

House District 20  
Senate District 10

THE TWENTY-EIGHTH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Dba: Hawai'i Council for the Humanities  
Street Address: 3599 Wai'ala'e Ave., Ste. 25  
Mailing Address: Honolulu, HI 96816

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Robert Buss  
Title Executive Director  
Phone # 732-5402  
Fax # 732-5432  
E-mail rbuss@hihumanities.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII  
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL  
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Hawai'i History Day program and public humanities programming for K-12 schools.

4. FEDERAL TAX ID #: [REDACTED]  
5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 105,200

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)  
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ \_\_\_\_\_  
FEDERAL \$ 385,850  
COUNTY \$ \_\_\_\_\_  
PRIVATE/OTHER \$ 5,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Robert Buss, Executive Director  
NAME & TITLE

1-22-2016  
DATE SIGNED



RECEIVED  
1/22/16 *MC*

## Application for Grants

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

The mission of the Hawai'i Council for the Humanities (HCH) is to connect people with ideas that broaden perspectives, enrich lives, and strengthen our communities. Established in 1972 originally as the Hawai'i Committee for the Humanities, HCH has evolved from a re-granting institution to one that provides public humanities programs to communities throughout the state of Hawai'i. HCH is Hawai'i's only private non-profit organization (see Appendix A for 501(c)(3) designation) solely dedicated to all areas of the public humanities.

In addition to our mission, HCH is further guided by four ongoing strategic directions to:

- i) promote understanding, appreciation of and for the value and relevance of history, literature, philosophy, and cultural traditions;
- ii) ensure that the humanities have a rigorous and relevant presence in K-12 schools;
- iii) bring the humanities to hard to reach and/or underserved populations; and
- iv) develop partnerships and secure resources that strengthen our capacity to deliver programs.

2. The goals and objectives related to the request;

Guided by our mission and ongoing strategic directions, the Hawai'i Council for the Humanities first conducted the History Day program in Hawai'i in 1990. Since then, it has become one of HCH's signature programs because of its exceptional ability to deeply engage participants in a way that improves understanding, empathy, interpretation and analysis, broadens perspectives, and strengthens communities. HCH's other signature program is Motherread/Fatheread® Hawai'i, a family literacy and empowerment program.

Our two strategic goals for the Grant-In-Aid are for developing collaborative partnerships that provide workshops, materials, and educational opportunities for K-12 teachers and students. We will leverage our Hawai'i History Day program to create additional educational opportunities across and throughout the state. We will also create new materials and resources to be used in the classroom that will have, at minimum, two years of relevance. After this time, materials and resources will be evaluated and updated to meet current needs.

Hawai'i History Day is an affiliate of the National History Day® program and is a year-long academic program that engages over eight-thousand students in grades 4 through 12 around the state annually in conducting original research on historical topics of interest. These research-based projects compete at the school, district, and state levels, where the top student projects have the opportunity to advance and present their projects at National History Day® at the University of Maryland at College Park. Hawai'i History Day seeks to improve the quality of history education by providing professional development opportunities and curriculum materials for educators in all public, private, charter, home, and language-immersion schools in Hawai'i.

Participation in History Day fosters:

- Critical thinking and problem-solving skills,
- Research and reading skills,
- Oral and written communication and presentation skills,
- Self-esteem and confidence,
- College and career readiness,
- A sense of responsibility for and involvement in the democratic process, and
- Meets the C3 Framework and Common Core State Standards of the HDOE.

With a statewide emphasis, particularly on neighbor island, hard-to-reach, and/or underserved audiences, HCH is seeking to increase and engage neighbor island participation.

Neighbor island and underserved participation is crucial to ensure program implementation and success for those segments. Along with workshop offerings that are available for neighbor islands, either on-island, or via travel stipends to workshops, we also update the HCH and Hawai'i History Day websites to offer resources for students, parents, and teachers. Additionally, district fairs are held

for all participating school districts and support for them include judges for projects, facilities, and travel for neighbor island fairs. The Hawai'i History Day state fair held on O'ahu at Windward Community College showcases and highlights qualifying competing projects across the islands and access to that fair is crucial for program success.

While History Day is a strong program, it is hasty to assume such a robust program has a halo effect blanketing all participants equally. All of our neighbor islands require more involvement and resources so that they can continue to conduct and grow the program as well as engage K-12 audiences in workshops and other collaborative programs and projects. This year, because of outreach efforts from various grants, we are reengaged on Kaua'i through two schools: Island School, which has participated in the past, and Kapa'a Elementary, which is a new school, in a new district, and a Title 1 school. In addition to support for Kaua'i we will be expanding our Kickoff workshops for the 2016-2017 school year by offering more substantive content and workshops. We are in continued discussions with Lāna'i to offer the program on that island. And we continue to work closely with Moloka'i participants. What first started out as a pilot program at Moloka'i Intermediate and Moloka'i High School in 2010 has now been stewarded such that our Moloka'i participants are staunch supporters of the program and requesting deeper involvement with the program. Additionally, teachers on-island are also reaching out to other schools on the island to get involved with Hawai'i History Day. Most notably, Kaunakakai Elementary will be participating for the first time this year! Previous GIA funding to support neighbor island access and expansion has been instrumental in this new school's participation – enabling Moloka'i to flourish and develop its students throughout their K-12 academic experience.

To accomplish the goals of History Day and its increased neighbor island outreach in 2016-2017, HCH has several objectives it meets every year such as:

- Provide program, resources, and/or workshops that can help public school teachers meet Common Core and C3 Framework standards;
- Work with partnering institutions for resources and program space such as meetings, workshops, etc.;
- Work with, at minimum, four historian consultants to help develop materials, resources, orient judges, and help run fairs;
- Conduct a kick-off workshop for teachers, parents, and students open to all islands;

- Provide an overview of the program and information on how to get started, how to integrate it into the classroom curriculum, and provide materials;
- Offer support and serve as a reference/resource for teachers doing History Day in the classroom;
- Ensure quality, program integrity, and program support by working with historians;
- Coordinate and conduct eight district fairs on all participating islands (O'ahu, Kaua'i, Maui, Hawai'i, Moloka'i) including hard-to-reach/underserved communities;
- Coordinate and conduct state fair with access to all participating islands.

3. The public purpose and need to be served;

Hawai'i History Day provides a vital service and program throughout Hawai'i's schools. History Day emphasizes more than just facts or dates to be memorized, but delves deeper to understanding the complexities of the world, local communities, and its histories. Our students and, indeed, next generation workforce require critical thinking skills, the ability to be self-starters, understand how their actions today may affect the future, and ultimately to come up with solutions to problems. As Edmund Burke, among others, is credited with saying, "Those who don't know history are doomed to repeat it." Hawai'i History Day's purpose is to help K-12 school communities (public, private, charter, homeschool, and language-immersion) such as teachers, parents, and students through a project-based program that engages students as historians and in the public humanities and provides teachers resources to use in the classroom.

History Day's year-long educational project format culminates in a finished product in one of five categories: website, essay, display, documentary, or performance adhering to a national theme. In 2015-2016, the theme is "Exploration, Encounter, and Exchange in History," and we have included the theme sheet in Appendix D. The 2016-2017 theme is "Taking a Stand in History." Students present their projects at the school, district, and state level. Qualifiers at the state level may then present their projects at the National History Day® event held annually in June at the University of Maryland, College Park. Through this format, students learn essential skills for college, career, and civic engagement such as time management, research, interviewing and presentation skills, team work, talking with experts, perseverance, and critical thinking skills. The different categories allow students to use their talents in the best way, instilling confidence and poise and letting students flourish as individuals.

Along with a program that helps engage students, Hawai'i History Day also provides support for K-12 teachers through workshops, curricular aids, materials, resources, and helps meet Hawai'i Department of Education (HDOE) standards and benchmarks in social studies and language arts. Annually, HCH runs, at minimum, two workshops that support teachers. One is a kickoff workshop with breakout sessions for teachers, parents, and students. The other is a teacher's workshop that provides more in-depth information and resources. Some teachers use the Hawai'i History Day program as the backbone of their classroom curriculum because it teaches, reaches, and engages students in so many facets that help them meet benchmarks as well as creates better thinkers who can synthesize and analyze information in context.

We typically work with partners for the teacher's workshops such as the state archives, 'Iolani Palace, Chaminade University, History Department, University of Hawai'i, Hilo, History Department, King Kamehameha V Judiciary History Center, Maui Arts and Cultural Center, and other such organizations. Our collaborative partnerships are a key initiative for this Grant-In-Aid. It will help HCH develop and conduct more such collaborative programs and partnerships for teachers and students statewide.

Because the Hawai'i History Day program is open to grades 4-12 across our state, it is vital to make access to the program as equitable as possible to all. For neighbor islanders, hard-to-reach, or underserved audiences, participating in a national award-winning program such as History Day is challenging if they are unable to participate in all aspects of the program such as workshops and History Day fairs held on O'ahu. This severely restricts and limits the program's effectiveness and reach unless continuous effort to counter it is forthcoming. The benefits of the program to school communities insist that we make every effort to reach them and provide the program and all its resources to them.

If fully funded, outreach and access will be provided as equitably as possible to neighbor island participants including quality online resources, access to workshops, district fairs, and the state fair.

4. Describe the target population to be served; and

Hawai'i History Day serves students, parents, and teachers in grades 4-12 in any public, private, charter, home school, or language immersion school that opts to participate on the islands of O'ahu, Maui, Moloka'i, the Big Island, and Kaua'i.

Hawai'i History Day helps teachers meet C3 Framework and Common Core educational standards. The target population includes K-12 educators – all of whom are invited and welcome to participate in any of HCH's programs. Hawai'i History Day serves students in grades 4-12 and the special collaborative workshops for teachers serve elementary, middle, and high school levels. The free public humanities K-12 programs will be offered statewide. As mentioned earlier, HCH will implement a special statewide push through additional collaborative and partnership programs on neighbor islands as well as more online resources to enable greater access to our programs' resources. Parents are also encouraged to attend kick-off workshops to understand what the program is about, the timeline, and see project samples.

5. Describe the geographic coverage.

The project reaches O'ahu, Maui, Moloka'i, Kaua'i, and the Big Island of Hawai'i. The programs and collaborative partnerships proposed targets K-12 participants from public, private, charter, and/or home schools including teachers, parents, and students. Hawai'i History Day serves the same demographics in grades 4-12.

## II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

A fully funded grant will enable HCH to conduct the Hawai'i History Day program throughout the state as well as expand programming and increased workshops for neighbor islands and the underserved. Specifically:

- Plan, manage, coordinate, and conduct the Hawai'i History Day program throughout the state of Hawai'i including:
  - Conducting, at minimum, four free workshops for participants (teachers, parents, students) with one on O'ahu and three on the neighbor islands in the fall of 2016 and/or provide travel stipends for neighbor island access to our workshop(s). We are also exploring an option of live webcast for some workshops. Kickoff workshops incorporate several concurrent sessions where access would be extremely helpful;
  - Develop materials for prospective and active participants – primarily teachers and students;

- Provision of free resources to teachers at all workshops and as requested including, but not limited to, folders, handbooks, rule books, theme books, lesson plans, and curricular aids;
- Plan, manage, coordinate, and conduct eight district History Day fairs throughout the state (Central O'ahu, Windward O'ahu, Leeward O'ahu, Honolulu O'ahu, Hawai'i Island, Kaua'i, Maui, and Moloka'i) involving over 1,800 students, 100 teachers, 50 schools, and 120 volunteer judges comprised of academics, community leaders, and trained community members;
- Plan, manage, coordinate, and conduct the Hawai'i History Day state fair in April 2017 that brings together all qualifying statewide projects, again involving a large contingent of volunteer judges comprised of humanities scholars, academics, graduate students, and community leaders;
- Collaborate with at least five organizations to conduct, at minimum, six K-12 public humanities projects/programs throughout the state, some of which may qualify for teacher professional development and/or highly qualified teacher credit(s);
- Update the HCH website to provide downloadable humanities content (workshop materials, curriculum, lesson plans, etc.) and that will serve as a primary and/or secondary resource for K-12 students, parents, and teachers;
- Conduct public relations materials to make sure the program reaches as many participants as possible which is critical to disseminate resources and achieve the program goals.

The Hawai'i History Day program and its related functions will be coordinated and directed by the Hawai'i History Day State Coordinator, Lisa Yamaki. HCH also enlists the aid of four to five historian consultants who provide lesson plans, curricular aids, and class visits/consultations as requested by teachers.

The K-12 public humanities special collaborative workshops will be coordinated and carried out by Lisa Yamaki, the Hawai'i History Day State Coordinator, Stacy Hoshino, the Director of Grants and Special Projects, and/or Robert Buss, the HCH Executive Director. HCH also enlists the aid of humanities scholars/consultants, such as Dr. Craig Howes, Director of the Center for Biographical Research, University of Hawai'i at Mānoa, Chris Lee, Director of the 'Ulu'Ulu Moving Image Archive, Mitch Yamasaki, Professor of History and Director of the Chaminade History Center at Chaminade University, and Amy Boehning, National History Day® Teacher Ambassador for Curriculum and Mililani High School teacher for several of the workshops to ensure the public humanities content is of the highest caliber.



2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

The Hawai'i History Day program begins and ends with the academic calendar. A full calendar is included with this proposal in the appendix for the current academic year (Appendix C). Here is the general timeline for Hawai'i History Day:

- Fall: conduct workshops throughout the state with a special outreach to neighbor islands;
- Winter: assist schools statewide in conducting their school-specific History Day fairs. Special focus and support for district fairs on Moloka'i, Kaua'i, Hawai'i, and Maui will be offered. Qualifying projects progress to the district fair(s);
- Spring: conduct, coordinate, and direct the district and state History Day fairs throughout the state. The state fair takes place annually in April and brings together hundreds of students, parents, and teachers from across the state;
- Summer: qualifying projects from the state event progress to the National History Day\* fair held in June at the University of Maryland at College Park.

Funds from the GIA will not be used for the National History Day\* fair. GIA funds will only be used for state projects and programs.

Special collaborative workshops and projects occur throughout the year. Typically, one or two are held each quarter. Some have firm schedules such as the Children's Literature collaboration with academic and community groups (spring) and *Film for Thought* collaboration with the Hawai'i International Film Festival (fall).

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

HCH is happy to provide the "Key Evaluation Findings" of National History Day with this application in Appendix D. This evaluation was conducted by independent research firm *Rockman, et al* to definitively demonstrate what we have known anecdotally about the History Day program: it works! Key findings from the evaluation indicate:

- History Day students outperform their non-History Day peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies;
- History Day students evaluated in South Carolina outperformed their non-History Day peers on English and history assessments;

- History Day students are better writers – they write with a purpose and real voice, and they marshal solid evidence to support their points of view. History Day students had more exemplary writing scores and fewer low scores than comparison students;
- History Day has a positive impact among students whose interests in academic subjects may wane in high school;
- History Day students learn 21<sup>st</sup> century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time, and persevere;
- History Day students are critical thinkers who can digest, analyze and synthesize information.

The Hawai'i History Day program enables teachers who implement the program to meet C3 Framework and Common Core standards of education. Whether a student qualifies or not for a district, state, or the national History Day fair, participants of the program outperform their non-History Day peers. We have included a document "What Can I Ask of History? Choosing a Topic and Setting the Stage for Inquiry-Based Assessment" on how History Day helps meet specific benchmarks.

In addition to the national evaluation, Hawai'i History Day annually conducts surveys on parents, teachers, and students. HCH collects data at the district, state, and national fairs.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

We collect participation numbers of teachers, students, and islands participating at the district and state levels, and at the program's completion. Some teachers conduct History Day in their classrooms without participating in the fairs, and we estimate that the district fair participation numbers reflect the top 15% of students throughout the state engaged in the Hawai'i History Day program. We will also provide the list of national qualifiers and special award winners from the statewide History Day fair held annually in April. We will determine the effectiveness of the program by a 10% increase of survey responses and participants from the district level. We will also provide letters of support from a

variety of participants, parents, teachers, and community leaders who serve as volunteer judges to History Day (see Appendix E) who see the merits of the program firsthand.

We will also indicate the number of K-12 humanities education workshops conducted, location, and number of participants at each workshop. Increased participation and neighbor island reach is something we will be identifying as measures of success.

HCH can also provide the state with links as well as hardcopies of materials produced from this proposal upon request.

### III. Financial

#### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

See attached budget sheets.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
	\$52,600		\$52,600	\$105,200

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.

Both local and mainland foundations and individuals will be approached for \$45,000. History Day's current support is as follows:

Hawai'i State Foundation on Culture and the Arts	\$15,290
Alexander and Baldwin Kokua Fund	\$1,500
Bendon Family Foundation	\$1,000
Daniel K. Inouye Memorial Fund	\$10,000 (pending)
Matson Foundation	\$2,500
HCH Kukui Giving Circles for K-12 programs	\$5,000

We also receive funds from the National Endowment for the Humanities that will be used towards the proposed programs and projects that amount to at least

\$103,415. This reflects the History Day program portion as well as the collaborative program portion.

HCH also estimates in-kind donations from volunteers at \$10,000, and in-kind facilities use of about \$25,000.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

We applied for a small employer health insurance credit in 2014 that amounted to \$329.50. We are applying again this year, but the amount is yet to be determined though likely to stay the same as, or similar to, 2014.

5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.

2014 Hawai'i State Foundation on Culture and the Arts	\$10,164
2015 Hawai'i State Foundation on Culture and the Arts	\$9,405
2016 Hawai'i State Foundation on Culture and the Arts	\$15,290

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.

As of December 31, 2015 we have \$385,850 that we can draw down from the National Endowment for the Humanities (unrestricted assets).

#### **IV. Experience and Capability**

##### **A. Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

HCH has conducted the Hawai'i History Day program for 26 years. During this time, Hawai'i History Day has transformed the teaching and learning of history in Hawai'i's schools. And it shows through Hawai'i's History Day students who regularly place within the top 10-15% of the nation's projects and receive special

recognition and awards. Not only have our students achieved national achievements, we have had two Hawai'i teachers awarded with the national Patricia Behring History Day Teacher of the Year award: Robert "Bob" Tabije, while at 'Aiea Intermediate in 2011, and Cynthia Tong, while at Mililani High School in 2012 (both are currently teaching at Waipahu Intermediate). We have adapted to changes in teachers, schools, and initiatives and continue to ensure our program meets and/or exceeds standardized rigors.

Along the way, we regularly collaborate and partner with public humanities scholars, experts, and institutions. For example, we collaborate with the 'Ulu'Ulu Hawai'i moving archives, the 'Iolani Palace, the State Judiciary Center, the WWII Valor in the Pacific National Monument and other Pearl Harbor Museums such as with "Living History Day," to conduct workshops and presentations for teachers and the public. Last year, National History Day Executive Director, Dr. Cathy Gorn, came to Hawai'i and visited six schools: Mililani High School, Mililani Waena Elementary, Kahuku High & Intermediate, Kahuku Elementary, Waipahu Intermediate, and Moloka'i High and Intermediate. She also provided a public presentation on History Day held at the Arizona Memorial auditorium. Our resources and programs and projects tie in national resources to local resources and offer all of them to our entire state.

The current project leaders are:

Lisa Yamaki, Hawai'i State History Day Coordinator

Lisa Yamaki serves as the Hawai'i History Day State Coordinator. As a former Hawai'i History Day judge for several years, she offers a rich background in her position as state coordinator. A graduate of Chaminade University of Honolulu with her master's in counseling psychology and bachelor's degree in psychology, she combines her coordination experience and attention to detail which enable her to efficiently and effectively run the Hawai'i History Day program on all islands and to lead the Hawai'i delegation to National History Day®. She will continue working with our historian consultants and will manage and direct the Hawai'i History Day program across five islands, eight school districts, and hundreds of teachers, students, parents, and judges with a strict adherence to timeline, budget, and scope. See Appendix G for Resume.

Stacy Hoshino, Director of Grants and Special Projects

Stacy Hoshino has a broad and extensive background in executive roles in the arts and humanities field for over a decade. He currently administers all aspects of the Hawai'i Council for the Humanities Grants Program. He also creates and

executes innovative mission-aligned programs to statewide audiences, and at the same time develops program partnerships with communities and other organizations and institutions. He has a wealth of knowledge and effective working relationships with the local arts and humanities community which he leverages for HCH special projects, programs, and collaborations. Recently, he conducted two special programs. One was a collaboration with the University of Hawai'i, Hilo called "Perspectives on Pele," a free workshop for community educators, K-12 teachers, public program educators, and learning center and park interpreters which offered insights by experts on project-based learning and C3 framework, environmental history in Hawai'i, and working with primary source materials (Hawaiian and English language sources). He also worked with the Maui Arts and Cultural Center to conduct "We Go Jam: Finding the Music in Words," workshop and reading where teachers reflected on key themes and explored the craft of composing song and lyrics, as practiced in the tradition of Haku Mele. He also recently completed a partnership with Maui Arts & Cultural Center and Hana High School held January 11-15 as a teacher-in-residence program at Hana High School. Mr. Chadwick Pang was the teacher-in-residence and created a curriculum using HCH's publication *We Go Jam*, to teach integrated studies using Social Studies, Music and ELA to high school students. See Appendix G for Resume.

Robert Buss, Executive Director

Bob Buss has been executive director of the Hawai'i Council for the Humanities (HCH), an affiliate of the National Endowment for the Humanities, since 2003, and earlier was its program officer since 1983. He works with local community and cultural groups, museums, archives, libraries, and oral history and humanities centers to facilitate public humanities programs and was the founding state coordinator for Hawai'i History Day in 1990 and has served on the Executive Advisory Board of National History Day. His interests include Confucian and Buddhist studies, ethics, and philosophy of art. Prior to working at HCH, Bob taught philosophy at Chaminade University and religious studies at Honolulu and Kapi'olani community colleges. See Appendix G for Resume.

We have provided several press clippings (see Appendix F) that highlight HCH's achievements in the K-12 humanities education arena over the years.

**B. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

HCH conducts most workshops and History Day district fairs at Hawai'i public schools, locations, and institutions which align to ADA requirements. For example, both the Honolulu kick-off workshop and the Honolulu district fair were held at Chaminade University of Honolulu which is ADA compliant. The State History Day fair is held at Windward Community College and the facilities used by History Day meet ADA requirements. Any special collaborative workshop is usually held at locales that meet ADA requirements in good faith. If a site is not ADA compliant, every reasonable effort will be made to meet a participant's needs. Furthermore, some issues with accessibility have been, and continue to be addressed through more resources and information being posted online where access is open to any who have a computer and internet connection.

## **V. Personnel: Project Organization and Staffing**

### **A. Proposed Staffing, Staff Qualifications, Supervision and Training**

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

The three lead staff persons for this proposal were mentioned previously in this document in section IV. A. and are as follows:

- Lisa Yamaki, Hawai'i History Day State Coordinator
- Stacy Hoshino, Director of Grants and Special Projects
- Robert Buss, Executive Director

Lisa Yamaki will be responsible for executing the Hawai'i History Day program. Stacy Hoshino and/or Robert Buss will be responsible for executing special programs and collaborations. All HCH staff will be involved in the public affairs aspects of the programs proposed.

An annual National Humanities Conference is open to the Executive Director and/or staff member where colleagues around the nation may attend workshops led by experts in the field on topics of relevance. Annually, the Hawai'i History Day State Coordinator visits congressional offices in Washington D.C. as part of the Hawai'i History Day delegation to the National History Day<sup>®</sup> fair.

### **B. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

See attached Appendix H for the Hawai'i Council for the Humanities Organizational Chart.

### **C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.



Executive Director	\$73,023
Director of Grants and Special Projects	\$46,920
Motheread/Fatheread® Hawai'i Coordinator	\$43,757

## VI. Other

### A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Not applicable.

### B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

The Hawai'i Council for the Humanities is the state affiliate of the National Endowment for the Humanities (NEH), Division of Federal/State Partnerships, and undergoes a review assessment by NEH every five years, most recently in 2012, with our next review scheduled for 2017. There were no findings of concern by NEH regarding HCH operations, programs, or compliance with NEH expectations. In the summary letter from NEH regarding the 2012 review, dated March 13, 2013, it was noted that "The Council has a strong and effective portfolio of programs" and "...an excellent track record of making the humanities available to diverse audiences and communities."

### C. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

History Day serves children and their teachers grades 4-12 across the state without regard to race, religion, sex or ancestry, or other protected class or demographic of people. Our workshops are offered for free and open to the general public unless otherwise specified such as workshops targeting teachers and/or students. Our History Day fairs are likewise open to all. While our programs are open to all public, private, homeschool, charter, and

language immersion schools, public funding will be used to provide neighbor island access to the program such as workshops and fairs, as well as marketing/promotion of the program to increase participation and develop resources for the program. Funds will not be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution.

**D. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

The Hawai'i Council for the Humanities is dedicated to the Hawai'i History Day program and its transformative and meaningful impact in the teaching and learning of history in the schools. We are a private, 501(c)(3), non-profit organization, and are also affiliated with the National Endowment for the Humanities (NEH) and receive a regular federal grant, part of which is used for Hawai'i History Day. Funding from the NEH remains stable, thus enabling HCH to continue to operate the program at the fundamental level. We continue to actively seek additional funding for the program to account for inflation and other market forces, and, more importantly, advance and grow the program. This proposal, if fully funded, will be key in augmenting internal funds for marketing and promotion of the program as well as access to new and emerging schools, especially those on the neighbor islands. Outputs generated as a result of a fully funded proposal will provide multi-year impacts which will result in broader outreach and visibility and a diversified funding base. HCH also developed and is implementing a business/strategic plan from 2015 through 2017. In addition, we are thrilled to have received two grants from the Daniel K. Inouye Memorial Foundation directly benefiting the Hawai'i History Day program, student participation, and their travel to the National History Day event held annually in June.

**E. Certificate of Good Standing (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2015.

We have attached our Certificate of Good Standing dated January 11, 2016 in Appendix H.



**Internal Revenue Service**

**Date:** July 28, 2000

Hawaii Council for the Humanities  
3599 Waialae Ave Rm 23  
Honolulu, HI 96816-2759

**Department of the Treasury**

**P. O. Box 2508  
Cincinnati, OH 45201**

**Person to Contact:**

**Bob Edwards 31-04014**

**Customer Service Representative**

**Toll Free Telephone Number:**

**8:00 a.m. to 9:30 p.m. EST**

**877-829-5500**

**Fax Number:**

**513-263-3756**

**Federal Identification Number:**

**99-0153704**

**Dear Sir or Madam:**

This letter is in response to your request to change your organization's name. Please verify the entries above are correct, if not please contact the name listed above. This letter also replaces previous affirmation letters with the corrected name.

Our records indicate that a determination letter issued in April 1978, granted your organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Hawaii Council for the Humanities  
99-0153704

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

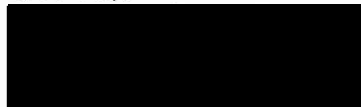
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your organization's exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,

A black rectangular redaction box covering the signature of John E. Ricketts.

John E. Ricketts, Director, TE/GE  
Customer Account Services

JOHN WAIHEE  
GOVERNOR



STATE OF HAWAII  
DEPARTMENT OF TAXATION  
P.O. BOX 259  
HONOLULU, HAWAII 96809

September 14, 1993

RICHARD F. KAHLE, JR.  
DIRECTOR OF TAXATION

~~ALFRED G. LARSEN~~  
~~COMMISSIONER~~

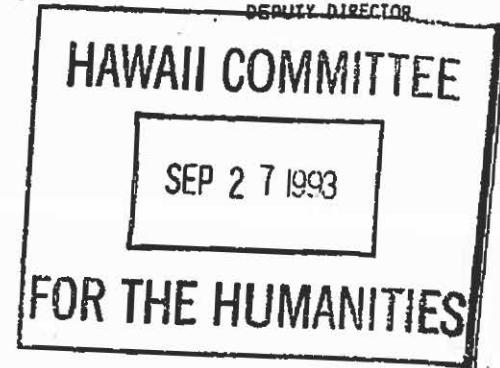
~~ALOND L. HINES~~  
~~COMMISSIONER~~

GEORGINA M. YUEN  
DEPUTY DIRECTOR

HAWAII'I COMMITTEE FOR THE HUMANITIES  
3599 Waiialae Avenue, Rm. 23  
Honolulu, HI 96816

Attention: Ms. Esther K. Arinaga, Chairman

Gentlemen:



We have reviewed your Application for Exemption from the Payment of General Excise Taxes under the provisions of Section 237-23, Hawaii Revised Statutes. Based upon the information submitted in your application, the claim for exemption has been approved.

This approval for exemption does not apply to any income from any activity, (i.e., fund-raising) the primary purpose of which is to produce income, even though such income is to be used for or in furtherance of the exempt activities of the organization. This exemption will be in force only as long as there is no material change in the facts as set forth in your application for exemption.

Furthermore, this exemption does not apply to any general excise tax imposed upon the seller of tangible personal property or upon the person providing a service who may pass on or include such tax in the price of the service rendered or in the sales price of any purchases made by your organization.

Since this letter could help resolve any questions about your exempt status, you should keep this in your permanent records.

Enclosed is your registration certificate.

Very truly yours,

  
RONALD C. CHOY  
Technical Review Officer

RCC:abm

Enclosure

cc: Ronald Randall  
Linda Cacpal

Internal Revenue Service  
District Director

Department of the Treasury

Date: SEP 11 1980

HAWAII COMMITTEE

SEP 15 1980

FOR THE HUMANITIES

LA:EO:78:0092

Our Letter Dated:

January 20, 1978

Person to Contact:

Norma Jules

Contact Telephone Number:

(213) 688-4553

▷  
Hawaii Committee For the Humanities  
2615 S. King Street., Suite 211  
Honolulu, HI 96826

Gentlemen:

This modifies our letter of the above date in which we stated that you would be treated as an organization which is not a private foundation until the expiration of your advance ruling period.

Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Internal Revenue Code, because you are an organization of the type described in section 509(a)(1)\*. Your exempt status under section 501(c)(3) of the code is still in effect.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, a grantor or a contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1)\* status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1)\* organization.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

  
District Director

\* and 170(b)(1)(A)(vi)  
tkh





**HAWAI'I COUNCIL FOR THE HUMANITIES**  
**2016 Board of Directors**

<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Douglas Dykstra, CHAIR (2010-2013, 2013-2016)	Chancellor Windward Community College 45-720 Kea'ahala Rd., Alaka'i 119-A Kane'ohe, Hawai'i 96744	235-7402 247-5362 (fax) E-mail: <a href="mailto:dykstra@hawaii.edu">dykstra@hawaii.edu</a>
Philip Bossert * VICE CHAIR (2013-2016)	Director, Institute for 21 <sup>st</sup> Century Teaching and Learning PO Box 2172 Honolulu, HI 96805	203-9097 E-mail: <a href="mailto:phil@orientech.us">phil@orientech.us</a>
Noelle MKY Kahanu SECRETARY-TREASURER (2013-2016)	Director of Community Affairs, Bishop Museum 2662 Namauu Drive Honolulu, HI 96817	848-4190 E-mail: <a href="mailto:noelle.kahanu@bishopmuseum.org">noelle.kahanu@bishopmuseum.org</a>
Helen Cox * (2013-2016)	Chancellor, Kauai Community College 3-1901 Kaumualii Highway Lihue, HI 96766	(808) 245-7402 E-mail: <a href="mailto:HelenCox@hawaii.edu">HelenCox@hawaii.edu</a>
Lisa DeLong (2012-2015, 2015-2018)	Principal, Kailua Intermediate School 145 S. Kainalu Dr. Kailua, HI 96734	263-1500 E-mail: <a href="mailto:Lisa_DeLong@notes.k12.hi.us">Lisa_DeLong@notes.k12.hi.us</a>
Paul R. Field (2015-2018)	Professor of History, retired Windward Community College PO Box 644 Volcano, HI 96785	(808) 985-8672 E-mail: <a href="mailto:field@hawaii.edu">field@hawaii.edu</a>
Malia Van Heukelem (2015-2017)	Preservation Management Specialist Hamilton Library Preservation Dept, UH Manoa 2550 McCarthy Mall Honolulu, HI 96822	956-5734 E-mail: <a href="mailto:maliavh@hawaii.edu">maliavh@hawaii.edu</a>
Herb Lee, Jr. (2015-2017)	Executive Director, Pacific American Foundation 45-285 Kaneohe Bay Drive, #102 Kaneohe, HI 96744	664-3027 E-mail: <a href="mailto:herblee@thepaf.org">herblee@thepaf.org</a>
Kirsten Mollegaard (2015-2018)	Associate Professor & Dept. Chair, English University of Hawai'i, Hilo 200 West Kawili St. Hilo, HI 96720	(808) 932-7226 E-mail: <a href="mailto:mollegaa@hawaii.edu">mollegaa@hawaii.edu</a>
Tessa Munekiyo Ng (2013-2016)	Manager, Munekiyo & Hiraga, Inc. 1200 Queen Emma St. #1507 Honolulu, HI 96813	983-1233 E-mail: <a href="mailto:tessa@mhplanning.com">tessa@mhplanning.com</a>

<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Scott Robertson (2013-2016)	Associate Professor, Information & Computer Sciences University of Hawai'i, Manoa 1680 East-West Road Pacific Ocean Science & Technology Bldg. Honolulu, HI 96822	956-2023 E-mail: <a href="mailto:scottpr@hawaii.edu">scottpr@hawaii.edu</a>
Manoj Samaranayake (2013-2016)	Senior Tax Manager, Deloitte Tax LLP, CPA 94-1119 Kapukawai St. Waipahu, HI 96797	375-7012 E-mail: <a href="mailto:manojs.cpa@gmail.com">manojs.cpa@gmail.com</a>
Mitch Yamasaki (2014-2017)	Professor of History, Chaminade University 3140 Wai'ala'e Avenue Honolulu, HI 96816	735-4824 E-mail: <a href="mailto:myamasak@chaminade.edu">myamasak@chaminade.edu</a>
Susan Yim (2014-2017)	Managing Editor, HIKI NO Hawai'i Public Television 3818 Maunaloa Ave. Honolulu, HI 96816	E-mail: <a href="mailto:sfyim@hawaii.rr.com">sfyim@hawaii.rr.com</a>
Marlene A. Zeug (2014-2017)	Office of Superintendent Special Proj. Hawai'i State DOE 45-673 Anoi Rd. Kaneohe, HI 96744	256-2268 E-mail: <a href="mailto:marlenezeug@gmail.com">marlenezeug@gmail.com</a>

\* Gubernatorial Appointee (up to five members)

#### **HCH STAFF**

Robert G. Buss, Executive Director, [rbuss@hihumanities.org](mailto:rbuss@hihumanities.org), 381-3292 (cell)  
Laurie Lee Bell, Fiscal Officer, [bell@hihumanities.org](mailto:bell@hihumanities.org)  
Robert Chang, Motherread/Fatheread State Coordinator, [read@hihumanities.org](mailto:read@hihumanities.org)  
Alita Charron, Director of Development and Public Affairs, [acharron@hihumanities.org](mailto:acharron@hihumanities.org)  
Stacy Hoshino, Director of Grants and Special Projects, [shoshino@hihumanities.org](mailto:shoshino@hihumanities.org)  
Grace Lo, Director of Communications, [glo@hihumanities.org](mailto:glo@hihumanities.org)  
Jane Y. Murao, Hawai'i History Day Assistant, [jmurao@hihumanities.org](mailto:jmurao@hihumanities.org)  
Ryan Ng, Development and Special Projects Assistant, [rng@hihumanities.org](mailto:rng@hihumanities.org)  
Lisa Yamaki, Hawai'i History Day State Coordinator, [lyamaki@hihumanities.org](mailto:lyamaki@hihumanities.org)

Hawai'i Council for the Humanities  
3599 Wai'ala'e Avenue, Ste. 25  
Honolulu, Hawai'i 96816  
Phone: (808) 732-5402 / Fax: (808) 732-5432  
E-mail: [info@hihumanities.org](mailto:info@hihumanities.org)  
Website: <http://www.hihumanities.org>  
Office Hours: 8:30 a.m. to 4:30 p.m. Monday through Friday





# HAWAI'I HISTORY DAY 2015-2016 CALENDAR (Tentative)

A Program of the Hawai'i Council for the Humanities  
**EXPLORATION, ENCOUNTER, EXCHANGE IN HISTORY**



JULY '15 – FEB. '15	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
OCT '15 – NOV '15	<b>HISTORY DAY KICKOFF EVENTS &amp; WORKSHOPS</b> <ul style="list-style-type: none"> <li>• Kickoff events to be held around the state.</li> <li>• Oahu – September 19, 2015 – Chaminade University of Honolulu</li> <li>• Maui – September 19, 2015 – Maui Arts &amp; Cultural Center</li> <li>• Lana'i, Kaua'i, Moloka'i – TBD (school days)</li> </ul>
DEC. '15–JAN. 29, '16  <i>(School fairs should not be held after Jan. 29, '16)</i>	<b>SCHOOL HISTORY DAYS</b> <i>Note: If a school fair is needed to select the entries, the event must be scheduled prior to the deadline for submitting registration forms (JAN.29). Please note the limitations below.</i> <i>*Group sizes are limited to 3 students maximum.</i> <b>Youth Division (grades 4-5):</b> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school per division</li> <li>• Display – up to 10 per school per division</li> <li>• Performance – up to 5 per school per division</li> <li>• Documentary – up to 5 per school per division</li> <li>• Website – up to 5 per school per division</li> </ul> <b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b> <ul style="list-style-type: none"> <li>• Essay – up to 10 per school per division</li> <li>• Display – up to 10 per school per division or 10% if over 100</li> <li>• Performance – up to 10 per school per division</li> <li>• Documentary – up to 10 per school per division</li> <li>• Website – up to 10 per school per division or 10% if over 100</li> </ul>
FRIDAY, JAN. 1, '16	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i>
FRIDAY, JAN. 29, '16	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i> <b>PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
SAT., FEB. 20, 2016 SAT., FEB. 20, 2016 SAT., FEB. 27, 2016 SAT., FEB. 27, 2016 SAT., MAR. 5, 2016 WED., MAR. 9, 2016 SAT., MAR. 12, 2016 SAT., MAR. 12, 2016	<b>2016 DISTRICT HISTORY DAYS**</b> Registration from 7:30-8:30 a.m. Run-offs around noon. Closing around 3:30 p.m. **Private schools, charter schools & home-school projects participate in the district in which they are located. <b>WINDWARD – KING INTERMEDIATE SCHOOL (KANEOHE)</b> <b>MAUI – UH MAUI COLLEGE (KAHULUI)</b> <b>HONOLULU – CHAMINADE UNIVERSITY (HONOLULU)</b> <b>KAUA'I – KAPA'A ELEMENTARY SCHOOL (KAPA'A)</b> <b>CENTRAL – UH WEST OAHU (KAPOLEI)</b> <b>MOLOKA'I – MOLOKA'I HIGH SCHOOL (HO'OLEHUA)</b> <b>LEEWARD – EWA MAKAI MIDDLE SCHOOL (EWA BEACH)</b> <b>HAWAI'I – UH HILO (HILO)</b>
SUN., MARCH 13, 2016	<b>ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS</b> <i>Online registration is required for all projects advancing from districts.</i>
WED., MARCH 30, 2016	<b>ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES</b> <i>Online registration is required for all projects advancing from districts.</i> <b>REVISED PAPER (ESSAY) &amp; WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
SAT., APRIL 16, 2016	<b>2016 HAWAI'I STATE HISTORY DAY</b> Location: Windward Community College, 7:30 am to 3:30 pm
MAY 2016	<ul style="list-style-type: none"> <li>• National History Day Registration (on-line process) to be completed.</li> <li>• National History Day Essay and Website entries due to NHD.</li> </ul>
MID-JUNE 2016	<b>NATIONAL HISTORY DAY 2016, University of Maryland at College Park</b>



## Hawai'i History Day 2015 Fact Sheet

A Program of the Hawai'i Council for the Humanities



- At the district level more than 1,282 Students and 107 Teachers from 50 schools on O'ahu, Maui, Moloka'i and Hawai'i participated in Hawai'i History Day in 2015.
- The program reaches over 8,750 students and teachers statewide.
- Hawai'i History Day is the local affiliate of National History Day, a year-long history education program that invigorates the teaching and learning of history for students in grades 4-12.
- Hawai'i History Day is a project-based program that promotes a theme-based, research-centered model for history and civics education.
- Students are offered five options through which to present their projects: display, performance, documentary, essay or website. They then present their projects at school, district, state and national history days.
- Each year, History Day incorporates a national theme that engages critical thinking in a historical context. The theme for 2015 was *"Leadership and Legacy in History."*
- Rulebooks, theme guides, sample topic lists and classroom resources are provided to students and teachers at no cost.
- The Hawai'i Council for the Humanities organizes district and state contests and provides support with free classroom visits, materials, and teacher, student and parent workshops.
- A delegation of 58 students represented Hawai'i at the 2015 National History Day in College Park, Maryland. At National History Day many students from Hawai'i placed in the top 10% in the nation and won special awards.
  - Junior Individual Website Placed 12th Nationally & Outstanding State Entry Junior Division  
Title: Eradicated From Earth! How Smallpox Died  
Student: Kelly Masaki      Teacher: Carey Robinson      School: St. Andrew's Priory
  - Senior Paper - Placed 8th Nationally & Outstanding State Entry Senior Division  
Title: The Legacy of Caesar Augustus: The Prince of the Senate, The Price of the Peace  
Student: Truman Spring      Teacher(s): Lorey Ishihara & Debra Ulii      School: Kahuku High & Inter.
  - Senior Individual Performance - Placed 7th Nationally & World War II History Award Winner  
Title: Captain America: A Man Before His Time World War II History  
Student: Essie Workman      Teacher: Lisa Lessing      School: Kahuku High & Inter.



Key  
Evaluation  
Findings

NATIONAL  
**History**  
DAY

TEACHES.

Prepares.

*Inspires.*

## National History Day Works

**National History Day** is a year-long academic program focused on historical research, interpretation and creative expression for 6th- to 12th-grade students. By participating in NHD, students become writers, filmmakers, Web designers, playwrights and artists as they create unique contemporary expressions of history. The experience culminates in a series of contests at the local and state levels and an annual national competition in the nation's capital in June.

**National History Day** provides everything teachers need to bring students on an unforgettable learning adventure that integrates with—and enhances—standards-based curriculum. With sample topics, a guide to conducting historical research in the classroom, lesson plans and more, the flexible NHD program teaches, prepares and inspires.

**National History Day** not only transports classrooms back in time during the school year, it transforms young minds forever.



### About the Research

These key findings come from the study conducted by research firm Rockman, et al, which looked at performance assessments, surveys and standardized test scores to evaluate students' research and writing skills, ability to interpret historical information, academic performance and interest in past and current events. They then compared their evaluations of students who participated in National History Day (NHD) to their peers who did not participate in the program. The study, conducted at four sites around the country, found that on nearly every measure, **NHD students' scores or ratings were higher than their peers who did not participate in the program.**

The full report can be viewed online at [www.nhd.org/NHDWorks](http://www.nhd.org/NHDWorks).



# NATIONAL History DAY



“ Since incorporating National History Day into my curriculum, I cannot imagine teaching history without it! I want all my students to have the rich experience provided by the

**close examination of primary sources,**  
the depth of knowledge gained by  
**meticulous research**  
and the satisfaction of the  
**pride that ensues** when a  
complex and demanding project is completed.”

*Patricia Behner  
North Pole High School, Alaska*



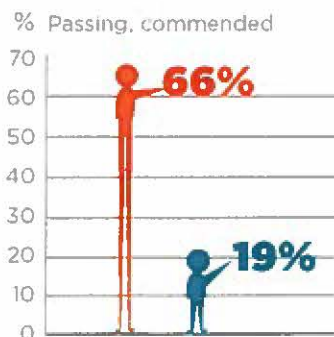
## ...teaches

critical thinking, writing, and research skills and boosts performance across all subjects.

- > NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.
- > NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
- > NHD has a positive impact among students whose interest in academic subjects may wane in high school.

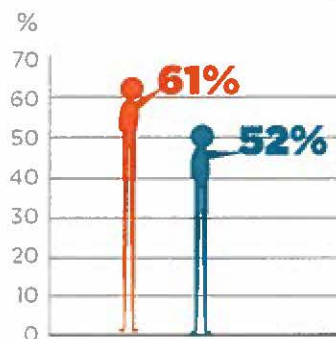
Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills. Compared to non-NHD boys and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.

### TAKS Test Performance—Texas

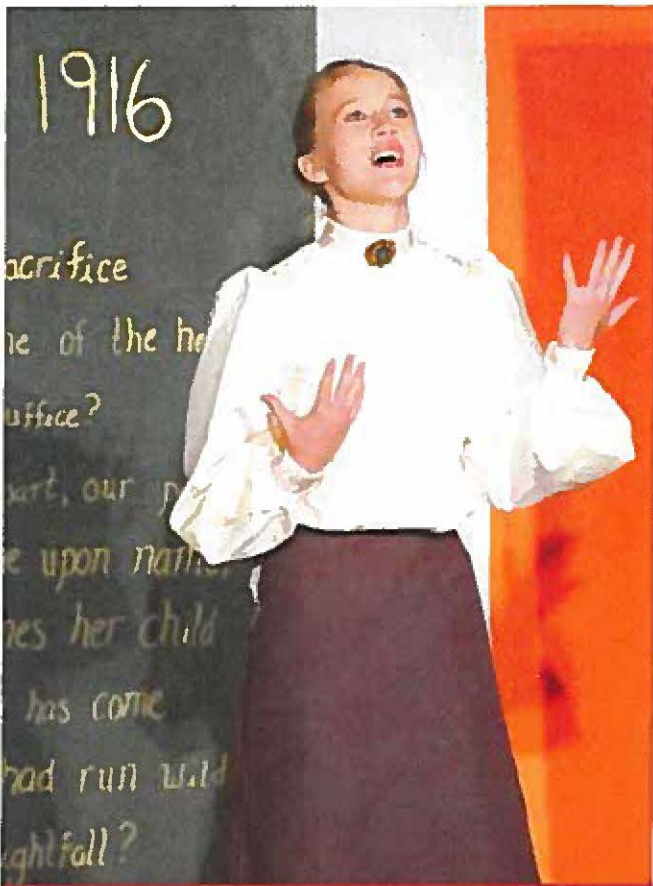


The Texas Assessment of Knowledge and Skills (TAKS) tests reading comprehension, writing, mathematics, science and social studies. During four years of participation, NHD students scored more than twice as well on TAKS as non-NHD students. Nearly two thirds of NHD students met the minimum, had commended performance, or passed TAKS the first time, compared to an average of 19% of non-NHD students.

### Passing Rates for English I—South Carolina



In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61% passing rate in English I—9% above a comparison site.



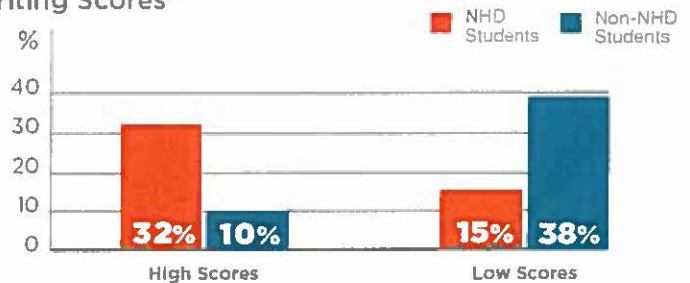
# ...prepares

students for college, career and citizenship.

- > NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.
- > NHD students are critical thinkers who can digest, analyze and synthesize information.

Performance assessments show that NHD students were 18% better overall than their peers at interpreting historical information — an average of 79% correct vs. 61% correct.

## Writing Scores\*

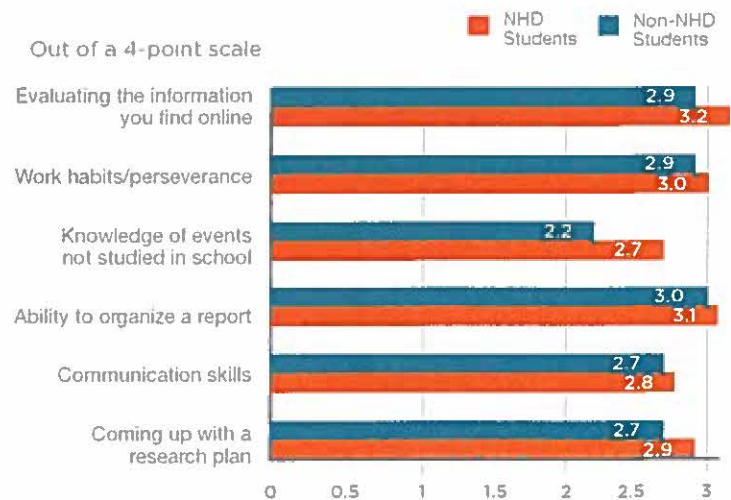


Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale, and fewer low scores (1s or 2s)

\*Post-writing scores only are shown in this graph.

## Confidence Ratings on College- and Career-Ready Skills

Out of a 4-point scale



NHD students consistently express more confidence in their college- and career-ready skills than students who do not participate in NHD

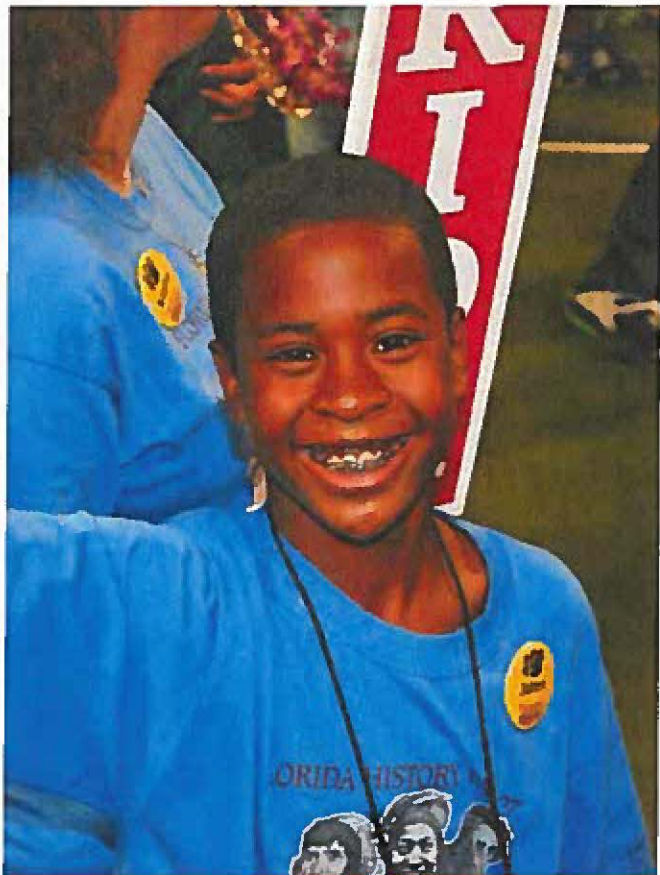
“ I was drawn to National History Day because it is a program based on active learning.

**Students engage, question and create.**

Students DO what historians do when researching. How can we ask for more?”

James M. DeBroux  
Random Lake High School, Wisconsin





# ...inspires

students to do more than they ever thought they could.

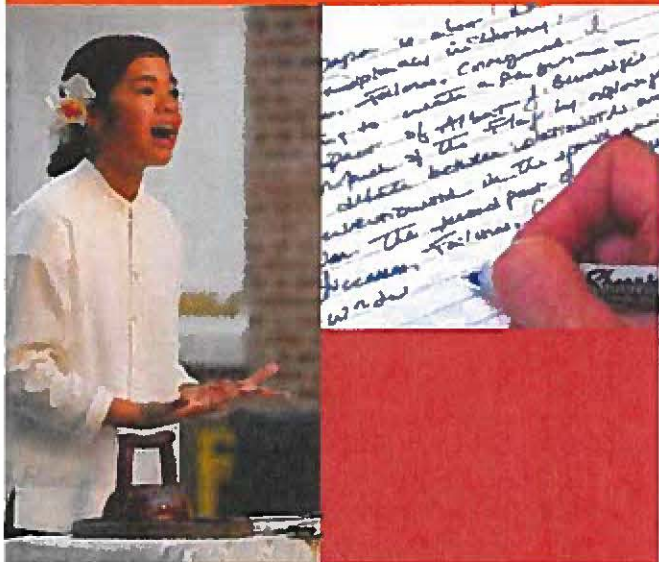
- > NHD opens new vistas, even for special education students like one in Florida who'd been put into a program for kids "who could not learn." Once placed in NHD—the only "regular" class he attended—he produced a documentary that made it to the state finals. The next year, he took two "regular" classes and produced another documentary for NHD that made it to nationals. By the end of high school, he was enrolled in all honors classes.
- > During her first year with NHD, a Washington state teacher had 11 students whom she says had "fallen through a lot of cracks and some discovered they liked it there." None of them had ever participated in any kind of competition—not even sports. Once in NHD, they all competed. Four placed locally and went on to compete at the state level. Thanks to the NHD experience, seven graduated from high school, three earned a GED, one graduated as a sixth-year senior, and a couple even went on to college. "Competing in National History Day pushed those 11 students beyond the mental and academic limits they had set for themselves," the teacher recounted. "They developed confidence, pride and skills that are helping them be successful in their lives."
- > Participating in a mandatory NHD program sparked a competitive drive in one student who, until then, had spent most of his school life only dimly motivated—unless it involved entertaining his classmates. The competitive aspect of the work in NHD and the high standards his teacher conveyed inspired him to spend long hours in the library and to ask about learning photography. In preparation for History Day, he produced a slide presentation, something he was proud of, win or lose, for he'd learned that hard work and an academic goal were stimulating, and that serious intellectual challenges were opening his mind to the realization that there are rewards for academic as well as social success. From that point on, his school work took on new meaning.

“ I have discovered that National History Day has a life of its own. Research projects encourage young scholars to

**go outside the walls of their classroom and beyond the covers of their textbooks**

and discover their community.”

Huy Nguyen  
Sunrise Park Middle School, Minnesota



“ History Day is the ultimate in integrated studies for content and skill development. The students in my class develop their reading skills through their research...It helps **broaden their horizons.**

It gives them an opportunity to question, explore and to think critically.”

*Vicki Chase  
Mountain View Middle School, Idaho*

“ History Day has been the vehicle that creates an understanding and appreciation of history while

## developing the necessary 21st-century tools, skills and aptitudes

for my diverse student population. Because of History Day, my students understand how history and knowledge are created, **excel in college**, and are confident students who know how to learn.”

*Martin Marrin  
DeLaSalle High School, Minnesota*



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# National History Day 2016 Theme: Exploration, Encounter, Exchange in History

Adrienne Harkness, Contest Manager, National History Day  
Lynne M. O'Hara, Director of Programs, National History Day

National History Day welcomes you to explore the theme, *Exploration, Encounter, Exchange in History*, during the 2015-2016 academic year. This theme is broad enough in scope to encourage investigation of topics ranging from local to world history and across any geographic area or time period. Consider this theme an invitation to look across time, space, and geography to find examples in history of when people took a risk and made a change.

You can begin brainstorming for possible topics by thinking about subjects you are interested in, whether it is science, sports, art, travel, culture, or even specific people. Make note of any areas of interest, creating a list of possible subjects. Talking with your classmates, teachers, and parents about your list can help you narrow down your selection. Throughout this process, keep in mind that your topic must relate to *Exploration, Encounter, Exchange in History* and must be historical, not a current event.

A million ideas flood your mind when you think about exploration, encounter, and exchange, especially because they can mean many different things. So let us first look at them one at a time.

## Exploration

Exploration likely conjures up visions of travelers setting out on a journey to discover new lands. Consider the voyages of Vasco da Gama, Hernán Cortéz, or Ferdinand Magellan. Certainly we can see this in Christopher Columbus' attempt to find a quicker sea route to the Indies, where spices and other desired goods could be found and then sold back in Europe. Of course, we know that while the original goal of that exploration was not achieved, Columbus and his party did succeed in transforming the Americas, Europe, and Africa forever. Can you think of other examples where exploration led to unforeseen consequences?

Exploration also can be examined in the field of science. Researchers are constantly undertaking scientific explorations to find new medications or possible cures for diseases such as cancer. How did Jonas Salk's exploration into a vaccine for polio lead to better industry standards in producing vaccines? How did the work of Francis Watson and James Crick in exploring the structure of DNA lead to cracking the code of the human genome? Consider Sigmund Freud's exploration of psychoanalysis and the developments of various theorists in the field of psychology.

The search for new modes of movement has captivated humans since the beginnings of recorded time. This form of exploration has resulted in the invention of a variety of vehicles that could make excellent topic choices. From the invention of the wheel to the development of the space shuttle and the International Space Station, there is a range of explorations, encounters, and exchanges. How did the design of the longships affect the Vikings' encounters with non-Vikings? Ships, trains, cars, airplanes, and rockets each dramatically transformed ideas about what kinds of exploration were possible. In addition, new routes, pathways, and roads played a pivotal role in helping certain transportation options grow in usefulness or popularity. How

did the Erie Canal increase encounters and exchanges between different areas within the United States? Once the interstate highways were built, how did they affect travel in the United States?

Exploration does not need to be literal—think of exploration as a new idea, concept, or theory that is tested. This idea can come from the fields of politics, economics, or military science. Consider the ways that political campaigns explored the use of radio, and later television and the internet, to introduce candidates to the public. How did the economic theory of mercantilism drive the exploration of the Americas and exploitation of the resources found there? How did new advancements in both strategy and technology influence the outcome of the Battle of the Atlantic in World War II?

## Encounter

**E**xploration, of course, almost always leads to encounters—with different peoples, unfamiliar environments, and new ideas. Encounters are often unexpected and unpredictable, and they reveal much about those involved.

When Meriwether Lewis and William Clark began exploring western North America in 1804, Americans knew little of the vast territory west of the Mississippi River. The explorers' encounter with that region, however, was shaped in part by individuals like Sacagawea, a Shoshone woman who understood the land and its inhabitants, and served as a guide and translator for Lewis and Clark. How did she influence the expedition's encounters with other Native Americans? With the plants and animals they encountered along the way? How did Lewis and Clark's notes and drawings of the geography, wildlife, and inhabitants influence the encounters of later Americans?

Many times encounters involve peoples, plants, and animals that have not previously interacted. How did Matteo Ricci's efforts at understanding Chinese culture affect his encounter with the Chinese intelligentsia? Consider the major effects on world history resulting from the Columbian Exchange, when people, plants, microbes, animals, food, religions, and cultures moved across continents.

Often exploration leads to occupation or subjugation of other groups of people. Consider the encounters between the Romans and the Germanic tribes of Europe. How did the Mongols, Aztecs, or Incas interact with their neighbors? What factors influence whether a new encounter is seen as a positive exchange or as a disastrous occurrence? Consider the event from both sides and analyze the perspectives of both the conquerors and the conquered.

Encounters also occur between familiar parties. How did the political, social, and cultural differences between the Athenians and the Spartans, differences with which each side was familiar, affect the way the Peloponnesian Wars were waged? How do military encounters differ from environmental and cultural encounters in their consequences? How have these encounters remained the same across time, and how have they varied with changing historical circumstances? How did the horrific encounter with trench warfare in World War I lead to new strategies ranging from bombing campaigns to blitzkrieg?

## Exchange

**I**t is impossible to make a journey of exploration, encounter new ideas, and not have some ideas exchanged between the groups of people.

Encounters can lead to many types of exchanges, whether it be goods, food, ideas, disease, or gunfire. The Silk Road, a series of ancient routes connecting the lands bordering the Pacific Ocean to those of the Mediterranean Sea, formed a means of exchange between European, Eurasian, and Asian peoples for more than a thousand years. The Silk Road brought gunpowder,

the magnetic compass, printing press, and silk to the West. To China, it brought precious stones, furs, and horses. One of the road's best known travelers, Marco Polo, recorded his observations in his *Travels of Marco Polo*. But as we know, exchange is not necessarily mutually beneficial.

**W**hen Europeans were exploring the New World, they brought with them diseases such as smallpox and measles that were contracted by many members of the native tribes they encountered. Having no previous exposure to these illnesses, the natives' immune systems could not naturally fight these diseases, nor did native healers have the knowledge to treat them. As a result, many natives perished because of their encounter and exchange with the Europeans.

But exchanges do not happen only in the physical realm. The sharing of ideas, beliefs, and customs can have widespread consequences for the people and cultures involved. Consider the spread of any of the world's major religions. Sometimes the exchange of new or controversial ideas within a society can have a significant effect on how that society thinks and acts. What changes occur within the society because of that exchange? How did Charles Darwin's theory of evolution, for example, lead to the cultural conflicts of the 1920s?

Politics also can be an area of dramatic exchange. In 1971 the American table tennis team, in Japan for the world championships, was unexpectedly invited by the Chinese team to visit the People's Republic of China. At that time it had been more than 20 years since a group of Americans had been invited to China, since the Communist takeover in 1949. How did that exchange help President Richard Nixon renew diplomatic relations with China? Did it lead to future encounters and exchanges between the two countries? Establishing relationships is often a major part of new encounters and exchanges.

As you can see, all three elements in this year's theme—exploration, encounter, exchange—are closely related. Try to find examples of each in your chosen topic, though you should note that some topics will lend themselves to focus mainly on one area. You are not required to address all of these elements in your project. Remember that you are not just reporting the past, but you are investigating, searching, digging deeper into the research to thoroughly understand the historical significance of your topic and support your thesis. You will need to ask questions about time and place, cause and effect, and change over time, as well as impact. To truly grasp your topic, think about not just when and how events happened, but why they happened and what effect they had. Your project should be able to answer the all-important question of "So what?" Why was your topic important, and why should we study or understand its effects today? Answers to these questions will help guide you as you conduct your research and decide how to present your information.

# WHAT CAN I ASK OF HISTORY? CHOOSING A TOPIC AND SETTING THE STAGE FOR INQUIRY-BASED ASSESSMENT

Lynne M. O'Hara

*Director of Programs, National History Day*

In school students are often told what they will learn. They are told what books to read, then instructed which steps to take after they've finished the required reading. Rather than being a passenger in a learning experience, students who participate in National History Day get to become the driver—to shift gears for themselves. By giving students agency, teachers can unlock their potential in ways that no teacher-created assignment ever could.

This lesson sequence gets to the heart of an inquiry-based activity—how to set students up for success through the selection of a clearly defined and manageable topic for a NHD project. It is based on the C3 Framework (College, Career, and Civic Life Framework for Social Studies State Standards), developed by the National Council for the Social Studies. Designed to show the unique disciplinary skills and applications of Common Core in History, Geography, Civics, and Economics classrooms, it is framed around an inquiry arc: the idea that students should ask questions, be given the tools to dive into those questions, and then ultimately be given an opportunity to answer the questions within a meaningful context. NHD is an excellent way to incorporate Common Core and C3 into the Social Studies classroom.

In order for the C3 Framework to be effective, students need to develop good research topics and questions. Note that a research question should always connect to the students' interests, since they will likely be more engaged and willing to work much harder to answer the question than they would on an assigned project. In addition, the question needs to be manageable in scope. While it is impractical to propose a research question about broad topics that students might be interested in—such as World War II, the Russian Revolution, Ancient Rome—it is often feasible to use such topics as starting points, to help students develop questions that are more manageable in scope and topic.

The hardest part of many tasks is getting started. We have all stood in front of a messy closet, sighed, and closed the door again. For many students, beginning a research project produces the same sensation: It can seem like an overwhelming task, and they may try to ignore it for as long as possible. This lesson helps teachers lead students through the initial stage of research, an important foundation for sustaining an inquiry across the C3 dimensions. Once students have the opportunity to develop a topic with a reasonable scope and sequence, a topic that fits within the parameters established by the teacher and—most important—that piques their interest, then the process of inquiry can begin. Teachers are guided through a process of staging an inquiry in which students develop a question (Dimension 1), explore that question through an introductory research process (Dimension 2), establish a basic understanding of historical relevancy (Dimension 3), and then present their research proposal as a brief pitch to an audience for feedback (Dimension 4).



Asking students, “What do you want to research for your National History Day project?” can overwhelm them. As a result, they may simply opt for something that sounds familiar rather than exploring topics outside their comfort zone. One particularly effective way to get students really thinking about topics is to put them in control. Start by giving the class a list of broad topical areas, such as political history or public history. You can use either the more specific terms (figure 1) or the more generalized descriptions (figure 2), based on the age and ability of the students in your class.

**Figure 1**

political history	social history	military history	economic history
religious history	cultural history	diplomatic history	environmental history
women’s history	public history	history of government	demographic history
rural history	family history	ethnic history	labor history
urban history	history of education	history of the common man	intellectual history

**Figure 2**

I would like to study...

Governments, laws, and who is in control	How people lived
How militaries operate	How money affects peoples’ lives
How people worship and express religious beliefs	Art, culture, music, sports and other forms of entertainment
How nations agree or disagree with each other	How the physical world influences how people live
How women and other groups earned equal rights in society	What happens when large groups of people move from one part of the world to another
The growth and development of cities	The development of the rural parts of a nation
The history of a particular group of people within a larger society	The way workers operate
How ideas develop in society	How ordinary people live
The story of my family’s roots	How governments develop and change over time

Once students become interested in a broad topic, they should consider a how to limit or refine it. Here is where a teacher sets the parameters. Some might choose to give students choices, while others will put limits based on the curriculum (e.g., students must choose a U.S. history topic, or students must choose a topic based on Europe in the twentieth century).

As students refine their topics, they should begin to consider why the question they've chosen to research is important. By going through this process, students will practice a meaningful indicator in the C3 Framework: D1.1.9-12. *Explain how a question reflects an enduring issue in the field.* The hope is that the teacher will guide students to consider the ways in which historians continue to struggle with the same or similar ideas embedded in the question. For example, is the student considering a historical perspective? Are they trying to uncover the causes and effects of decisions in history? Is the student trying to assess the historical significance of an event in the past?

At this point, students need to begin committing some questions to paper. Students could post questions on a discussion blog, on Post-it notes or poster paper around the classroom, or on a white board. Other students might then be encouraged to post comments, ideas, and feedback. Students love to see what other students are thinking, and this can be a particularly effective exercise if the students' names are not included on the posted material, and also if students can comment on ideas posted by members of a different class.

After another brainstorming session, require students to submit parts 1, 2, and 3 of the research proposal (Figure 3). This is a good time for feedback. The proposal process provides an opportunity for teachers to encourage students to narrow or expand their scope as needed. This assignment could be turned in on paper, posted to a blog, or put into a shared word processor document.

### Figure 3: NHD Topic Proposal Form

<b>Part 1: Proposal Description</b> —Who / what do you want to study?
<b>Part 2: Personal Interest</b> —Why are you interested in studying this person / event / idea? Submit three research questions that you hope to answer in the course of your research.
<b>Part 3: So What?</b> —Why is this important enough for you to research and present? How does your question represent an enduring issue in history?

NHD allows students a choice, to work independently or to work in groups of two to five individuals. If a teacher allows the group option, it is important for potential groups to come together at this point to discuss. Sometimes students who want to work in a group find that one member's interests do not align with the others. In this stage of the process, groups are often fluid, and alliances will shift. Allow these shifts early in the process.

When students get "stuck," here are a few tips:

- Toss out some ideas for them to consider. This should be a back-and-forth process. You might want to redirect students to think about a different aspect of a topic. For example, Jackie Robinson is known for breaking baseball's color barrier, but students might also be intrigued to learn about his 1944 court-martial for refusing to move to the back of a bus at Fort Hood, Texas.
- Make students curious. For example, ask, "Have you ever heard of Grace Murray Hopper?" Say, "She was cool—check her out"—and then walk away. Drop ideas, but leave it up to the students to seize on an idea or walk away from it.
- Bring in a local resource. This could be a guest speaker from a local library, regional NHD coordinator, or a local historical society. He or she might offer the students suggestions, either about local history connections or topics where research resources are available locally.

**Part 4: Significance in History**—Describe why this person / event is important—explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level: What primary source helped you to establish this significance? How do you know this is a reliable source? What secondary source helped you to establish this significance? How do you know this is a reliable source?

**Part 5: Credibility**—What are some credible sources that you can use for your research?

## Dimension 2: Connections to disciplinary tools and concepts

In order for students to be sure that their topics are feasible for NHD, they need to engage in basic research and build their knowledge base. In so doing, they should be assessing the historical significance of the person/event they're researching. They will ultimately be using the information they find to validate their inquiry and to fill out Part 4 of the research proposal.

Take the students to the library and get them started on some basic research about their topics. Depending on the age and level of the class, library orientation may or may not be necessary; assess the needs of your class and plan accordingly.

Some tips for researching with students:

- Access and assess your resources. Often a school or local public librarian can be your greatest ally in the NHD research process. Encourage your students to see this individual as an expert, and frequently model how to ask a librarian for help in front of the students.
- Teach students how to locate books. Also demonstrate how to access research within a book, how to selectively read relevant sections and chapters, and how to identify and mark useful facts and quotations for use later.
- Databases can be a great tool to help students find information. Many have advanced search features that can include newspaper articles, photographs, video, or primary sources.
- Even if you are fortunate enough to have access to a school library, also make contacts at local public libraries, which may offer have access to a wider selection of database resources. If they don't already have a library card, encourage your students to obtain one (it will often provide them a login and remote access to resources).

Supervising students in the library poses its own set of challenges for teachers. Some suggestions for making this research time productive:

- Set specific expectations for library usage. Be clear about the work that is expected.
- Establish daily research checkpoints to keep students accountable and focused. This can take the form of something that is due at the end of a period, or having students develop their own to-do lists and then reporting back to you at the end of a work session (especially helpful for group projects). These assignments can be paper-and-pencil, or they might take the form of an electronic log (in a Google document shared with you) or a blog posting.
- Use library time to conference with and coach students. Find out where they are stuck, give them feedback, and help them push through barriers.
- Set clear guidelines for using electronic resources. Gaming on the computer results in use of paper resources only for a period of time. Set and enforce rules.

While students are working in the library, push them to make sure that they are really interested in the topic. They need to have a sense of what they will study and how it fits into the historical context.

As students move toward an initial understanding of their topic, they will be practicing an important indicator from Dimension

2 of the C3 Framework: D2.His.3.9-12. *Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.* There are at least two ways to facilitate this indicator. One is to focus on the “changes over time.” The other is to focus on events themselves.

Some tips for supporting students as they develop their understanding of the significance of the historical topics they are investigating:

- Have students locate (or provide students) differing perspectives on the person or events they are investigating. Students will probably need to use secondary sources or textbooks.
- If students are working in groups, require each individual to make up his or her own mind about the significance of the person or event, and then bring the group together to debate differences of opinion.

### **Dimension 3: Evaluating Sources and Using Evidence**

Once students have gathered some information about the significance of their topics, it is important to model how to process that information. Start by using class content as a model to show students how you would read and break down information from a historical source (both secondary and primary).

Then have the students bring in one source and give them a specific set of tasks, such as:

- Who is the author?
- What do we know about him/her?
- Find two quotes and list with quotation marks.
- Paraphrase three to five key facts that are new from this source. Have students start with a manageable source (If it is text, three to five pages maximum). Remind students to ask questions if they get lost in the source, and assist as needed. It is often helpful to pair up students for this activity.

This is also a good place to remind students to ask questions such as, “Is this source reliable?” and “How do you know?” This questioning process should be modeled with the whole class. One approach would be to show two websites with historical information and have students discuss reliability, sourcing, and the motivations of the authors or creators.

After investigating an initial source, ask students to do some more source work. It is not good enough to just have an idea—now students need to find credible sources. They need to go past the basic facts (and start to understand why their person, event, or idea was important in history). As students investigate sources, make sure they are asking questions about whether the sources are credible.

At the conclusion of this phase, students will submit Part 5 of their proposal form. This part could be completed in written form, but is a great opportunity for a student conference, where students explain their research proposal and sources to the teacher. In this case the teacher can ask follow-up questions as needed, tailor any feedback, and also spend additional time with students who need extra guidance or support. As students complete Part 5 of their proposal, they will have an opportunity to develop the skills in the C3 Framework in indicator D3.2.9-12 *Evaluate the credibility of a source by examining how experts value the source.*

## Dimension 4: Communicating Conclusions and Taking Informed Action

In order to receive final approval from the teacher and begin the full-scale research process, students should not only turn in their formal proposal, but should also present their proposal to their peers and their teacher.

It is important for the teacher to model the process for the class. Use a topic that the class has been studying (not necessarily someone's research topic). Start with a bad pitch—something like “Rosa Parks was a really brave woman and great civil rights leader. So I'm interested in civil rights and want to study her.” Then illustrate the process of developing a strong proposal that answers the question “So what?”

When students reach the presentation phase of their research proposal, ask them to make an “elevator pitch” of their claim. They should have a limit of 30 seconds in which they need to explain to their audience what they will be researching, briefly touching on all five parts of their written proposal. This is where they need to explain what they want to study and, more important, why this topic is worth their time and energy over the upcoming weeks and months. They need to convince their peers and their teacher that this is worthwhile topic.

The key to a good elevator pitch is practice. Encourage students to practice with their peers, and model in a round-robin style in class. Also encourage students to practice at home—and then email their parents and let them know to expect this. Encourage them to practice in the cafeteria at lunchtime—and show up in the cafeteria to listen in (the look on their faces will be an added bonus). Then have students present their elevator pitch to a group of adults. It might include teachers, librarians, regional NHD coordinators, administrators, guidance counselors, substitute teachers—any interested adult. The goal is to be able to make their perspective and argument clear to a group of interested adults who may or may not know anything about their topic.

The C3 Framework stresses that teachers should give students opportunities to adapt arguments and explanations (D4.3.9-12). Students' research proposals are a unique type of argument. The proposal, of course, is not the product of the ultimate inquiry, but it is still an argument, and it is worth spending time to have students establish its importance.

This lesson sequence is designed make use of the inquiry arc to set in motion a larger NHD research project. Students who start with a carefully developed and manageable topic that falls within their area of interest will be more productive in their research and better prepared to develop a thesis and presentation of their work in a professional manner.

Once students master their topic proposals, they will be ready to launch into their research and go onto developing their NHD project. They can choose between writing a historical paper, producing a documentary, developing a museum exhibit, acting in a performance, or building a website.

Happy researching!

Go on for Additional Resources







UNIVERSITY of HAWAII®  
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January 21, 2016

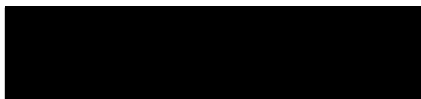
To Whom It May Concern,

I am writing this letter in support of The Hawai`i Council for the Humanities application for a State Grant in Aid for Hawai`i History Day. I am a strong believer in the importance of this program as it provides students with the opportunity to develop research, writing, and analysis skills while developing an appreciation for history. As an instructor of history at Honolulu Community College I am well aware of the difficulties students face in attaining these skills. Hawai`i History Day helps students prepare for college level historical analysis and research at an early age. Students tackle a range of issues in their projects while learning to consider multiple perspectives and to think carefully about bias in sources. In addition, the program introduces students to global issues and the emphasis placed on critical thinking and investigation promotes their development as life-long learners.

I have volunteered as a judge for Hawai`i History Day since the spring of 2012 after returning home to the islands after completing graduate school. I began my service as a historian consultant in 2014 and look forward to the upcoming 2016 History Day fairs. I choose to continue to work with the Hawai`i Council for the Humanities on History Day because I have seen firsthand the enthusiasm the student participants have for their projects. I have witnessed the dedication of the teachers who dedicate hours to helping their classes prepare for fairs. I have been astounded by the achievement of the student historians, some of whom return with new projects year after year. Supporting History Day is a way to invest in Hawaii's future and ensure that students today will become responsible and knowledgeable global citizens.

For all of the reasons above, I urge you to support The Hawai`i Council for the Humanities application for a State Grant in Aid. Thank you for your time and consideration.

Respectfully,



Mieko Matsumoto

Instructor, Tenure-track, History  
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January 20, 2016

To Whom It May Concern:

I am writing in support of Hawaii's History Day Program. I have been the History Day project coordinator at Kahuku Elementary for 12 years, and I have taught the History Day Program to several hundred students. I have seen firsthand how the History Day Program has benefitted our students, teachers, school, and surrounding communities.

Kahuku Elementary's History Day Program began in 2004 with approximately 70 sixth-grade students. That year, we saw a positive jump in our student's Hawaii State testing results. The following year, teachers from Kahuku High and Intermediate School, commented that they could tell which of their students had come from Kahuku Elementary because their research skills were far more developed than students coming from other feeder schools. I believe this was a direct result of those students' learning the History Day process and completing a History Day project.

Over the past 12 years, more than 2000 of our students have benefited from the History Day program. Other schools in the Kahuku Complex, including Laie Elementary, Hauula Elementary, and Kaaawa Elementary have also added History Day to their curriculum. Students from Kahuku Elementary, as well the aforementioned schools, have had the opportunity to compete in Washington D.C. with others from across the United States and several foreign countries. The Hawaii Council for the Humanities has provided financial support for travel, and room and board, to help our students, chaperones, and History Day exhibits get to the National Competition.

Participating in History Day has opened up new opportunities for our students. For example, one team of students, a group of three 6<sup>th</sup> grade girls, became the first elementary team to represent Hawaii in Washington D.C. These students spent six months recording the stories of former Kahuku Sugar Plantation workers and families. The collected information was turned into a Historical documentary and this story about our community was shared at National History Day. Another team, two 6<sup>th</sup> grade Filipino students who had never been on the U.S. mainland, were hand-picked to display their History Day Exhibit in the National Museum of American History at the Smithsonian. Many museum visitors had an opportunity to view the exhibit, including former Senator Daniel Inouye, who came specifically to view their work.

The History Day Program has also allowed our students to learn from, and interact with, academic professionals. On many occasions, Hawaii Council for the Humanities has brought professors from Windward

Community College, Chaminade University, and the University of Hawaii to our school to work with our students. In addition, the Council has provided training at Chaminade University where students learn the History Day process from professors and other professionals. I have seen an increase in the confidence and abilities of our students as a direct result of interacting with these professionals.

The History Day Program also benefits teachers. Many teachers from our school have received constant support through trainings and other sponsored workshops. I, and another teacher, also received monetary awards that have helped to develop our program. An additional benefit is that the objectives of the History Day Program coincide with the new Common Core State Standards. This has allowed the Standards and History Day to be seamlessly taught in conjunction with one another.

The History Day program has been a key component in helping Kahuku Elementary to fulfill its school vision by: helping our “students become responsible, independent learners, empowered with the skills that will help them contribute to society.” I have seen many lives, including my own, blessed by participating in History Day’s amazing educational program.



Dorian Langi  
Teacher, Kahuku Elementary



UNIVERSITY of HAWAII  
**WINDWARD**  
COMMUNITY COLLEGE

January 21, 2016

To whom it may concern,

I am writing this letter in support of the Hawai'i Council for the Humanities application for the 2016 State Grant Aid for Hawai'i History Day. I cannot think of a better use of State funds, and I offer my enthusiastic support for this most important cause.

History Day in Hawai'i has grown over the course of over two decades to become a major success not only on the island of Oahu, but also on Kauai, Maui, Molokai, and Hawai'i. Across the state, History Day has given amazing opportunities to our young elementary, intermediate, and high school students to enhance their appreciation of and prowess in history, to become more engaged students on a general level, and participate as active members of their wider communities.

Every Spring semester for the past six years I have volunteered as a judge for Hawaii History Day (sponsored by the Hawaii Council for the Humanities) both at the district and state level. But for the past two years, I not only served as a judge for every single district and state fair, but also became one of four National History Day coordinators (along with Prof. Malia Lau Kong (WCC), Prof. Cynthia Smith (HCC), and Prof. Mieko Matsumoto (HCC)). The role of coordinator is a massive undertaking, consisting of organizing multiple levels of each event, recruiting, training, and organizing judges from various colleges and institutions across five islands (Oahu, Hawai'i, Kauai, Molokai, and Maui), setting up and breaking down the district and state fairs, giving workshops with judges, high school teachers, intermediate and high school students, attending meetings at the headquarters of the Hawaii Council on the Humanities, giving lectures at the annual kickoff event held every September, as well as serving as a judge for every district and state fair.

Although this is a highly demanding role, it is also an absolute joy to see the passion and excellence that is cultivated by young elementary, intermediate, and high school students across the state of Hawaii, and also gives me a chance to give back to the larger community through volunteer service and leadership as one of four coordinators for the state. Getting a chance to inspire the youth of Hawaii has truly had a massive impact on not only my professional career but also my personal life. It is no exaggeration to say that without the help from the State Grant that helps support the Hawaii Council for the Humanities, there would be no History Day.

The impact on the judges and coordinators is, of course, just a bonus. The true magic comes from the students themselves. Each year I am consistently impressed with the level of student engagement from across the state as hundreds of young boys and girls appear early morning on a given Saturday to proudly stand before their work and show it off to the rest of the world. The quality of their projects, while not always excellent, is on average very impressive given their young age. This program not only gives our young students of Hawai'i a chance to grow outside the confines of the regular classroom environment, it also cultivates practices and behaviors that will undoubtedly give them a head start to success in whatever future career they choose for themselves.

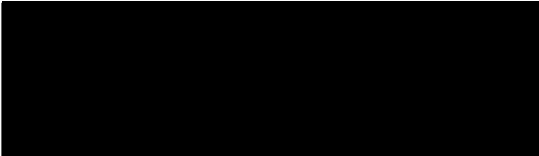
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Please help us continue this amazing program here in Hawai'i by offering your financial support through the 2016 State Grant to the Hawai'i Council for the Humanities. I cannot think of a more worthy cause and I urge you to consider continuing the gracious support as in past years. Please contact me if you have any questions.



Ryan J. Koo  
Instructor, History  
Windward Community College  
45-720 Kea'ahala Road  
Kane'ohe, HI 96744  
rkoo@hawaii.edu  
808-236-9134

January 16, 2015

House Committee on Finance  
State Capitol, Room 306  
Honolulu, HI 96813

Dear Sirs/Madams:

I write for the purpose of respectfully expressing my support of the proposed State Grant-in-Aid for the Hawaii Council for the Humanities, the organization that puts on the Hawaii History Day program. This program is of huge benefit to our middle and high school students each year, teaching them not only about history, but also about research, writing, advocacy, persuasion, and teamwork.

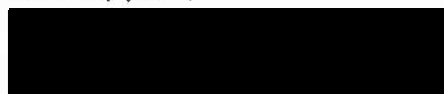
I write from the vantage point of a parent whose two children have benefitted greatly from the Hawaii History Day program. Both of my children were public school students on Maui who participated in the program while attending Iao Intermediate School and H.P. Baldwin High School. They developed skills from the work that they did in preparing their History Day projects which continue to be of value to them both today as college students on the mainland.

They learned how to conduct research, how to clearly express their thoughts in writing, and how historical events can be interpreted based upon a given theme. Perhaps most importantly, they developed the skill of critically evaluating and sifting through a myriad of sometimes conflicting historical resources.

Both of my children went from their school level competitions, through the district and state level History Days, on to National History Day which is held each year at the University of Maryland. There they learned the important lesson that even a kid from a public school on a Neighbor Island in the small state of Hawaii can compete, measure up, and stand proud among other young scholars from across the country.

I wholeheartedly support the Hawaii History Day program and all it has meant to countless young historians over the years. Mahalo Nui Loa for your kind consideration of this request.

Sincerely yours,



GRANT Y. M. CHUN  
Vice President

January 31, 2015

To Whom It May Concern:

I am writing in support of the Hawaii Council for the Humanities' application for a 2015 State Grant in Aid. Such a grant, if bestowed by the Hawaii Legislature, would assist in continuing the Council's sponsorship of the Hawaii History Day Program.

Over the last 23 years thousands of students have participated in Hawaii History Day. Hundreds from Kahuku High and Intermediate and other schools have gone on to State and National History Day and many have medaled in this very rigorous competition. Students pick thematic projects in categories including web pages, documentary, research, display or performance. Students utilize primary sources and must be able to defend their projects both orally and in writing. More than any other program in the public and private schools, Hawaii History Day embodies the degree of rigor required by the Common Core State literacy and research standards and has for over 20 years

As an educator, I can also state unequivocally that students who participate in History Day in our public high, middle and elementary schools, tell us over and over again that this one experience more than any other, best prepared them for college and career. History Day students from Kahuku High have gone on to become successful college professors, lawyers, teachers, scientists, contractors, journalists, authors, doctors, dentists, lawyers, CEOs, deputy prosecutors, bankers, congressional aides, actors, artists, musicians, professional athletes, TV reporters and poets. They learned through the History Day process to argue with passion based on the analysis of research and fact, work effectively on teams, ask difficult, pointed questions with authority, clarity and civility, write to inform, narrate and persuade and present information in a masterful and confident manner.

For me, as an educator, History Day is the "gold ring." Educators who have adopted it thoroughly engage their students in project based learning based on individual interests students have about our communities, state, nation or world. The focus is on depth of knowledge rather than facts from a textbook. History Day is also a program for all students. It is important to note that the humanities and history remain critical components in our culture and bring the very necessary heart and soul to the work we must do in science and mathematics to be competitive in a global economy. History Day brings history and herstory alive for students and for teachers.

I have never written in support of a State Grant in Aid. I do so now because I believe that the Hawaii Council for the Humanities, in all they do and most especially for what they do for students and teachers in our state, have created a program and system where there are tangible and positive student learner and societal outcomes.

Last night I watched "Adobe Buddha" on PBS, a documentary on the history of Buddhism in Hawaii with a focus on Japanese Americans. It was a superb example of the quality of work that comes from the Council on any of the many programs they sponsor or co-sponsor. Of them all though, my heart belongs to Hawaii History Day. Please, please, please give the Council's request every consideration.

E Malama Ka Mo'olelo. Let us Care for history.

Should you have any questions, please feel free to contact me at 772-2446.

Sincerely,

A solid black rectangular redaction box covering the signature of the sender.

Lea E. Albert

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## Maui District History Day announces winners

March 15, 2015

The Maui News

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The 25th annual Maui District History Day Fair was held Feb. 28 at Baldwin High School. The History Day Fair is a research-based student project that promotes educational learning in history using reading, research, presentation and technology skills.

The primary sponsor is The Hawaii Council for the Humanities. This year's theme was "Leadership and Legacy in History." Over 1,200 students across Maui completed History Day projects, starting at the classroom and school levels.

Following are the Maui District winners who will advance to the Hawaii History Day State Fair on April 25 at Windward Community College on Oahu:

**JUNIOR DIVISION****Grades 6-8**

**Paper Category:** Ciana Lins ("Hatshepsut"), Maui Preparatory Academy; Meilei Wegner ("Angel of the Battlefield"), Sacred Hearts School; and Dakota Delos Reyes ("The Path to Equality: The Fight Against the Unequal Policies of Apartheid"), Sacred Hearts School.

**Exhibit Category:** Ikaiika Viella and Logan Twigg ("Leonidas"), Maui Preparatory Academy; Grace Devane ("Sacrifice for Suffrage"), Sacred Hearts School; Alexander Rodriguez and Tyler Kirby ("The Railroad that United America"), Sacred Hearts School.

**Website Category:** Kiana Tuttle ("Marie Curie: A Leader in Science"), Sacred Hearts School; Hannah Sheveland ("Rolling Down the Line"), Sacred Hearts School.

**Performance Category:** Brooke Whitehead and Stephanie Han ("The Love Boat: Legacy of Cruising"), Sacred Hearts School.

**Documentary Category:** Isabella Lallo and Jolie Jenkins ("Suffragist to Suffragette: A Movement Changed by One Woman"), Sacred Hearts School; Noelle Sheveland ("Ride the Wave"), Sacred Hearts School; Teisa Vehikite ("Determination of Right and Unity of the Menominee Stockholders"), Sacred Hearts School.

**SENIOR DIVISION****Grades 9-12****News, Blogs & Even**

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**Paper Category:** Nicole Matsui ("Fred Korematsu's Legacy and Impact on Executive Order 9066"), Baldwin High School; Jyon Pascual ("Alan Turing: Computer Science and the Enigma"), Baldwin High School; Christian Eugenio (" . . . If In Doubt Attack Again' Patton: The Warrior General"), Baldwin High School.

**Website Category:** Braiden Paa and Nathalya Yadao ("Nikola Tesla: The Man Who Lit the World"), Maui High School; Summer Montehermoso and Shanelle Longboy ("Elizabeth Blackwell: Advancing Women in Medicine"), Maui High School; Dyllan Cabiles, Oriana Buika and Kendra Bean ("Malcolm X: Leadership and Legacy in History"), Baldwin High School.

**Exhibit Category:** Dayna McGinnis and Layce Yamauchi ("Nuremberg Trials and Their Legacy - The Aftermath of World War II"), Baldwin High School; Tara Nobriga and Denise Torres ("A Flight Into the Future"), Baldwin High School; Gina Domingo, Kimberly Marcelo and Meiling Westberg ("Nelson Mandela: Fight for Freedom"), Baldwin High School.

**Documentary Category:** Zoe Whitney and Sydney Dempsey ("Haile Sellasie"), Maui High School; Shanell Kristina Pugal, Roxanne Kate Agtang and Lucky Magarin ("Nelson Mandela: Father of Freedom, Son of South Africa"), Maui High School; Jacy Sera, Giel Marie Tolentino and Christopher Kim ("President Franklin Delano Roosevelt"), Maui High school.

**Performance Category:** Amber Burgos ("Marie Laveau: Leader of Much More Than Meets the Eye"), Baldwin High School; Andrew Teoh ("The Man Who Dreamed: The Story of Walt Disney"), Baldwin High School; Deven Bio, Caleb Soo Hoo and Chayse Tamaki ("Lifelong Lessons of Dr. Seuss"), Baldwin High School.

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**Hawai'i Council for the Humanities Hawai'i History Day Recognition Ceremony, at the Mililani High School Welcome Back Assembly, August 3, 2012.** Mililani High School students won at the state level for History Day which qualified them to compete at the national level in College Park, Maryland this past June. From L to R: Jane Murao, Hawai'i Council of the Humanities Hawai'i History Day Coordinator; Student Virginia Gustafson; Senator Michelle Kidani, Hawai'i State Legislature; Student Viola Mocz; Representative Marilyn Lee, Hawai'i State Legislature; Bob Buss, Executive Director of Hawai'i Council for the Humanities; Dr. John Brummel, Principal; Student Myla Pereira; Student Alemarie Ceria; Student Carson Turner; Student Nanea I; and Marvin Buenconsejo, representing Congresswoman Mazie Hirono.

Bottom row from L to R: Student Megan Medeira; Student Alohilani Nonies; Social Studies teachers Cynthia Tong, winner of the Patricia Behering National History Teacher of the Year Award: Senior Division; and Amy Perruso, winner of Hawai'i History Teach of the Year Award provided by The Gilder Lehrman Institute of American History. Students and teachers also received honorary recognition certificates from Governor Neil Abercrombie, Senator Dan Inouye and Senator Daniel Akaka, Congresswoman Colleen Hanabusa, and Hawai'i State Department of Education Superintendent Kathryn Matayoshi.

# Kahuku students capture national titles in National History Day Contest

Posted: Jul 23, 2015 4:43 PM HST  
Updated: Jul 23, 2015 4:43 PM HST



HONOLULU (HawaiiNewsNow) - By Taylor Preza

Surpassing competitors from all around the world, Kahuku High and Intermediate students, freshman Essie Workman and sophomore Truman Spring, have placed seventh and eighth at the National History Day Contest.

Before securing their high rankings, both spent their summer traveling to the University of Maryland where they were up against 3,000 other students. They survived the preliminaries, during which 85 percent of the entries from the sixth through 12th grade contestants were eliminated.

Making it to the finals, they were among the top 15 percent with some 14 entries in five categories.

Spring placed first in the "Senior (9-12) Paper" category at the Hawaii History Day contest, the qualifying leg for June's national competition. His paper, "The Legacy of Caesar Augustus: The Prince of the Senate, The Prince of the Peace," explored Caesar's quest for peace and his leadership style that still exists today.

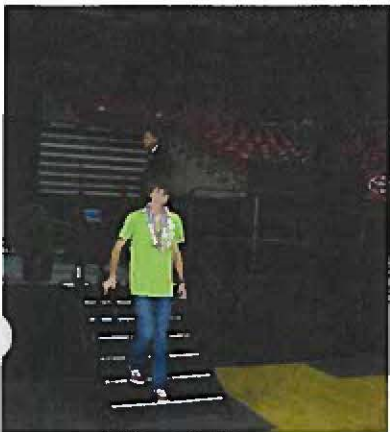
At the national competition he also won the Outstanding State Entry - Senior Division award.

Workman played various roles in her performance called, "Captain America: A Man Before His Time," that conveyed the impact that the super hero inspired in minorities, women and the physically challenged during WWII. With that, she also earned a special World War II award.

In the state contest she placed first in her category.

Competitors in the Kenneth E. Behring National History Day Contest came from all over the world including China, South Asia, Korea, all 50 states, the District of Columbia, Central America, Puerto Rico, American Samoa, and Guam.

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## Maui County students, teachers earn State History Day Awards

May 10, 2015  
 The Maui News

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The Hawai'i State History Day sponsored by the Hawai'i Council for the Humanities was held at the Windward Community College in Oahu on April 25. The following students prepared historical research projects that qualified for the National History Day in Washington, D.C., in June:

Amber Burgos of Baldwin High School placed second in the senior (9-12) performance category with her performance on the Voodoo Queen, Marie Laveau.

Dayna McGinnis and Layce Yamauchi of Baldwin High School placed third in the senior (9-12) exhibit category with their display on the Nuremberg Trials.

Other student award winners were Tara Nobriga and Denise Torres of Baldwin High School who won the Hawai'i Nikkei History Editorial Board Award for outstanding use of primary sources.

Kaeya Cumming of Molokai Middle School won the Hawai'i Nikkei History Editorial Board Award for an outstanding project that addressed the theme.

McGinnis and Yamauchi also won the Pacific and Asian Affairs Council award for an outstanding project on historical research in international understanding.

Christian Eugenio of Baldwin High School, Sanoë Perez and Keaheakehau Ross of Molokai Middle School all won the University of Hawai'i Center for Biographical Research Award for outstanding projects using biographical sources.

Baldwin High School teacher Scott Clarke was honored as the State of Hawai'i History Day teacher of the year for the high school level.

Maui High School teacher Janice Omura was honored as a National History Day Ambassador for her dedicated support of quality education.

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# Hawaii History Day

5/5/2015

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In first place comes... all of the students from Innovations! Wow! NHD was so much fun! Everyone was so excited to compete in Oahu and hopefully make it to College Park Maryland.

We hopped on the plane and made our way to Windward Community College where the competition would be held. There were so many people competing! Everyone got registered and then we waited anxiously for our performances and interview times. It felt like forever! Finally, when everyone was done being interviewed, we headed to Windward Mall where we spent an hour eating lunch and shopping for goodies.

After leaving there, we went back to the college where things were really heating up! People waited nervously for them to announce the winners. As they went along each category, I seemed to be getting more and more excited. Finally, they called out the website winners! Sadly, my partner and I had not won, but I was still proud of myself and everyone from IPCS because we all did so well and worked so hard on our projects. I am so excited to compete as an eighth grader, and can't wait to see what distinctive projects people will do next year for the theme Exploration, Encounter, and Exchange in History.

~ Darriene



# Four Molokai High School students earn awards at 2014 State History Day Fair

[molokainews](#) | April 16, 2014 | [0 Comments](#)

## Hawaii Council for the Humanities News Release

On April 12, Molokai students presented projects that placed and earned History Day medals as well as garnered special state awards and prizes from Hawaii organizations at the 2014 Hawaii History Day State Fair.



Tenth grader Cendall Manley won a bronze medal for her Senior Performance project. She is now qualified for the 2014 Kenneth E. Behring National History Day (NHD) contest June 15-19 at the University of Maryland. Happy birthday Cendall!

This competition annually involves hundreds of students and teachers from the islands of Hawaii, Kauai, Maui, Molokai and Oahu. Hawaii Council for the Humanities again sponsored the state competition. This year's theme: "Rights and Responsibilities in History."

Molokai High School student Cendall Manley won a bronze medal for her Senior Performance project titled, "Prohibition: A Dilemma Between Individual Rights, Personal Responsibility and Governmental Power." She is a qualifier for the 2014 Kenneth E. Behring National History Day (NHD) contest, which will be held June 15-19 at the University of Maryland at College Park.

The following is a listing of two other projects by students from Molokai that garnered special awards and prizes from Hawaii organizations at the state competition:

Project Title: "Restricting the Rights of Parents: Family in China"

Category: Senior Paper. Student(s): Anna May Ewing School: Molokai High School

Award: Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history (cash award)

Project Title: "Kaulana Wailua a'o Moloka'i" Category: Senior Performance. Student(s): Rhe-Zhene Puailihau and Ashley Smith School: Molokai High School

Award: University of Hawaii Center for Oral History Award for outstanding historical research using oral histories (cash award)





Tenth grader Anna May Ewing won the Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history. Great job Anna May!

History Day is a nationwide competition that makes history come alive for America's youth by engaging them in the discovery of historic, cultural and social experiences of the past. Hawaii History Day, part of the National History Day program, is a year-long education program that culminates in the annual state-level fair. It provides educational services to students and teachers, including curricular services and Internet resources, and annual teacher workshops and training institutes.

The state coordinator for National History Day in Hawaii is Jane Muraio of the Hawai'i Council for the Humanities. To learn more about NHD in Hawaii, contact her at (808) 732-5402, ext. 2 or [jmuraio@hihumanities.org](mailto:jmuraio@hihumanities.org). Or visit the Hawai'i History Day website at <http://hi.nhd.org/>. For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at [www.nhd.org](http://www.nhd.org).

Category: [News](#), [Schools](#)



# Kahuku teacher earns National History Day honors

By Web Staff

Published: March 4, 2014, 8:28 pm



Dorian Langi Photo courtesy DOE Windward District Office | Castle-Kahuku Complexes

Kahuku Elementary Teacher Dorian Langi was named a Behring Teacher Ambassador and regional winner by National History Day.

She will get \$1,000 for being a History Day ambassador in Hawaii. She will be taking classes in Colorado in August so she can show other teachers the best way to use the History Day curriculum.

She uses the yearlong History Day curriculum to fulfill the Common Core Standards for language arts and it helps her students get interested in history.

She is one of 36 U.S. educators who were selected for this program.

She's been teaching at Kahuku Elementary for 25 years and participating in the National History Day program for 11 years. In 2010, Langi was a finalist for the national Patricia Behring Teacher of the Year Award.

National History Day... programs include the History Channel and National Endowment for the Humanities

# Students share their passion for times past

By Ali Watkins  
McClatchy Newspapers

WASHINGTON >>> Not many 14-year-olds know where Hurtletoot, Northern Ireland, is.

"It's a path and two farms," says Nicole Crumpler, a high school freshman from Coppell, Texas.

"Just a little place," said her twin sister, Erin. "It's nothing."

The farm town, just outside Belfast, is only a speck on Google Earth. But for the Crumpler girls, who traced their lineage all the way back to that Irish hamlet, its discovery would lead them much further than the Internet.

Hurtletoot ignited a spark for the girls, a curiosity that they shared with three of their classmates at Coppell Middle School North. That spark manifested itself into a history class project about Ellis Island, once a major gateway for immigrants, which eventually placed second at the Texas state History Day competition. This week, their journey culminates in Washington.

The chatty teenagers are just five of more than 2,800 middle and high school students from across the country who made the trip to the nation's capital to celebrate National History Day. Once a quietly noted event, it has grown into a weeklong celebration of history and educational competition for thousands of students every year.

The fact is, most students just don't know their own history. Less than a quarter are proficient in the subject, according to a 2010 survey from the National Center for Education Statistics. Their generation's lack of awareness makes the National History

Day contest all the more important, program officials said.

Funded by public and private donors, the Kenneth E. Behring National History Day Contest involves more than 500,000 students around the country throughout the academic year. They are encouraged to create displays, documentaries, performances and digital projects based on primary historical sources. Students must get through regional — and state — contests to be chosen for the final, national round in Washington.

The festivities began Sunday night at the University of Maryland in College Park and continue through an awards ceremony today. Project judging took place Monday and Tuesday. On Wednesday, the competitors toured the Smithsonian's National Museum of American History. Select students were to display their projects at the museum starting at 10 a.m.

It's the first chance for many of the participants to experience the nation's capital.

"It's a big deal," said James Harris, president of National History Day Board of Trustees, who has been involved with the program for more than 20 years. "In some cases, some of the kids have never left their home city, never left their home state. This opens up a world to them that they didn't know before."

The Crumplers' classmates would agree. Just ask their teammate Rachel Kass, 14, about the trip to the Smithsonian.

"They're going to have to drag me out," Rachel said.

# History Day projects on display today

[molokainews](#) | February 20, 2013 | [0 Comments](#)



Students from Molokai High School being interviewed by History Day judges at last year's competition.

Students from Molokai High School and Middle School will showcase and present their History Day projects today from 8 am. till noon at the high school.



Over 40 student projects will be on display for judging. History Day judges will determine which projects qualify for the state competition at Windward Community College on April 20.

This year's Hawaii History Day theme is "Turning Points in History: People. Ideas. Events."

Hawaii History Day, an affiliate of National History Day and a program of the Hawaii Council for the Humanities, is a yearlong history education program that invigorates the teaching and learning of history for students in grades 4-12. Students choose a topic that relates to the annual theme, research the topic, and develop their research into one of five categories: essay, exhibit, documentary, performance or website.





This display board shows a two-person student team's exhibit.

History Day culminates in the presentation and evaluation of these projects at district, state, and national levels. Visit <http://hi.nhd.org> for more information.

Results and photos from today's event will be posted on The Molokai News later this week.

Category: [News](#), [Schools](#)



About the Author ([Author Profile](#))

## Domestic violence groups earn \$15,000 in Verizon grants

POSTED: 01:30 a.m. HST, Jan 04, 2013

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### Other grants

» Students from Mililani High School's National History Club presented the Hawaii Council for the Humanities with a check for \$5,000 from the Weinberg Foundation after completing more than 100 hours of volunteer work benefiting Hawaii History Day.

Through "Educating the Heart," a program sponsored by the Harry and Jeanette Weinberg Foundation, students under the supervision of teacher Amy Perruso worked with a small group of fourth- and fifth-graders at Mililani Waena Elementary School. They helped with the History Day curriculum and with completing projects for the district-level History Day fair in February at Mililani High.

The students earned a \$5,000 Weinberg Foundation grant and officially awarded the check to the Hawaii Council for the Humanities. History Day is a signature program of the council.

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## Mililani High teacher earns national history honor

Mililani High teacher Cynthia Tong has been named the 2012 Patricia Behring Teacher of the Year, Senior Division. Her award was announced at the National History Day Awards Ceremony held June 14 at the University of Maryland at College Park.

Hawaii History Day, an affiliate of National History Day, is a program of the Hawaii Council for the Humanities. Tong's national award recognizes outstanding National History Day teachers, one at both the junior level and senior level, out of the 50 states, the District of Columbia, Department of Defense Schools, International Schools-Asia, and the U.S. territories. She will receive a \$10,000 cash prize.

This is the second year in a row a Hawaii teacher has won the national award.

"We were surprised and delighted that a teacher from Hawaii History Day was again honored with a National History Day Teacher of the Year award," said Robert Buss, executive director of the Hawaii Council for the Humanities. "Mrs. Tong is a long-time History Day teacher devoted to its ideas of teaching history as a way of thinking more clearly and carefully about the past. Her innovative and creative classroom teaching, leadership, and commitment to her students make her most deserving of this honor."



Tong, who has taught at Mililani High since 2002, has been involved with the Hawaii History Day program for the past 17 years. Her students have qualified for the History Day program on the district, state, and national levels for every year she has participated.

Mililani High's Social Studies Department Head Amy Perruso said, "Mrs. Tong, by force of vision, personality and character, has been able to substantively reshape the educational landscape at Mililani High School for the benefit of students in large part through her tireless efforts with History Day."

In addition to Tong's award, five Hawaii public school students were also honored for their outstanding work.

Kahuku High & Intermediate student Chenoa Yorgason won the Women's History Special Award and \$1,000 cash prize for her Senior Individual Website project titled "The Pill: Revolutionizing Rights, Reforming Roles." Kailua Intermediate student Tatiana Zamora won a third-place bronze medal and \$250 cash prize for her Junior Individual Exhibit project titled "Bay of Pigs Invasion: The United States Reaction to Castro's Revolution."

Students developed entries based on this year's theme: Revolution, Reaction, Reform in History.

Entries included a Junior Website project, "Revolutionizing the Role of the First Lady," which earned the "Outstanding State Entry, Junior Division" award for Kahuku Elementary student Pomai Tollefsen. Another project, a Senior Group Documentary, titled "The 1954 Democratic Revolution in Hawaii" by students Alohilani Nonies and Megan Madeira of Mililani High, earned the "Outstanding State Entry, Senior Division" award.

Representing Hawaii this year at the national competition were 51 students -- ranging from grades 6 through 12 -- from the following schools: Aiea Intermediate; Campbell High; Iolani; Kahuku Elementary; Kahuku High & Intermediate; Kailua Intermediate; Kalakaua Middle; Kamehameha-Kapalama; King Intermediate; Laie Elementary; Maui Preparatory Academy; Mililani High; Moanalua High; Sacred Hearts Academy-Maui; Waialua High & Intermediate; and

## Mililani High teacher earns national history honor

Waipahu High.

National History Day is a year-long academic program for elementary and secondary school students focused on the teaching and learning of history. The program each year engages more than half a million students across the nation. Students research history topics of their choice related to an annual theme and create exhibits, documentaries, performances, and papers, which they may enter in competitions at the district, state, and national levels.

More than 300 historians and other education professionals evaluate the work of over 2,000 students at the NHD contest. Over \$250,000 in scholarships and cash prizes were awarded at the awards ceremony this year. A recent national study by Rockman, et al found students who participate in NHD develop a range of college and career-ready skills, and outperform their peers on standardized tests in multiple subjects, including reading, science, math, and social studies.

To learn more about National History Day in Hawaii, contact Jane Murao at (808) 732-5402, ext. 2 or [jmurao@hihumanities.org](mailto:jmurao@hihumanities.org). For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at [www.nhd.org](http://www.nhd.org).

June 2012 Newsletter

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## Top history projects from Maui, Molokai off to Oahu

April 11, 2012

The Maui News

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The top Maui and Molokai History Day projects from documentaries to performances are eligible to compete in Saturday's State History Day at Windward Community College.

The top historical works at the state contest will qualify for the Kenneth E. Behring National History Day Contest at the University of Maryland in June.

The Molokai District History Day Fair was held Feb. 29 at Molokai High School with 63 students participating in the fair.

The categories, student, high school, project title, teacher and placement follow:

Senior (grades 9-12) paper - Kelsie Espiritu-Tanabe, Molokai High; "Kalakaua World Traveler," Laura Buller, first; Kiloaulani Kaawa-Gonzales, Molokai High, "El Grito de Lares," Buller, second; Michaela Riehn, Molokai High, "Bathing Suits," Buller, third.

Senior exhibit - Hope Will, Molokai High, "Propaganda in Nazi Germany," Buller, first; Conan Kawano and Quintin Chow, Molokai High, "Kapu System & Overthrow," Buller, second; Kiana Simmons and Haaloa Aikala-Falealii, Molokai High, "The Trading of Curt Flood and other Baseball Players," Kainoa Pali, third.

Senior documentary - Jhaymie-Lee Davis and Apelilia Tangonan, Molokai High, "Kahoolawe Then & Now," Buller, first.

Senior Website - Michael Kikukawa and Michael Onofrio, Molokai High, "Telephone," Paula Friel, first; Trevor Takata and Codi Kamakana, Molokai High, "The History of Free Agency," Pali, second; Shampayne Kaai, Molokai High, "Ruby Neil Bridges: Revolution, Reaction, and Reform in History," Buller, third.

The Maui District History Day Fair was held March 3 at Baldwin High School with 221 students participating.

No placements were awarded, only finalists. The categories, students, their school, title and teacher follow:

Junior (grades 6 to 8) paper - Kamryn Perry, Sacred Hearts School, "For Better or Worse: Eli Whitney's Cotton Gin," Patricia Wurst; Jamie Advincula, Sacred Hearts, "The New Girl: Flappers in the 1920s," Wurst; Molly Manafo, Maui Preparatory Academy, "More Than a

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**Fashion Statement: Amelia Bloomer and the Changing Role of Women in America,"** John Deal.

**Junior exhibit - Layla Nabavi, Maui Prep, "1979 Iranian Hostage Crisis: The Islamic Revolution,"** Deal; Alesha Casayuran and Alesha Casayuran, Lokelani Intermediate, "Electrifying Benjamin Franklin," Joy Au; Brandon Barreno, Sacred Hearts, "Amazing Dots," Wurst.

**Junior documentary - Kieran Clark, Sacred Hearts, "The Irish Revolution,"** Wurst; Nick Head, Rich Sargent and Evan Frederiksen, Maui Prep, "The Revolutionary Model T," Deal; Frankie Singer, Cindy Dinh and Brittany Morgan, Maui Prep, "Overthrow, Annexation, Revolution: Hawaii's Last Queen," Deal.

**Junior performance - Suniva Thangaraj and Sammi Shoemaker, Maui Prep, "The Role of Women in the Revolutionary War,"** Deal; David Coulombe and Carter Stockham, Sacred Hearts, "The John Deere Tractor: Friend of the Farmer," Wurst.

**Junior website - Joshua Schwartzlow, Sacred Hearts, "The Kapu System: The Abolition that Westernized Hawai'i,"** Wurst; Katie Slear, Sacred Hearts, "The Weather Satellite: A Revolution in the Sciences," Wurst; Natalie Kent, Sacred Hearts, "Can You Imagine? The Fair Labor Standards Act of 1938," Wurst.

**Senior (grades 9-12) paper - Alisha Summers, Baldwin High, "John A. Burns: A Catalyst of the Hawaii Democratic Revolution in 1954,"** Scott Clarke; Leslie Santiago, Baldwin, "Harriet's Letter: When Our Nation Was Divided," Ted Lusk; Katherine Chun, Baldwin, "Elizabeth Blackwell: Catalyzing the Revolution that Opened the Medical Profession to Women," Clarke.

**Senior exhibit - Jaclyn Blumer, Alison Torres and Katharine Ornelas, Maui Prep, "The Haitian Revolution: A Catalyst for Freedom,"** Deal; Alexandra Underwood, Baldwin, "The Mexican Muralist Movement," Clarke; Jill Blanca, Fe Daguio and Bernadette Gamit, Maui High, "The Journey to Women's Suffrage," Janyce Omura.

**Senior documentary - Venizze Fernandez, Racieli Andrada and Glesa Rosal, Maui High, "Dr. Sun Yat Sen: Father, Reformer, & Revolutionist of the Republic of China,"** Omura; Devon Bloss, Nathan O'Hanlon and Evan Blumer, Maui Prep, "Meiji Japan: Reforming a Nation Through Western Development," Deal; Christopher Kim and Angelo Sanakli, Maui High, "Mao Zedong's Cultural Revolution," Omura.

**Senior performance - Kayla Atian-Kinasz, Madeline Hamada and Katie Thompson, Baldwin, "It's Not Just Facebook,"** Lusk, Linda Carnevale; Hannelore Rolwing, Makenna Stockham and Haley Robb, Lahainaluna High, "Pablo Picasso: Revolution in Art," Keith Todd; Julianna Scharmhorst and Sienna Minnock, Baldwin, "T.V.: A Cultural Revolution," Clarke.

**Senior website - Ashley Ryan Vidad, Vanessa De Cambra Ocampo and Shanelle Kaaikala, Maui High, "Fingerprints: The Basis of Biometric Revolution,"** Omura; Alex Muto, Maui Prep, "Blood on the Gateway of Heavenly Peace," Deal; Josh Ancheta, Maui Prep, "The Revolution of 1911: Overthrow of Monarchy to Failed Republic," Deal.

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## Hawaii Teacher and Students awarded at National History Day

Published: 6/16 7:50 pm

Updated: 6/16 8:07 pm



 Slideshow

Kamaile Aluli, Kaylee Alana Miller, and Truman Spring of Laie Elementary School won a 1st place gold medal

Hawaii students *Kamaile Aluli, Kaylee Alana Miller, and Truman Spring* of Laie Elementary School won a 1st place gold medal and a \$1,000 cash prize for their Junior Group Website entitled "Between a Rock and a Hard Place: the Battle over Hetch Hetchy." Also, students *Janal Kim, Keri Ann Nagaishi, and Kelly Zakimi* of Moanalua High School were awarded 2nd place silver medals and a \$500 cash prize for their Senior Group Display project entitled "Creation of Pakistan" at the annual **National History Day (NHD)** competition, held at the University of Maryland College Park Campus in the Washington, D.C. area June 12 – 16. This was the first year that all 6 students competed in the national contest.

"We are incredibly proud of our students for all of their time and effort they put in to their projects," said Hawaii State Coordinator, Jane Murao. "These students have not only deepened their understanding of their chosen topics but also been energized by learning. This program truly brings history to life

for students."

Representing Hawaii at this year's national competition were 55 students from the following schools: Aiea Intermediate; Castle High; Ewa Makai Middle; Kahuku High & Intermediate; Kailua Intermediate; Kaiser High; Kamehameha-Kapalama; Laie Elementary; Maui Preparatory Academy; Mililani High; Moanalua High; Molokai High; Sacred Hearts Academy-Maui;

and Waialua High & Intermediate.

Students developed entries based on this year's theme: *Debate & Diplomacy:*

*Successes, Failures, Consequences.* Entries included a documentary entitled "Taking Down A Beast: Using Diplomatic Strategies to End Apartheid" by Mililani High School student Lisa Grandinetti and a website entitled "Reagon and Gorbachev: Ending the Cold War" by Molokai High School students Michael Kikukawa and Michael Onofrio.

NHD is a year-long academic organization for elementary and secondary school students focused on the teaching and learning of history. A recent study by *Rockman, et al* found students who participate in NHD develop a range of college and career-ready skills, and outperform their peers on state standardized tests in multiple subjects, including reading, science, math and social studies.

Honolulu, HI... Robert Tabije of 'Aiea Intermediate has been awarded the Patricia Behring Teacher of the Year Award, Junior Division, at the National History Day event today at College Park, Maryland. Mr. Tabije was selected for the national award which recognizes outstanding National History Day teachers, one at both the junior level and senior level, out of the fifty states, the District of Columbia, Department of Defense Schools, International Schools-Asia and the U.S. territories and will receive \$10,000. "I have traveled to the National History Day competition on four occasions and met so many deserving educators. I deeply appreciate and cherish this distinction and it is a great honor to accept this award on behalf of the State of Hawai'i, my school, and my students. But in the end I don't do History Day for the awards; I do it for my students," said Mr. Tabije.

Mr. Tabije has been teaching at 'Aiea Intermediate since 2002 and been involved with the Hawai'i History Day program for the past 13 years, the last nine at 'Aiea Intermediate. His students have qualified for the National History Day program for the past eight years. Robert Buss, executive director of the Hawai'i Council for the Humanities that presents the Hawai'i History Day program says "Mr. Tabije is an exemplary example of a History Day teacher. He engages students and makes the past come alive through their historical research."

Tom Kurashige, 'Aiea Intermediate principal says "This is amazing in light of the fact that 'Aiea Intermediate School is a Title I school and many of our students come from public or low income housing projects with many at-risk factors that create barriers to their learning."

# The Molokai Dispatch

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## COMMUNITY, EDUCATION, LETTERS

Kaunakakai, HI

January 19, 2016, 12:45 pm



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January 15, 2016

To print on:

**WEDNESDAY**

January 20, 2016



Saturday, April 3rd, 2010

By Molokai Dispatch staff

## National History Day

Molokai High School News Release

Please congratulate the following students for all their hardwork on their National History Day projects. Students who are finalists will represent Molokai High at the state competition held at the Windward Community College on Saturday April 17 along with their respective social studies teacher (Pali, Ross, Buller, Peterson, Friel). Winners from the state competition will represent Hawai'i at the national competition held at the University of Maryland at College Park, near Washington, D.C. that is scheduled from June 11-19, 2010.

Semifinalists:

Larriley Rawlins, Kayla Matson, Chelsea Sakamoto, Molly Mckay-Smith, Carol Kahee, Micheal Onofrio, Micheal Kikukawa, Christina Carpenter, Brittany Nerveza, Faron Kamakana, Abigail Adachi, Healani Mawae, and Camille Borden.

Finalists:

Kachet Kaiama, Lori-Lynn Pedro-Kalua, Charisse Manley, Francine Feig, Brandon Hanaoka, Jake Sakamoto, Hokualakai Blevins, Kesha-Leah Reyes, Cara Connolly, Mariah Kalipi, Kaiulani Laemoa, David Kaai, Kayla Ignacio, Michelle Luuloo-Kaauiwai, Shaelee Hirashima, John Poaha, Kapono Acasio, Kimo Yamamoto, Kailana Ritte-Camara, Tracilyn Sagario, Maluhia Mendes-Medeiros, and Akeakamai Arakaki.

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## COMMUNITY, CULTURE & ART, EDUCATION, HISTORY, ISLAND Y

Saturday, April 26th, 2014

By Molokai Dispatch Staff

### Molokai Student Winners at State History Day

Hawaii Council for the Humanities News Release

On April 12, Molokai students presented projects that placed and earned History Day medals, as well as garnered special state awards and prizes from Hawaii organizations at the 2014 Hawaii History Day State Fair. The annual competition involves hundreds of students and teachers from the islands of Hawaii, Kauai, Maui, Molokai and Oahu. Hawaii Council for the Humanities again sponsored the state competition, the theme of which is Rights and Responsibilities in History.

Molokai High School student Cendall Manley won a bronze medal for her Senior Performance project titled "Prohibition: A Dilemma Between Individual Rights, Personal Responsibility and Governmental Power" and is a qualifier for the 2014 Kenneth E. Behring National History Day (NHD) contest, which will be held June 15-19 at the University of Maryland at College Park.

Two other projects by students from Molokai High also garnered special awards and prizes from Hawaii organizations at the state competition. Anna May Ewing won the Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history (cash award) for her project, "Restricting the Rights of Parents: Family in China in the Senior Paper category. Rhe-Zhene Puailihau and Ashley Smith also won the University of Hawaii Center for Oral History Award for outstanding historical research using oral histories (cash award) for their project titled "Kaulana Wailua a `o Molokai: in the Senior Performance category.

History Day is a nationwide competition that makes history come alive for America's youth by engaging them in the discovery of historic, cultural and social experiences of the past. Hawai'i History Day, part of the National History Day program, is a year-long education program that culminates in the annual state-level fair. It provides educational services to students and teachers, including curricular services and Internet resources, and annual teacher workshops and training institutes.

The state coordinator for National History Day in Hawaii is Jane Murao of the Hawaii Council for the Humanities. To learn more about NHD in Hawaii, contact her at (808) 732-5402, ext. 2 or jmurao@hihumanities.org. Or visit the Hawaii History Day website at hi.nhd.org/. For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at nhd.org.

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## Maui District History Day announces winners

March 15, 2015

The Maui News

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The 25th annual Maui District History Day Fair was held Feb. 28 at Baldwin High School. The History Day Fair is a research-based student project that promotes educational learning in history using reading, research, presentation and technology skills.

The primary sponsor is The Hawaii Council for the Humanities. This year's theme was "Leadership and Legacy in History." Over 1,200 students across Maui completed History Day projects, starting at the classroom and school levels.

Following are the Maui District winners who will advance to the Hawaii History Day State Fair on April 25 at Windward Community College on Oahu:

### JUNIOR DIVISION

#### Grades 6-8

**Paper Category:** Ciana Lins ("Hatshepsut"), Maui Preparatory Academy; Meilei Wegner ("Angel of the Battlefield"), Sacred Hearts School; and Dakota Delos Reyes ("The Path to Equality: The Fight Against the Unequal Policies of Apartheid"), Sacred Hearts School.

**Exhibit Category:** Ikaika Viella and Logan Twigg ("Leonidas"), Maui Preparatory Academy; Grace Devane ("Sacrifice for Suffrage"), Sacred Hearts School; Alexander Rodriguez and Tyler Kirby ("The Railroad that United America"), Sacred Hearts School.

**Website Category:** Kiana Tuttle ("Marie Curie: A Leader in Science"), Sacred Hearts School; Hannah Sheveland ("Rolling Down the Line"), Sacred Hearts School.

**Performance Category:** Brooke Whitehead and Stephanie Han ("The Love Boat: Legacy of Cruising"), Sacred Hearts School.

**Documentary Category:** Isabella Lallo and Jolie Jenkins ("Suffragist to Suffragette: A Movement Changed by One Woman"), Sacred Hearts School; Noelle Sheveland ("Ride the Wave"), Sacred Hearts School; Teisa Vehikite ("Determination of Right and Unity of the Menominee Stockholders"), Sacred Hearts School.

### SENIOR DIVISION

#### Grades 9-12

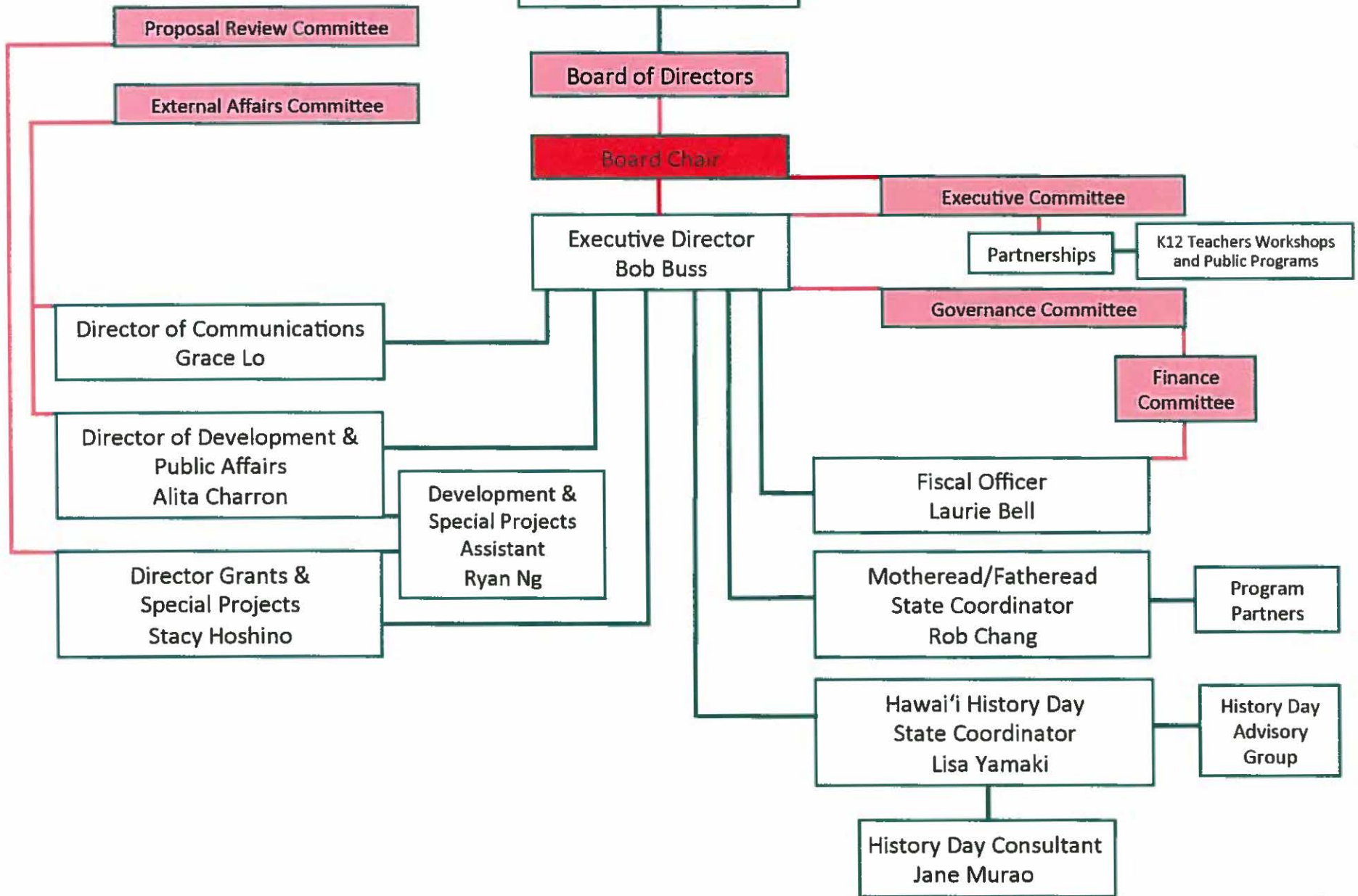
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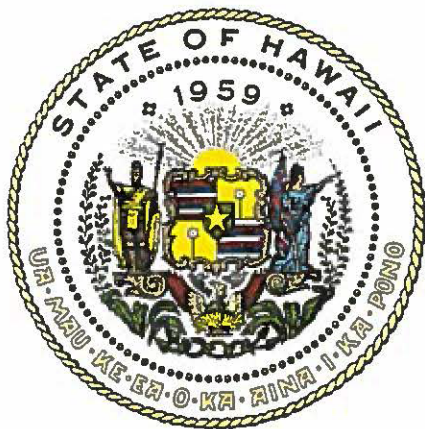
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that it is an existing nonprofit corporation; and that,  
as far as the records of this Department reveal, has complied  
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IN WITNESS WHEREOF, I have hereunto set  
my hand and affixed the seal of the  
Department of Commerce and Consumer  
Affairs, at Honolulu, Hawaii.

Dated: January 11, 2016



Director of Commerce and Consumer Affairs