

Celebrate America250 with National History Day Utah

Utah Rural Schools Association
July 10 2025

Presented by
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Tatiana Chudy



Utah

Historical Society

Presenters



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AGENDA

Introductions

America250 Utah

- A year of opportunities
- Educator themes
- Resources

National History Day

- 2026 Theme
- Finding a great topic
- Project examples
- Primary and secondary sources
- Research skills
- Historical thinking skills

Questions/Wrap Up

AMERICA  | UTAH



1776 + 250 yrs = 2026

Utah's Semiquincentennial Celebration

July 1, 2025–July 4, 2026

<https://america250.utah.gov>

AMERICA UTAH

EDUCATE

Utah's next generation will lead efforts to reimagine and define "a more perfect union." An understanding of the guiding values of the Declaration of Independence and insights into American and Utah history will help our students shape the next 250 years of our democracy. In addition to reaching 500 K-12 civics teachers with professional training, America250 Utah is providing teachers and guardians with resources to support student learning.

Educators, parents and students are encouraged to explore these themes in the resources provided:

Our American Experiment

Lessons and discussion of the Revolutionary era and our nation's founding ideals.

Power of Place

Examining the significance of locations and how they shape American experiences.

We the People

Focusing on the importance of individual stories and the roles of groups that shaped our nation.

For Educators

For Students, Parents, and Guardians

Theme:
***Our American
Experiment***

**PHILADELPHIA
1776**

**British North
America**

Preamble to the Declaration of Independence

**Adopted by Continental Congress, Philadelphia
July 4, 1776**

“
...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...

Resource: [Timeline of the American Revolution](#)
Museum of the American Revolution, Philadelphia

Theme:
We the People

UTAH
1870–1945

**How we work
through crises**

RESOURCES

Women's History/Voting Rights

- [Utah Historical Quarterly](#)
- utahwomenshistory.org/

World War I

- [Utahns on the Front Lines](#)

Great Depression

- [The Civilian Conservation Corps in Utah](#)

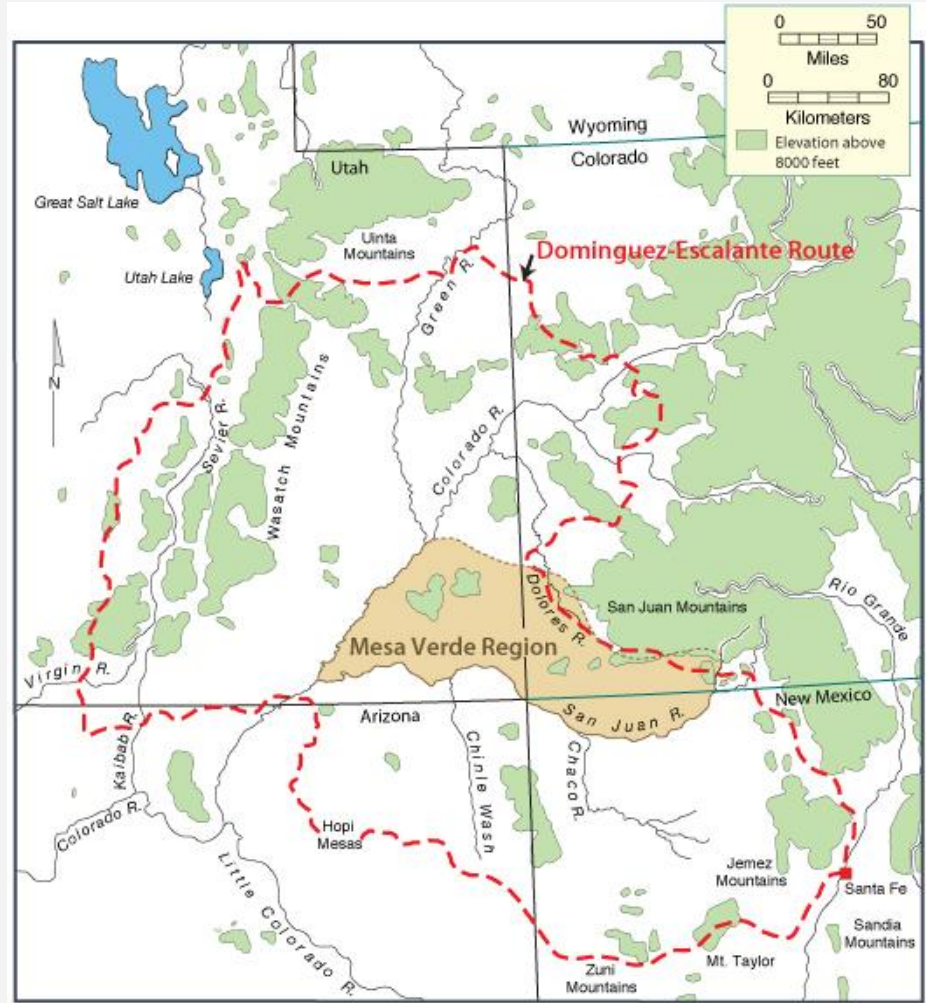
World War II

- [Utah Women on the Home Front](#)
- [Japanese Internment at Topaz](#)

*Theme:
Power of
Place*

UTAH 1776

**Spanish
North
America**



Domínguez and Escalante Expedition

July 1776-January 1777

RESOURCES

[Expedition 1776 “Flat Stanley” Explorers](#)

- Spanish, Mexican, New Mexican, Ute

[GIS Story Map](#)

Lessons

- [4th Grade Lesson](#)
- [7th Grade Lesson](#)
- [7th Grade Journal Writing Activity](#)

Essential Questions

- Why does this particular expedition matter?
- What is significant about it?

National History Day

+

America250

HISTORY

+

CONTENT

+

SKILLS



What are the causes of a **REVOLUTION**? What ideas led to it? Who supports it and why? Who opposes it and why? What does the revolution cause in turn?

How does a **REACTION** lead to change? What are people reacting to and why? Can the change be positive or negative? Both?

What does it mean to **REFORM** something? What motivates people to engage in reform? What hinders reform? Are the results of reform always positive?

GREAT NHD TOPICS COME FROM...

- World History
- U.S. History
- Utah History
- Student interests
- Meaningful theme connections



[St. Eustatius: The Exploration, Encounter, and Exchange that Won the Revolution](#)

National History Day

Step by Step

CHOOSE A TOPIC

Research topic ideas that connect to the annual theme. Select the topic that interests you!

ANALYZE

Read. Analyze the sources. Place them in historical context. Craft a thesis. Make an argument based on evidence. Show change and impact.

RESEARCH

Find credible primary and secondary sources on your topic. Seek multiple perspectives. Keep digging!

CREATE

Develop your exhibit, paper, website, performance, or documentary. Create process paper and bibliography.

Teach the Skills

Integrate skills with
your content

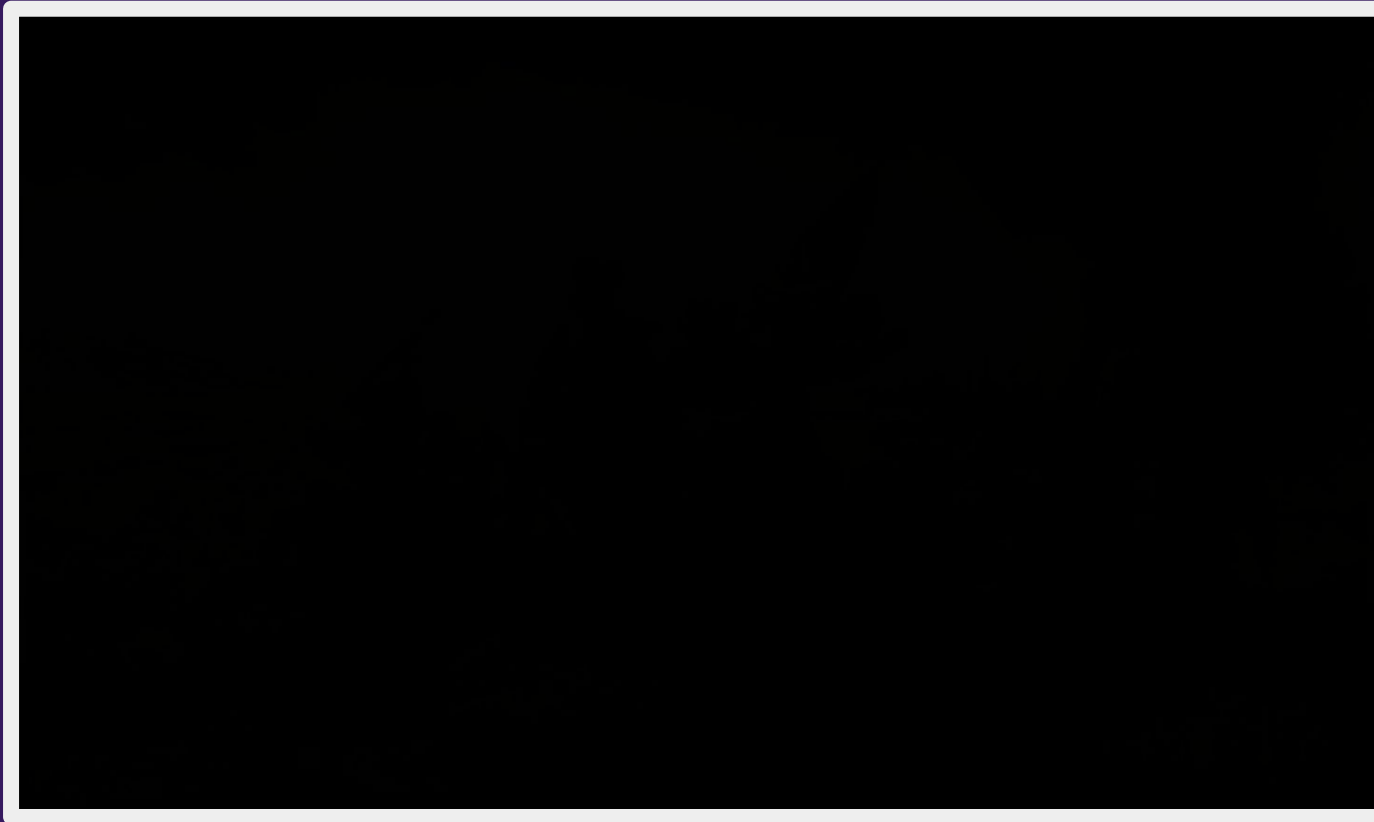
Primary and Secondary
Sources

Primary Sources

What makes an artifact or document a **primary** source?

Keywords:

WHEN was it created?

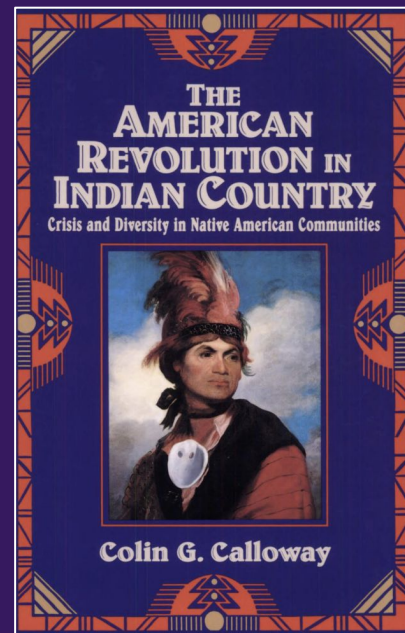
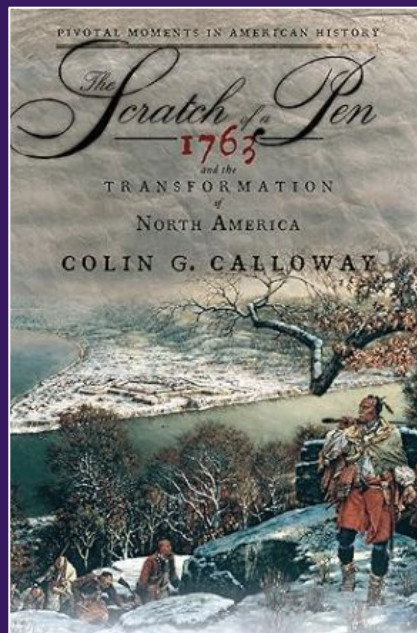
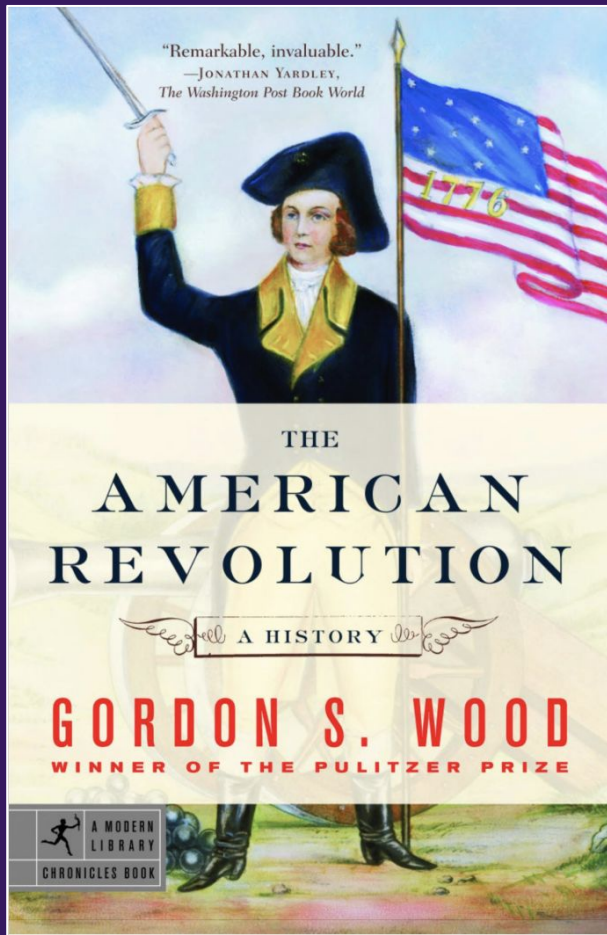


Washington Crossing the Delaware, by Emanuel Leutze (1851)

Secondary Sources

What makes a secondary source **credible**?

Keywords:
WHO wrote it?



Teach the Skills

Research Strategies and
Digital Literacy

Locating credible sources

Research roadmap

Multiple perspectives

Finding Credible Sources for Research

Archives

Museums

Historical Sites

Historical Societies

University Libraries

Peer Reviewed Journals

Books

Secondary Source Databases & Search Engines

> [Gale](#)

> [EBSCO](#)

> [JSTOR](#)

> [GoogleBooks](#)

> [GoogleScholar](#)

> [Utah Historical Quarterly](#)

> [Utah History to Go](#)

> [I Love Utah History](#)

Researchers Beware!

Crazy Aunt Edna

Archives

LIBRARY LIBRARY OF CONGRESS

Library of Congress » Digital Collections » Chronicling America

COLLECTION

Chronicling America

Historic American Newspapers

GEORGE WASHINGTON'S MOUNT VERNON



Primary Source Collections

Access our growing collection of online primary source material. These sources range from archeological artifacts to interactive documents and objects!

[ACCESS THE PRIMARY SOURCES](#)



Secondary Sources

In search of articles, facts, and more information on George Washington? Check out our Secondary Sources page!

[DISCOVER SOURCES](#)

Interactive Tools

Videos and Podcasts



NATIONAL ARCHIVES

Blogs • Bookmark/Share • Contact Us

Search Archives.gov

Search

RESEARCH OUR RECORDS



Explore our nation's history through our documents, photos, and records.



VETERANS' SERVICE RECORDS



Request military records and learn about other services for yourself or a family member.



EDUCATOR RESOURCES



Find primary sources, tools for teaching with documents, and student and educator programs.



VISIT US



Plan a trip to the Museum, to one of the Presidential Libraries, or to conduct research.



AMERICA'S FOUNDING DOCUMENTS



The Declaration of Independence, the Constitution, and the Bill of Rights.



M E N U

DOCS Teach

The online tool for teaching with documents, from the National Archives



Bring History to Life

Help students form a connection to the past.



Explore

Primary Source Documents



Discover

Activities You Can Teach With



Create

Fun & Engaging Activities



Research: Order of Operations

Secondary

Start with credible secondary sources!

Who wrote this?
Are they an expert?

What do historians say about this topic?

Read & Track

Make time to read and take notes.

Track as you go.

Primary

Find primary sources from credible sources.

Look for different types of sources.

Seek different perspectives.

Analyze

Question your sources.

Contextualize
Compare
Corroborate

It's the best part!

Keep Digging

Follow the breadcrumbs...

Look for Multiple Perspectives



Teach the Skills

Historical Thinking
and Analysis

Strategies for analyzing
primary sources

Historical thinking skills

Lesson plan

Primary Source Analysis Strategy

OBSERVE:

REFLECT:

QUESTION:

Library of Congress: Teaching
with Primary Sources Model



<https://timeline.amrevmuseum.org/objects>

Stamp Act Stamp

1765-1766

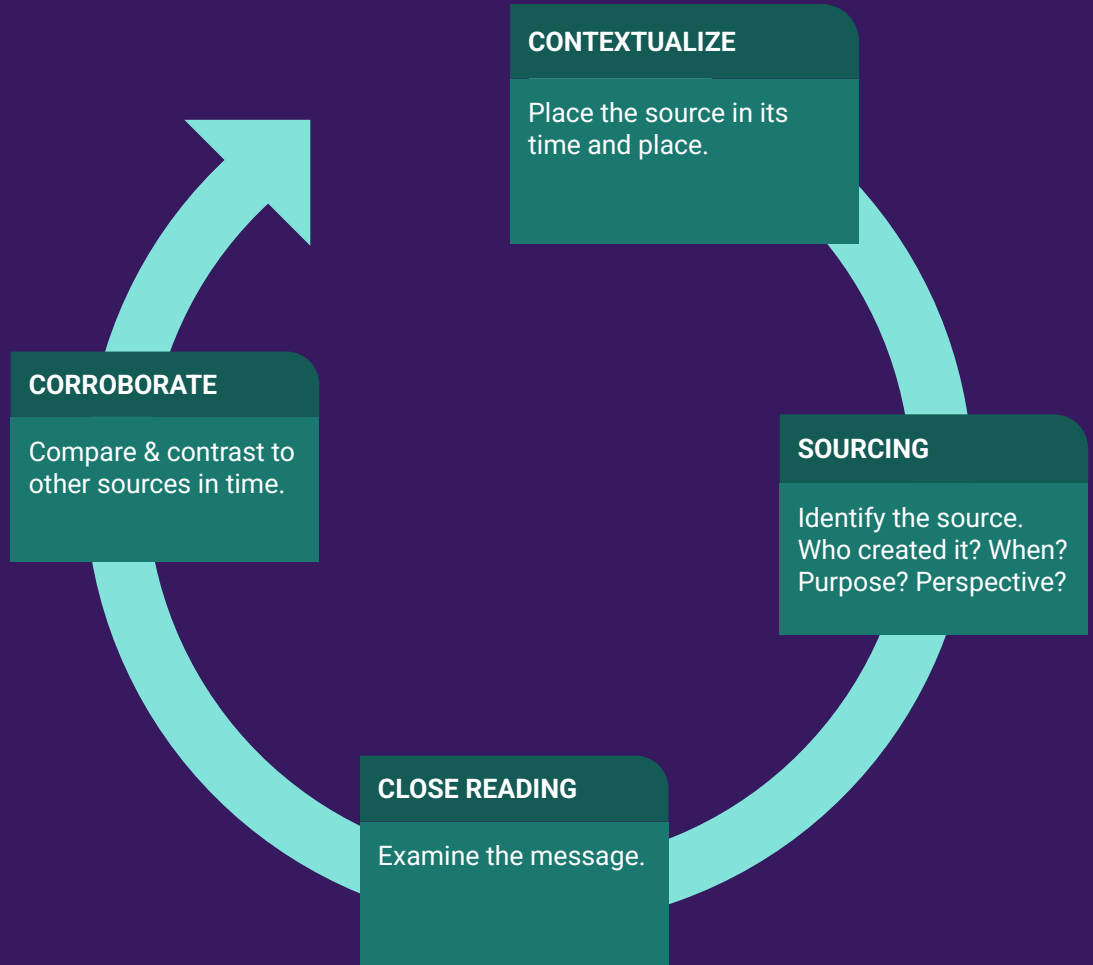
“Intended to help support the British regiments left to defend the American **colonies** after the French and Indian War, **Parliament** passed the Stamp Act tax on March 22, 1765. Stamps, which proved the tax was paid, were to be applied to all legal documents, newspapers, and pamphlets, as well as playing cards and dice. Many Americans thought the tax was unfair and opposed it. Protests broke out in almost every **colony**, sometimes violently targeting stamp collectors and other government officials. The protests were successful and the Stamp Act was **repealed** on March 11, 1766, never having taken full effect in the American colonies.”



<https://timeline.amrevmuseum.org/objects>

Source: Museum of the American Revolution

Historical Thinking Skills Model



Digital Inquiry Group (DIG): Reading Like a Historian

Historical Thinking Skills Lesson Plan

BOSTON MASSACRE

Digital Inquiry Group (DIG)

On March 5, 1770, there was a violent confrontation between British soldiers and colonists in Boston. British soldiers killed five colonists in an event that came to be known as the Boston Massacre. The events leading up to the Boston Massacre were chaotic, and there are many conflicting accounts of what took place.

DIG LESSON PLAN

Image 1

Central Historical Questions

- What happened in Boston on March 5, 1770?
- Who was responsible?

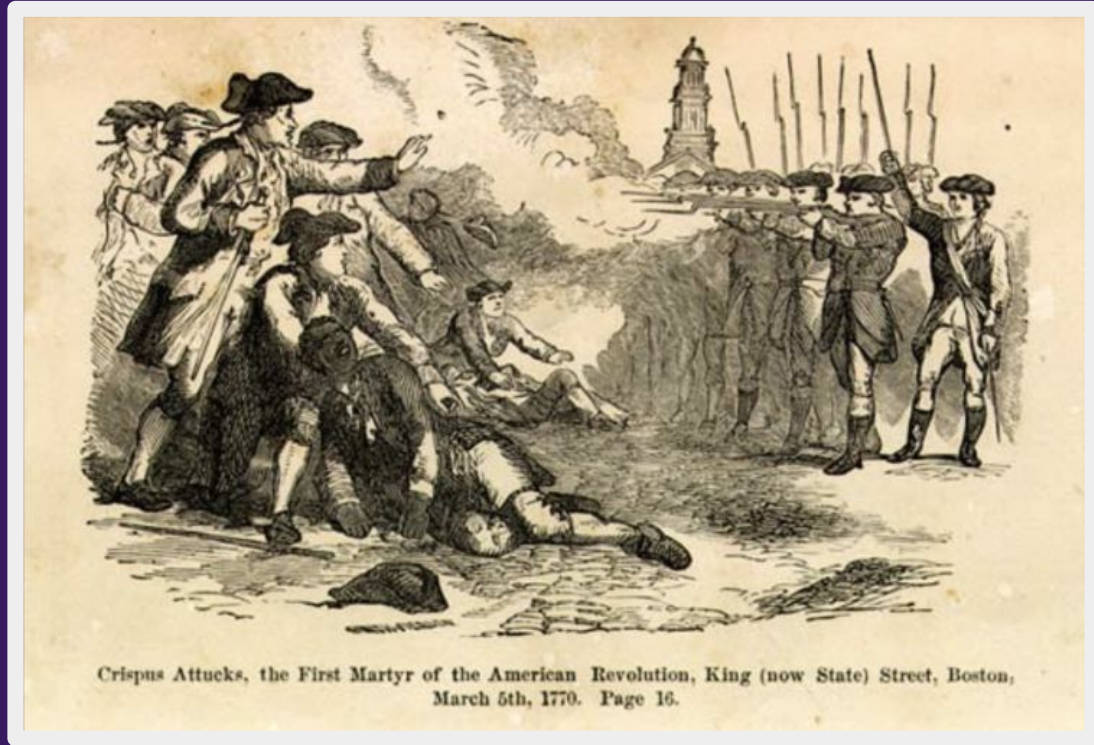


DIG LESSON PLAN

Image 2

Central Historical Questions

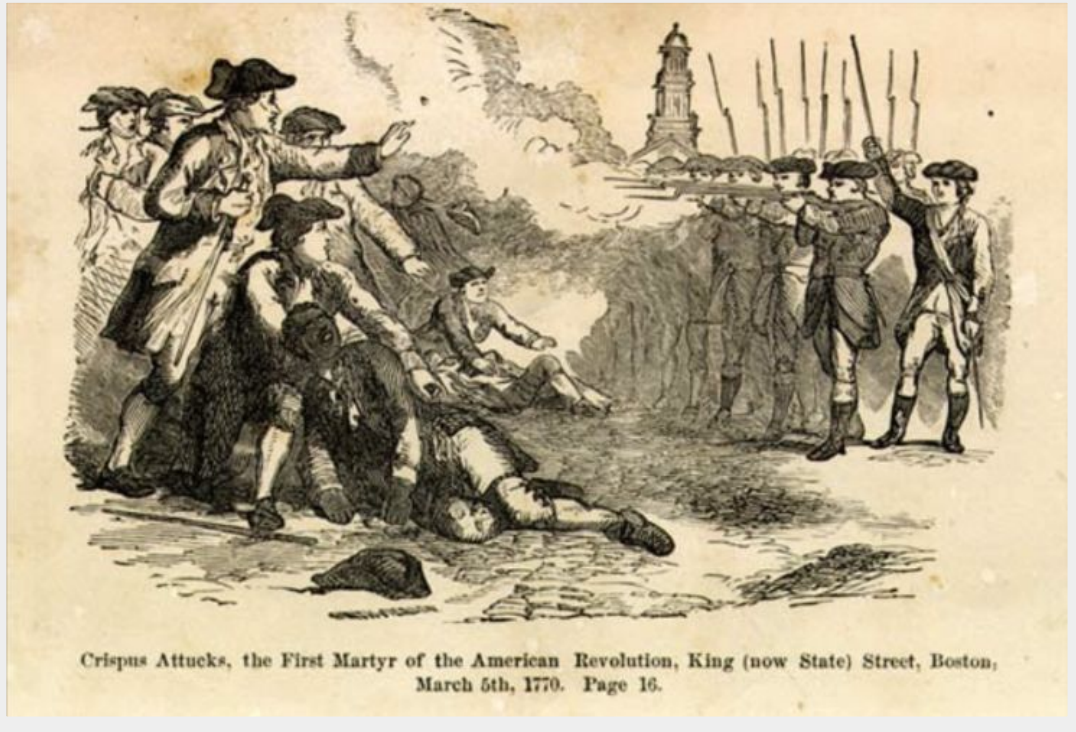
- What happened in Boston on March 5, 1770?
- Who was responsible?





Paul Revere, 1770

“The Bloody Massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regiment.”



William Nell, 1865

“The Colored Patriots of the American Revolution”

Document A

By Thomas Preston

Captain Thomas Preston was an officer in the British army. While in jail, he wrote this narrative. A British tax collector brought this account to London on a ship that left Boston on March 16, 1770. The account was then re-printed in Boston newspapers in June 1770 after copies of the London newspaper were brought to Boston.

**Read and analyze each document.
Work with your partner to complete
the graphic organizer.**

Document B

By Samuel Drowne

On March 12, 1770, Boston residents held a town meeting, which was how local government decisions were made. At the meeting, the colonists appointed a committee to produce an account of what happened March 5th to send to officials in London because they wanted to influence the way the events of March 5th were portrayed. Drowne was one of 96 residents of Boston to give sworn testimony to justices of the peace about what happened between the British soldiers and residents of Boston. These accounts were taken by ship to London on April 1, 1770.

Contact Us!

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Session Description:

In 2026, America250 activities will celebrate our nation's founding in 1776. In connection with the semiquincentennial, National History Day participants will explore the theme Revolution, Reaction, and Reform in History during the upcoming school year.

NHD brings history to life for young people, providing rich opportunities for individualized learning that makes history relevant and accessible to all. Students may choose a topic from local, national, or world history that relates to the theme. They engage in authentic discovery, building digital literacy and analytical skills as they research their topic. They develop literacy skills as they make an argument based on evidence from their research. They develop presentation skills and creativity by creating an exhibit, documentary, performance, website, or paper to showcase their work. Students may opt in to our spring 2026 tournaments, which culminate in a national competition held in Washington, D.C., each June.

NHD is appropriate for 4th-12th grade social studies and E/LA classrooms, and supports a diverse range of students from special education and English language learners through accelerated classes.

In this session you will learn how to put this inquiry model to work in your classroom and meet core standards in social studies and E/LA, all while centering student choice and student voice. National History Day in Utah is a free program housed at the Utah Historical Society. Teachers will receive a set of classroom materials, along with the Utah Historical Society's free online resources for K-12 learning.