferson County High School, Jefferson City, TN
Teacher(s): Mark Finchum,

Third Place

Title: Robert Oppenheimer: The Man Beneath the Hat
Students: Nathan Steyer, Jordan Brown, Matt Stanifer, Keerthighaan Kanagasagar, Elizabeth Ashby,
School: Tennessee Governor's Academy, Knoxville, TN
Teacher(s): Patricia Brake,

Second Place

Title: Dian Fossey: Gorilla Warrior
Students: Kelli Reese, Katie Plank,
School: West High School, Knoxville, TN
Teacher(s): Candace Lewis, Lou Gallo,

First Place

Title: Eugene Connor: "Bull" of the South
Students: Lexie Barton, Marley Hayes, Liz Kemp, Gracie Wright,
School: West High School, Knoxville, TN
Teacher(s): Candace Lewis, Lou Gallo,

East Tennessee History Day Winners, March 2, 2009

JUNIOR (GRADES 6-8) JUNIOR INDIVIDUAL PERFORMANCE:

Fourth Place

Title: Leonardo da Vinci: From the Viewpoint of the Mona Lisa
 Students: Chamisa Davies,
 School: Davies Homeschool, Maryville, TN
 Teacher(s): Carole Lynne Davies,

Third Place

Title: Queen Elizabeth 1
 Students: Michelle Woodruff,
 School: Englewood Elementary, Englewood, TN
 Teacher(s): Susie Lee, Heidi Ford,

Second Place

Title: Jeannette Rankin: A Voice for Peace
 Students: Sarah Margaret Hutchison,
 School: Greenway School, Knoxville, TN
 Teacher(s): Liz Shugart,

First Place

Title: A Life Well-Lived: The Story of Emma Goldman
 Students: Rowan Young,
 School: Greenway School, Knoxville, TN
 Teacher(s): Liz Shugart,

JUNIOR (GRADES 6-8) JUNIOR GROUP PERFORMANCE:

Fourth Place

Title: Empress Wu: Murderess or Monarch
 Students: Isabel Bucy, Heidi Springmann, Madison Thomas, Lexi Hansen,
 School: Pi Beta Phi Elementary, Gatlinburg, TN
 Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

Third Place

Title: Our Founding Fathers
 Students: Daniel Beddingfield, Austin Fillers, Parker McCrary,
 School: Chuckey Doak Middle School, Afton, TN
 Teacher(s): Kathy Coleman, LeAnn Myers,

Second Place

Title: Ella Costner
 Students: Claire Ballentine, McKenzie Thomas, Micki Werner,
 School: Pi Beta Phi Elementary, Gatlinburg, TN
 Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

First Place

Title: Saucy's Letters to the Tyrant of Freedom
 Students: Rachel Collins, Josh Huff,
 School: Ft Loudoun Middle School, Loudon, TN
 Teacher(s): Joe Davis,

SENIOR (GRADES 9-12) SENIOR INDIVIDUAL PERFORMANCE:

Fourth Place

Title: JJ Johnson
 Students: Tyler Johnson,
 School: Lenoir City High School, Lenoir City, TN
 Teacher(s): Rachel Frazier,

Third Place

Title: "Confederate Rose": Rose O'Neal Greenhow, A Thorn in the Union
 Students: Katelyn Bunch,
 School: Tennessee Governor's Academy, Knoxville, TN
 Teacher(s): Patricia Brake,

Second Place

Title: Margaret Sanger: A Voice of Controversy
 Students: Sophie Yates,
 School: West High School, Knoxville, TN
 Teacher(s): Candace Lewis, Lou Gallo,



Michelle Woodruff, who portrays Elizabeth I, made significant changes to her performance during the year, and went from 3rd at Knoxville to 2nd at Nashville. — Courtesy Dan MacDonald Photography

East Tennessee History Day Winners, March 2, 2009

First Place

Title: Ida B. Wells: A Passion for Justice

Students: Chrisqueria Bragg,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher(s): Patricia Brake,

SENIOR (GRADES 9-12) SENIOR GROUP PERFORMANCE:

Fourth Place

Title: Elizabeth I

Students: Mary Moats, Coltin Thompson,

School: McMinn Central High School, Englewood, TN

Teacher(s): Teri Blair,

Third Place

Title: Life and Times of FDR: the Fireside Chat

Students: Iby Wellborn, Larissa Miller,

School: Gatlinburg Pittman H, Gatlinburg, TN

Teacher(s): Lisa Bremer, Suzanne Terrell, Dana Soehn,

Second Place

Title: Harry T. Burn: 19th Amendment

Students: Whitney Boggus, Gary Cagle, Gary Boggus, Teliah Turpin, Jaleesa Shirk,

School: Sequoyah High School, Madisonville, TN

Teacher(s): Lance McConkey,

First Place

Title: John Wilkes Booth

Students: Zachary Arms, Brett Parsons,

School: McMinn Central High School, Etowah, TN

Teacher(s): Teri Blair,

JUNIOR (GRADES 6-8) JUNIOR INDIVIDUAL PAPER:

Fourth Place

Title: Isadora Duncan

Students: Alexa Ewan,

School: Episcopal School of Knoxville, Knoxville, TN

Teacher(s): Ellen Petree,

Third Place

Title: John Steinbeck: A Bard for the Okies

Students: Kiyoko Reidy,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

Second Place

Title: Steven Jobs: Impact and Innovations to Personal Electronics and the Computer Animated Entertainment Industry

Students: Blake Brashear,

School: Concord Christian School, Knoxville, TN

Teacher(s): Tammy Lightholder,

First Place

Title: Beatrix Potter: Bunnies and Beyond

Students: Ruth Simberloff,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

SENIOR (GRADES 9-12) SENIOR INDIVIDUAL PAPER:

Fourth Place

Title: Nellie Bly: On Top of the World

Students: Erin Stapleton,

School: West High School, Knoxville, TN

Teacher(s): Lou Gallo, Candace Lewis,

Third Place

Title: Shaka Zulu: The Nation-builder

Students: Jason van der Merwe,

School: Homeschool, Knoxville, TN

Teacher(s): Meryl van der Merwe,



Whitney Boggus, portrays Febb Burn, noted for her letter convincing her son Harry, a member of the TN House, to vote in favor of women's suffrage. In this scene, Boggus (right) is explaining to her "granddaughter," Jaleesa Shirk (left) the importance of a woman's right to vote. — Courtesy Dan MacDonald Photography

East Tennessee History Day Winners, March 2, 2009

Second Place

Title: Nancy Ward: Peacemaker and Beloved Woman of the Cherokee

Students: Mary Biggs,

School: Bearden High School, Knoxville, TN

Teacher(s): Liz Shugart,

First Place

Title: Rush's Revolution: Marvelous Methods for the Mad

Students: Lily Gu,

School: Tennessee Governor's Academy, Knoxville, TN

Teacher(s): Patricia Brake,

JUNIOR (GRADES 6-8) JUNIOR INDIVIDUAL & GROUP INTERPRETIVE WEBSITE:

Fourth Place

Title: Nurse Rebecca: Actions and Legacy

Students: Alannah Horne,

School: Pi Beta Phi Elementary, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

Third Place

Title: Henry Ford

Students: Deaton Myers,

School: Chuckey Doak Middle School, Afton, TN

Teacher(s): Leann Myers, Kathy Coleman, Travis Murvin, Amy Horak,

Second Place

Title: Emperor Hung Wu

Students: Grant Soehn,

School: Pi Beta Phi Elementary, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

First Place

Title: Turing vs. Enigma: The Battle for the Code

Students: Timothy Blackwell,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

SENIOR (GRADES 9-12) SENIOR INDIVIDUAL & GROUP INTERPRETIVE WEBSITE:

Fourth Place

Title: John Brown: Martyr for the Cause of Freedom

Students: Jordan Ottinger,

School: Cocke County High School, Newport, TN

Teacher(s): Clay Blazer,

Third Place

Title: John Coltrane: A Jazz Legacy

Students: Garrett Holt, Andrew Jones,

School: West High School, Knoxville, TN

Teacher(s): Candace Lewis, Lou Gallo,

Second Place

Title: Wright Brothers

Students: Ben Rogers,

School: Lenoir City High School, Lenoir City, TN

Teacher(s): Rachel Frazier,

First Place

Title: Walt Disney

Students: James Higdon,

School: Lenoir City High School, Lenoir City, TN

Teacher(s): Rachel Frazier,

Special Awards Winners — East Tennessee History Day, March 2, 2009

Sequoyah Award — for best use of Native American history

Title: Nancy Ward: Peacemaker and Beloved Woman of the Cherokee

Students: Mary Biggs,

School: Bearden High School, Knoxville, TN

Teacher(s): Liz Shugart,

East Tennessee Historical Society Award — for best use of East Tennessee history

Title: Evelyn Bishop: Crafting a Legacy in the Tennessee Mountains

Students: Hannah Clevenger,

School: Gatlinburg Pittman H, Gatlinburg, TN

Teacher(s): Rebecca Byrd,

East Tennessee Veteran's Memorial Association Home Front Award

First Place

Title: Private John Wesley Adkins: Gone But Not Forgotten

Students: Alexis Gibson, Michala Myers,

School: Chuckey Doak Middle School, Afton, TN

Teacher(s): LeAnn Myers, Kathy Coleman,

Second Place

Title: The Last Doughboy: The Actions and Legacies of Corporal Frank Buckles

Students: Alexandra Christopoulos,

School: Episcopal School Of Knoxville, Knoxville, TN

Teacher(s): Ellen Petree,

Third Place

Title: Sgt. Alvin C. York

Students: Catie Roberts,

School: Calhoun Elementary School, Calhoun, TN

Teacher(s): Cathy Castor,

East Tennessee Veteran's Memorial Association War Front Award

First Place

Title: The Tragic Genius of Alan Turing

Students: Adam Prorise,

School: Farragut High School, Farragut, TN

Teacher(s): Angela Breeding,

Second Place

Title: British Soldier

Students: Joseph Gamble

School: McMinn Central High School, Englewood, TN

Teacher(s): Teri Blair,

Third Place

Title: General George S. Patton Saves the Great White Stallions

Students: Caitlin Schultz,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

Dan Shannon Junior Award — for best use of Primary Source research

First Place

Title: A Life Well-Lived: The Story of Emma Goldman

Students: Rowan Young,

School: Greenway School, Knoxville, TN

Teacher(s): Liz Shugart,

Special Awards Winners — East Tennessee History Day, March 2, 2009

Second Place

Title: George Masa: Actions and Legacy

Students: Davis Soehn

School: Pi Beta Phi Elementary, Gatlinburg, TN

Teacher(s): Suzanne Terrell, Dana Soehn, Lisa Bremer,

Dan Shannon Senior Award — for best use of Primary Source research

First Place

Title: Ida B. Wells: A Passion for Justice

Students: Chrisqueria Bragg

School: Tennessee Governor's Academy, Knoxville, TN

Teacher(s): Patricia Brake,

Second Place

Title: Ann Davis: Mother of the Park

Students: Katie Garrett, Kayleigh Hansen,

School: Gatlinburg Pittman High School, Gatlinburg, TN

Teacher(s): Suzanne Terrell,

Daughters of the Union Veterans of the Civil War Award — for best Civil War related project

Title: Dr. Mary Edwards Walker: Ahead of Her Time

Students: Erica Reynolds, Meghan Lamb, Leah Harris

School: Mosheim Middle School, Mosheim, TN

Teacher(s): Jada Jones,

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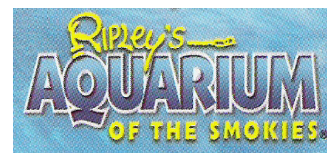
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Becoming HSI's (History Story Investigators): Integrating NHD In Your Classroom

By Traci Freeman, Rural Vale Elementary, Monroe County Schools

I have spent the day watching outside my home office window as a two-man crew struggles to figure out how to integrate a new heating/AC unit into a 17-year old puzzling mirage of ductwork. As they work, I think of my classroom, especially my classroom integrated with NHD! I have watched this crew throw sheet metal to-and-fro, reorganize, run to town for additional parts, and just checked on them moments ago to inquire if this integration process will prove successful. "We finally figured it out, and you are going to have more air flow and cheaper electric bills because of not only the new system but also the simpler way we have run this ductwork," one of the men replied. This is the news we homeowners want to hear! I cannot help but think of the analogy of this laborious process with what a teacher confronts when attempting to figure out how to integrate NHD into an already packed curriculum and still be ready for yearly tests and be successful at both! Sometimes, as much as we do not want to, we have to throw out some (or all) of the old and put in some fresh new way of teaching, whereby the learning will start flowing and students will be able to make life-long learning connections. In the long run, this is going to be easier and more pleasing to all of us educators—sort of like this new heating/AC unit is today costing a chunk up front; however, in the long run, it will pay for itself. The old system, though it still works, is not as good as it was 17 years ago—it is worn out. Some of us THINK we can keep teaching with the old system. But what might we be missing out on if we do not decide to integrate a new system. Let's "change it up" and give students the opportunity to discover historical information on their own and become novice HSI's (History Story Investigators). We can eventually sit back and enjoy this new learning environment just like I am going to enjoy my new unit and electric bill!

I must say it's been a professional blessing to spend the past year observing not only first-year teachers, but also veteran teachers integrate NHD in their classrooms for the first time ever. They each committed to making it work and learned from their mistakes. In the end, all of these teachers had county, district, and/or state winners in their first year! I truly admire their determined NHD spirit, and I will take every lesson I learned from them back to my classroom—Just do it!

Personally, I am a sucker for projects for I do not like using the textbook for anything but a necessary resource. Integrating NHD into my S.S. and English classes will not be difficult. I did NHD as an after-school History Club project whereby students were given extra credit grades in English, since there are so many Language Arts objectives covered. The reading, note-taking, summarizing, citing using an annotated bibliography, and writing process are just a few of the numerous Language Arts skills required, not to mention the oral communication skills, in the development of an NHD project. This is an English teacher's dream project even if he/she is not a history hog!

I regret wasting so many years not requiring this of all my 6-8 grade students. Look out next year! They all know it will be a requirement. Topics for the 2010 contest are being chosen before year's end, and all 6th and 7th grade students are beginning to get a jump-start on their research. I have learned from talking with so many who have done NHD for several years that their students have enjoyed being able to begin their research over the summer. Some of those in performances wanted the time to write their scripts and practice. This is true for other NHD categories as well. Letters can be written requesting information, interviews can be done, or maybe a student can take a trip to do some research. For my students, they can keep me up-to-date on their NHD summer activities via email. Updates will be given on Day One of school. Research will then rise to the next level. I will use my English class periods to do the project after we do 10 minutes of DOL—it only makes sense! Will I get to cover my textbook? Probably not, for I do not need to when students will be getting the opportunity to apply the skills. I fully understand where this is a problem for teachers who are strictly S.S. teachers; however, I saw at one high school this year where a History and English teacher collaborated together on NHD. These were first year NHD teachers who did an awesome job and now have several students going to the national competition.

Integrating NHD in Your Classroom (cont.)

Making that integration work in that setting took great teamwork! Another high school spent one day a week in class. Most of their research had to be done out of class because the information was not accessible in the school's library or on the Internet. Given plenty of time and deadlines, this is all workable.

The most important ingredient to making this integration work is not only getting other teachers in the school to catch the NHD bug as well, but one must be willing to call for help from the many available sources in the surrounding community. The East Tennessee Historical Society is just a phone call away whether it be for presenting the topic to students, coaching students periodically along the way, having former NHD students and teachers come and present during workshops, and/or getting either a teacher, student, and/or parent in touch with valuable research resources. There are also valuable repositories containing rich primary and secondary source materials located in the numerous universities and special collection libraries in our region. NHD in East TN has grown by leaps and bounds this past year, and I am sure there is a NHD educator near all of us. Many educators are not used to calling on help from outside sources or do not know how to go about integrating a presentation into their already packed schedule. This is probably the simplest but most effective step for someone who is wondering how to integrate NHD in his or her classroom instruction. Once one gets over this, he/she will soon realize the truth in the NHD motto: It's not just a day; it's an experience. It is definitely a life-changing experience for all.

Getting a Handle on the Website Category

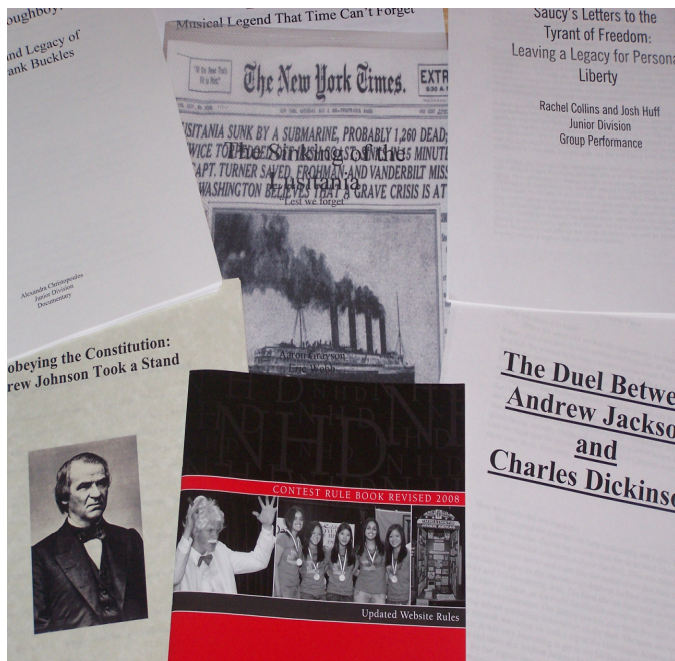
In 2007, NHD introduced the website category—the most interactive of all the current NHD categories. Since then, teachers, students, parents, and yes, even NHD coordinators, have all been scratching their heads trying to get a handle on the website category. At Knoxville, we have struggled with many questions and issues that develop naturally as a result of any new category being introduced into the program: What do the rules say about each and every aspect of the category? When is the appropriate deadline for websites so that they can be received and turned around to judges in a timely fashion? How do we give sufficient notice to ensure that all teachers, students, and parents realize that individual and group website projects are judged together rather than separately as in other categories? What do we do when students do not submit the website design in the proper format (i.e. website browser)? What do we do when students submit only 1 copy (or worse, none at all) of their Process Paper and annotated bibliography? What is the best way to showcase the websites at the district contest so that others can benefit from seeing what the other competitors are doing with their website?

Experience has shown that in Tennessee (and I suspect across the nation) few students outside those who place 1st or 2nd have a real firm grasp on the category. Please be sure to read the NHD rules as they seem to be ever changing. The most up-to-date NHD rules can always be found on the NHD website (www.nhd.org). As with the 2009 contest, website projects that arrive in our office in 2010 that do not meet Rules 1-9 of the NHD Rule Book (pg. 21), will not be distributed to the judges. Therefore, if we receive 6 submissions and only 2 meet the full guidelines, then only those 2 will compete in Knoxville, despite the opportunity for a 3rd project to represent East Tennessee at the state contest. The most frequent violations of the rules involve Rules 7 and 9. Please be sure the project is viewable in a standard web browser and that 4 copies of the Process Paper and Annotated Bibliography are submitted. Also, as in each category, there is a limitation on student-composed words. If NHD states a maximum number—1200 for websites—be sure to use it! Lastly, I would strongly suggest students take advantage of Rule 3—unlimited 45 second multimedia clips (yet be mindful of the 100MB file space allowed).

NEW at East Tennessee History Day 2010

Unfortunately, we do not have access to computers to permit public viewing of websites at the district contest; however, 1 or 2 “*paper*” copies of all Websites (and Papers), will be available at the registration desk for viewing—after all, in each and every other category, students can see the work of other students.

“How Important ‘IS’ my Process Paper?”



Copies of Process Papers collected from the past few East Tennessee History Day contests.
—East Tennessee Historical Society’s NHD Archives

Year after year, it’s the same story: National History Day projects arrive at school, county/regional, district contests, and, yes, even beyond with Process Papers in violation of the NHD rules, or perhaps worse yet (although what could be worse than violating NHD rules), with little or no attention and care given to this critical part of the NHD project. Neglecting the Process Paper can be the difference between winning or advancing to the next level of competition. Why is the Process Paper continuously neglected year after year, with profound consequences for students that have the potential to win or advance?

Since I never knew about NHD and thus never had an opportunity to develop a project when I was eligible to compete in NHD—what seems many, many years ago now—please forgive me for the diversion as I offer an account from own personal experience that illustrates the consequences that slighting a particular portion of a product that I developed resulted in a disastrous performance in the classroom.

A couple years ago, I was offered an opportunity as a Graduate Teaching Assistant at the University of Tennessee to present a lecture in the American History survey course. Actually, it was expected that Teaching Assistants would offer at least one lecture during the semester—our crash course to teaching experience at the university level. Like an NHD project, I selected a topic to be covered during the semester—Reconstruction era—that not only greatly interested me, but also that I am an expert on. I had virtually the entire semester to prepare for this project. However, numerous other things going on in my life (illness, birth of a child, and NHD) distracted me from the task at hand. I kept putting the lecture off because it seemed so far off and I would have time later to work on it, and, after all, I’m an expert on Reconstruction, right? NHD students are often told well in advance of contest day what is expected of an NHD project (rules, theme, and deadlines); however, unless they are given specific deadlines along the way, they probably put their NHD projects off until the last few weeks, maybe even the night before the contest. I too kept putting my lecture off. I decided to develop a PowerPoint presentation to accompany my lecture because students these days are visual learners and most who arrive at the University of Tennessee are shocked when they come face to face with a professor who hasn’t yet made that leap into the age of technology. They seem put off by those who lecture strictly from notes that in some cases may be 10, 20, or even 30 years old! I decided that I would cater to their interests and develop a PowerPoint. Bad decision!

I spent the last week before my turn at the lectern by creating the snazziest PPT ever developed on Reconstruction. I was careful to select what I thought were the best images and even spent hours thinking about what color text and background should I use on this and that slide. All along, I neglected the lecture. I was up all night before my “big day” putting the final touches on the PPT. When the morning came, I stepped to the lectern and the train wreck unfolded. Thirty minutes into my lecture I noticed that I was in a race against time to finish before the fifty minute class period came to an end. I had neither timed nor practiced the lecture—a fatal mistake. I could see more than the usual blank stares on the faces of the nearly 110 students before me as I skimmed

“How Important *‘IS’* my Process Paper?” (cont.)

through my notes, hitting all the major points—without any context—while the PPT images on the large screen above me did not correspond with what I was saying. It was not a pretty sight. Afterwards, I realized that in my determination to present the most attractive PPT, I had neglected the most important component of my product—the lecture—which, as you recall, I am an expert on, right? Needless to say, I did not come off sounding like the expert on the subject of Reconstruction that I claim to be. My neglect of the lecture that day did not provide me with the confidence that I so desperately needed before stepping into a classroom of my own.

Like my experience, perhaps it is only natural that students focus on the development, clarity, and overall attractiveness of their “project,” whether it be an exhibit board, documentary on DVD, the script and delivery of their performance, or the technical aspects in designing their website, rather than focus on the writing of their Process Paper. Even the title “Process Paper” sounds boring. It is clearly the least most interesting part of the project.

Here’s a little secret—neglecting the Process Paper is costing them in the judges’ overall evaluation of their project. This may not be the case at a school or county/regional contest where an attractive project can sway the decision of those judging, but at the district level and beyond, when the competition is much stronger, slighting the Process Paper can be the difference between a project that places as an alternate or fails to place at all.

What can we tell students to make them aware of the importance of the Process Paper? While I have been vacillating on this subject for some time, I have come around to saying that the “Process Paper” is worth 80% of an NHD project’s overall evaluation. Let me stop at this point and explain that when I am referring to Process Paper here, I tend to mean the Process Paper and the Annotated Bibliography combined. And I tend to refer to the Process Paper in communication with students, teachers, parents, and judges as one complete unit. However, for the purpose of this article, I mean to refer to Process Paper as defined in Rules 13 and 14 of the NHD Rule Book—the title page and the four descriptive sections that detail the development of the NHD project from beginning to end. Now, those seasoned NHD veterans might be asking themselves, “where on earth does the 80% figure for the Process Paper (including annotated bibliography) come from?” The answer—I made it up. It’s an artificial number with no bearing under the current NHD judging criteria. As you perhaps already know, the criteria for judging projects in each of the 5 NHD categories is as follows:

Historical Quality = 60%

Relation to Theme = 20%

Clarity of Presentation = 20%

Why then do I tell everyone that the Process Paper is worth 80%? Perhaps it’s a quick way to illustrate the importance of the Process Paper to students. Yes. However, I have settled on 80% because the Process Paper must be seen as one in the same with the project—an extension of the product shown to the judges when the student or students’ time has come to be judged. In fact, the Process Paper is the first, and more than likely last, thing judges see on competition day. Within its pages it actually touches on 100% of the judging criteria. The annotated bibliography deals with the **Historical Quality** aspect of the project. The 4th section of Rule 13—explain how your project relates to the NHD theme—touches upon the **Relation to Theme** aspect of the project. It is also within this section of Rule 13 that students need to hit on the second bullet point found on the judges evaluation sheets under **Relation to Theme**—demonstrates significance of topic in history and draws conclusions. Lastly, one or two sections of Rule 13 can be attributed to the **Clarity of Presentation** aspect of the project. Thus, the Process Paper = 100% of the judging criteria. But that doesn’t transfer well in translation to students. Therefore, I subtract the 20% for **Clarity of Presentation**, the aspect that students, like my experience with the classroom lecture, are most

(continued on pg.)

“How Important *‘IS’* my Process Paper?” (cont.)

likely to focus on at the expense of their Process Paper. 80% might in fact catch their attention.

Each year, students show up to contests without their Process Papers. If I am judging at a school or county/regional level, I do not immediately disqualify a student from winning or having an opportunity to advance if their project shows potential and is clearly deserving of how many ever positions that are eligible to advance to the next level of competition. However, at the district, state, and national levels, a lack of a Process Paper is enough to prevent a student from advancing.

Students are required, under the NHD rules, to bring with them 3 copies of their Process Papers to the contest. However, NHD notes on their website that students are strongly encourage to bring a 4th copy for themselves. Now, why is it suggested that students bring a 4th copy? Let me provide an example from the district level for students competing in exhibits and documentaries—both project categories currently requiring a final round of competition. At district, most judge teams consists of 2 or 3 judges. If the student was, for example, to be judged by a full team of 3 judges, then after the project was judged, each of the judges might take a copy of the process paper back to the judges’ room to confer when ranking and never return the copies to the project, or to the student in the case of documentaries. If a student was fortunate enough to make it to the final round, then there may or may not be a Process Paper in front of their exhibit board when a new team of run-off judges comes by to view the exhibit (remember, at district students in final rounds are not interviewed). In the case of documentaries (again, no student interviews), it is quite possible that the first round judges walked off with the 3 process papers and that the final round judges view the documentary but have no Process Paper to examine.

Therefore, I strongly suggest that students bring 4 copies of their Process Paper to place in front of their Exhibit Boards and that they keep yet another copy on themselves—my motto for History Day is “always have a back-up.” For those students competing in the Documentaries, bring 3 copies of the Process Paper for the First Round, and have another copy or even 3, for (fingers-crossed!) a Final Round.

Another key aspect of the rules for Process Paper that is often violated is in regards to the Title Page. Please have your students read the rules thoroughly, including when they have “NOTES” attached to them. True, the NOTES are in a light gray text and do not jump out as the main text does, but the NOTES are **VERY IMPORTANT** nonetheless. Rule 13’s NOTE states “The title page must not include any other information (pictures, graphics, borders, school name, or grade) except for that described in this rule.”

I selected the photo at the beginning of this article very carefully. If you flip back and look at the image closely, you will notice 2 of the Process Papers stand out among the rest—but they stand out for a very bad reason. The Process Paper in the lower left includes an image of the student’s topic—violation of Rule 13. But that’s not the only violation. It is difficult to see, but the Process Paper has been printed on a nice colored paper—violation of Rule 12: “materials must be typed or neatly printed on plain white paper and stapled together in the top left corner” (for some odd reason, the 2009 district contest had several student Process Papers that were not stapled). The Process Paper in the center, which includes an image of a great primary source for the students’ project, the Lusitania—violation of Rule 13. But that’s not all. In fact, that particular Process Paper includes a second violation. It is difficult to see, but the Process Paper is enclosed within a report cover—violation of Rule 12: “do not enclose them in a cover or binder.” Be sure to read the rules clearly.

“How Important ‘IS’ my Process Paper?” (cont.)

A Title Page should consist of 4 (and only 4) things:

1. Title (at top—use a large, but not too large, bold font)
(then space down and continue in bold for #2 - #4, but not too large of a font, i.e. New Times Roman 12-16)
2. Student(s) Name(s)
3. Division
4. Category

In recent years, I have begun suggesting that students adopt a neat and clear organization to their Process Papers that will help judges quickly move through their Process Papers. At the district level (and those that precede district), judges are pressed for time. They are often looking at a great number of projects and are under tight time constraints. In fact, as a judge, I look first at the Process Paper before ever viewing the students' project. In the Process Paper, I am looking first and foremost for 2 things (see NHD Rule 14):

1. How did the student or students choose their topic
2. How the student or students' project relates to the NHD theme

The inquisitiveness in me leads me to want to know why a student chose their topic. But more importantly than my first inquiry, is how the project relates to the NHD theme. This is where the project's **THESIS** needs to be located. It hits the main points of NHD's judging criteria for **Relation to Theme** (20% of overall judging criteria). It is also the part in the Process Paper where I have found many times that students have eloquently said how their project relates to the theme (the theme's subtitle included), but have simply failed to take the written words from their Process Paper and transfer it to the project (i.e. text on exhibit board or script in documentary or in performance).

One way to better organize the Process Paper is to look at Rule 14 and copy what it says, almost word-for-word. Again, judges do not have a lot of time, even at district, to examine in depth the Process Paper. They are trained in the Judges' Orientation to look for, among several things, “relation to theme.” If students neatly organize their Process Paper according to the 4 sections as described in Rule 14, then this will enable judges to clearly see how the project relates to the theme. For example, divide the paper into 4 sections or paragraphs, each addressing the 4 points described in Rule 14. I prefer bolding the sections and underlining them as follows.

How I chose my topic:

(What follows is a paragraph detailing why the student chose the topic and so on for each section)

How I conducted my research:

How I selected my presentation category and created my project:

How my project relates to the NHD theme:

Students have up to 500 words that they can use in their Process Paper (this does not of course include the

“How Important ‘IS’ my Process Paper?” (cont.)

Annotated bibliography). I would also strongly advise that students end their Process Paper with a word count in parenthesis, for example (498 words). It just adds a nice touch to an overall solidly organized Process Paper.

Last, but not least. The section “how my project relates to the NHD theme” is the most important of the four sections of Process Paper. It is within this section that students should focus their attention. 200 words might be a good benchmark for students to aim for on this section, with 100 or less words devoted to each of the first 3 sections. In the relation to theme section, students should think about the subtitle of the theme very carefully. For example, 2010’s theme is “Innovation in History: Impact and Change.” Students should focus at least 2 or 3 sentences in answering the question “what was the immediate impact?” of their topic. Then, they should focus 1 or 2 sentences on answering “what was the change?” or “what was the significance of their topic on history since?”

Take a moment to look over your student’s Process Papers before they compete on contest day. The Process Paper may in fact be the component of a student’s NHD project that enables them to advance on to the next level of competition, or be the component that holds them back.

In the Fall issue of the *East Tennessee History Day Dispatch*, we will take an in-depth look into the Annotated Bibliography.

TEACHERS, GOT NEWS???

Have your students’ History Day success, or perhaps yourself, appeared in print this year or in past years? If so, please let us know. Each year, the successes of East Tennessee students are reported in numerous city, county, and local newspapers, as well as school district newsletters and or websites.

Many teachers submit articles to their local press, and, if we are fortunate enough to catch wind of the piece, we will obtain a copy for our records at the East Tennessee Historical Society (ETHS). Each year the ETHS’s staff collects copies of newspapers and prints out online articles related to East Tennessee History Day students. Collecting these articles is very important as we approach prospective sponsors and state legislators to provide funding assistance for National History Day not only in the region, but also throughout the state. We also include copies of articles in packets mailed to sponsors each year for cash awards and door prizes.

These student articles are vital pieces in our arsenal as we highlight the success of the NHD program in Tennessee. If



**Newspaper copies of NHD in East Tennessee—
East Tennessee Historical Society’s
NHD Archives.**

you have copies of stories related to NHD in your classroom, please let us know. We would very much appreciate obtaining a copy for our records.

CONTACT US

William E. Hardy & Lisa N. Oakley
Co-Coordinator, East Tennessee History Day
East Tennessee Historical Society
P.O. Box 1629
Knoxville, TN 37901

Phone: 865-21-8875/865-215-8828

Fax: 865-215-8819

E-mail: hardy@east-tennessee-history.org
oakley@east-tennessee-history.org

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Abraham Lincoln Visits History Day



Lincoln (Chris Small) speaks to nearly 600 students, teachers, and parents prior to the awards ceremony. — Courtesy Dan MacDonald Photography

During this year's East Tennessee History Day awards ceremony, students, teachers, and parents were treated to a visit from non-other than the nation's sixteenth President—Abraham Lincoln.

"Lincoln," portrayed by Chris Small, an actor from Greeneville, Tennessee, discussed his momentous decision to issue the Emancipation Proclamation. Lincoln, who initially proclaimed that the Union's sole war goal was to preserve the Union, gradually came to the decision to add an additional goal—emancipate those slaves in the Confederate occupied South—to the Union's war effort in the summer of 1862. Small portrayed the complex issues and decisions involved in what is perhaps Lincoln's greatest action as President—the decision to emancipate slaves—that ultimately influenced the nation's move toward support of the Thirteenth Amendment.

Small's performance, designed to provide educational entertainment to students prior to the awards ceremony, was made possible by a generous donation from Comcast.

A Special Thanks to both Comcast and Dan MacDonald

We greatly appreciate the special donation that Comcast provided for East Tennessee History Day (ETHD) in 2009 that enabled a First Place Cash Award to be given in each category and that also contributed to bringing "Abraham Lincoln" to the Awards Ceremony.

We also very much appreciate the time that Dan MacDonald has volunteered for ETHD the past years. He has not only served as our technology trouble-shooter, but also has generously served as a photographer at the district contest. He has graciously placed his photos of this year's contest on his website, to download free of charge, at danmacdonald.zenfolio.com.

Next Issue:

- **East Tennessee History Day Student Results At National History Day**
- **Getting Your Hands Dirty: How To Go About Researching For History Day**
- **Getting Right With The NHD Theme**
- **McMinn Central High Students Put John Wilkes Booth On Trial**
- **What's New At East Tennessee History Day In 2010**

** Articles subject to change**