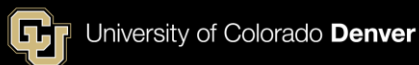


Teacher Playbook



A Guide to Success

Includes Implementation Handbook, Resource Appendix
& Teacher Workbook



Basic Summary for all NHDC Projects For Teachers

- Review theme, sample topics, and rules. Check out NHDC & NHD websites for important updates, helpful classroom tools, and more.
- Look at a variety of past projects to gain an understanding of what makes a good project (Examples are available on our website).
- Review timelines, syllabi, lesson plans & graphic organizers from our veteran teachers.
- Consider how long you would like your students to work on the projects: a semester, part of a semester, a whole school year, or as an enrichment activity.
- Think about timelines, classroom work, and work outside of the classroom. Plan your own timeline by working backwards from contest dates.
- Consider what types of topics are appropriate for your course.
- Consider making NHDC your class research project.
- Consider using NHDC as a cross-curricular project, i.e. social studies and literacy, science, technology, etc.
- Think about how you plan to assess your student's work by creating/reviewing rubrics and graded benchmarks on project progress.
- Introduce the program to students: Show them past projects. Review the theme, sample topics, and rules.
- Familiarize students with types of projects: documentary, exhibit, paper, performance, website.
- Ask students to think about working as individuals or in groups.
- Now it is time for your students to get started!

Basic Summary for all NHDC Projects For Students

- Review the theme and sample topics. Check out NHDC & NHD websites.
- Look at past projects for inspiration.
- Select a topic.
 - Start with an area of interest and narrow to a workable topic.
 - Refer to the sample topics for suggestions.
 - Check with your teacher to make sure the topic is appropriate for your class.
 - Make sure that the topic is a good fit for the theme.
 - Become an "expert."
- Develop a "working thesis" connecting your topic to the theme
(Remember: Topic + Theme + Impact= THESIS)
- Research the topic, using both secondary and primary sources. Keep detailed notes with reference information.
- Evaluate your sources: Consider the context (who, what, when, where, why, and how in addressing your topic).
- Finalize your thesis and evaluate your evidence.
 - Does your evidence prove your thesis?
- Create an outline from your research.
- Decide on the project format.
- Review the rules throughout the process. Be sure to proofread!
- Design and complete the entry.
- Complete the required paperwork.
 - Annotated bibliography required for all entries.
 - Process paper required for all entries.
- Evaluate and edit the project.
 - Does your project pass the "so what?" test
 - Ask adults (teachers, parents) to review
- Decide if you will enter a school/regional contest. Register completely.
- Practice for the interview and prepare for the contest (inventory props, print required paperwork, backup your documentary in multiple places, etc.).

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SECTION I:

Implementation Guide & Step-by-Step Resources

Part I: Introduction

CU Denver National History Day in Colorado:

In early 2015, National History Day in Colorado was adopted by the University of Colorado Denver as a program under the K-12 outreach umbrella. Prior to that time, National History Day in Colorado was a program that struggled to find a home and maintain annual funding. CU Denver chose to adopt NHDC as a formal department in the University for many of the same reasons that many teachers chose the program: It helps precollegiate students develop necessary research and study skills needed for success in college and in life.

CU Denver National History Day in Colorado remains an affiliate of the National History Day® program based in College Park, Maryland and stands by the existing framework that has inspired future historians and critical thinkers for over thirty years.

Having experienced a great deal of growth since 2015, NHDC now reaches over 25,000 students annually. We also offer a range of programs and opportunities for teachers and students:

- Statewide teacher recruitment.
- Statewide teacher trainings.
- Expanded opportunities for teachers seeking recertification and graduate credit.
- Classroom workshops throughout NHDC supported classrooms across Colorado.
- Internship programs.
- Winners' workshops for State Contest-bound students.
- Opportunities to engage elementary-aged students in historical thought through the Poster Contest.
- Increased statewide identification and engagement with cultural and historical partners.
- Identification of target areas for populations of high need and/or target populations for expansion.
- Guided research events and trainings to assist students in the development of their projects.
- A concurrent enrollment class through CU Succeeds that allows students to earn 3 college credits.
- State sanctioned as a literacy capstone project that satisfies the Colorado graduation requirements.
- Increased University involvement and opportunity at the secondary school level.

The State Office is thrilled to be a part of the CU Denver family and we look forward to many years to come.



University of Colorado
Denver

It's More Than Just a Day...

National History Day is a social studies and literacy program that engages over 700,000 middle and high school students across the United States. Each year over 25,000 Colorado students participate by researching and creating a historical project. It is a skills-based program that enhances student reading, writing, research, communication, critical thinking, creativity, and much more. In addition to the research and project development phase, there is an exciting optional competition element.

NHDC is a flexible program and is adaptable to practically any learning setting. Students can participate as part of a class, enrichment activity, or independent study. The educational framework is available to any type of school: public, charter, private, parochial, urban, suburban, mountain, reservation, rural, online, or home school. Better yet, the program is adaptable to any type of learner. We have seen great success with the program with gifted and talented students, as well as those who are struggling to get engaged in their own educational experience. NHDC is an excellent tool for classroom differentiation.

The program aligns with the Colorado Academic and State Standards for social studies, literacy, and 21st century skills. The NHD® framework engages and makes history relevant and exciting to students. Through hands-on experiences and presentations, students are better able to inform the present and shape the future.

Why Use History Day in the Classroom?

- The program focuses on SKILLS and CONTENT. Students learn reading, research skills, writing, critical thinking, analysis, and more while mastering a particular selected topic.
- Students master the Colorado Academic and State Standards for social studies, literacy, and 21st century skills through project-based learning of core subjects.
- Fulfills most aspects of SB191.
- Is a state-sanctioned literacy capstone project that satisfies the state graduation requirement.
- Students become experts on their topics and share their knowledge with their classmates and community members.
- Inspired by the discovery of interesting primary sources, students get excited about investigating the past.
- The program promotes civic engagement by enhancing a student's understanding of the relationship between the past and present.
- The framework promotes high academic standards and the skills necessary to prepare students for college, and perhaps more importantly, the real world.
- Participants become informed writers (creating a thesis, researching, thinking critically and proving their thesis, and more).
- Studies show that NHD students perform better in all academic areas regardless of chosen topic.
- Students learn to collaborate and communicate effectively.
- Students connect with their community through interaction with local historians, historical sites, museums, and libraries.
- The program is flexible and can be adapted to fit any course, topic, or timeline.
- The program can reinvigorate your curriculum.
- There are options available for students to earn college credit through CU Succeeds.
- The contest aspect can be a motivator for students who struggle in the classroom.
- The CU Denver NHDC office is committed to supporting teachers and students.

The Project:

Students create a project based around an annual theme determined by the National History Day® office in College Park, Maryland. From that, students choose a topic and conduct primary and secondary source research using libraries, archives, museums, online resources, personal interviews and more.

After completing the research phase, students develop a thesis, analyze their sources, and present their argument creatively in one of five available formats: paper, exhibit, documentary, performance, or website. In the creation of their projects, students can be as creative as they wish as long as they adhere to the rules outlined in the NHD® Rule Book.

An NHDC project is NOT a report. Rather, it is a persuasive, argumentative project that includes a thesis statement supported by primary and secondary sources and analysis.

The Competitions:

The competition phase of the program pushes students to develop presentation and public speaking skills, while showcasing student work. Students are encouraged to participate in this phase, but attending a contest is not required. In fact, many schools utilize the program without ever having students present outside of the school. Students receive the same research and development benefits regardless of contest participation.

The contest phase flows in the following way:

- **In-School:** Some schools may have to conduct an in-school contest prior to attending a regional contest. Ask your regional coordinator to see if this pertains to your circumstances.
- **Regional:** CU Denver NHDC sponsors regional contests all across Colorado during the spring semester. Projects are evaluated by trained volunteer judges for historical quality, relation to theme, and clarity of presentation. Refer to the map on page 35 to determine your region.
- **State:** The top three regional winners in each division and category move on to the State Contest at the University of Colorado Denver held on the first Saturday in May. Around 1,000 regional winners compete at this all-day event. Over 200 trained volunteer judges evaluate the student work.
- **National:** Held in mid-June, the top two State Contest winners in each division and category (over 50 students) qualify to go to the National History Day® competition at the University of Maryland College Park near Washington, D.C. where students compete against over 3,000 students across the U.S., territories, and a growing list of countries around the world.

Part II: How to Incorporate NHDC in the Classroom

Specific Examples of History Day in Colorado Classrooms

The History Day curriculum is very flexible: It fits into nearly any classroom setting, can be applied to many different educational disciplines, and can be adapted to fit the educational needs of any type of student. Examples of courses and classroom settings where teachers have successfully integrated the History Day program include:

Social Studies

- Civics
- World History
- Economics
- American History
- U.S. Government
- Colorado History
- European History
- Geography
- Sociology/Psychology

Language Arts

- Writing
- Literature
- Blended Humanities

Core Topics & Electives

- Science
- Math
- World Language
- Drama
- Technology
- Performance
- Film/Video Production
- Art

Other

- Extracurricular Activity
- Independent Study
- Gifted and Talented
- Mainstream Classrooms
- Special Needs
- English Language Learners
- A.P. and I.B. Programs

Some of the most successful NHDC programs rely on the collaboration of teachers from different disciplines—such as social studies and literacy. Most have successfully integrated an NHDC project into the requirements for both courses. The students can make a research project on a historical topic and a writing project for a language arts course. Both teachers can achieve their goals and grade the students' work.

Think outside of the box! An English teacher could assist a student writing a paper; a science teacher or engineer might be just the right person to coach a group researching a technological development; a drama or voice coach could be ideal to help students develop and refine a performance. The annual theme is broad enough to be integrated into virtually any course.



The National History Day® curriculum has found success in classrooms across the United States (and in some cases, around the world). The strength of NHDC is that the program is flexible enough that teachers pace the timeframe and work of the students in the classroom.

- **Fairview High School:** All 10th grade U.S. History students participate.
- **Palmer Ridge High School:** A veteran teacher requires his 9th grade Honors Civics students to create an NHDC project for their primary class project. He also encourages his A.P. U.S. History students to create an NHDC project for extra credit.
- **Escalante Middle School:** All students complete a project in middle school, and has found particular success empowering students with special needs by encouraging them to participate in the performance category.
- **The Connect Charter School:** NHDC is part of the social studies curriculum within the school.
- **Denver School of the Arts (DSA):** A middle school social studies class focuses an entire school year on the development of an NHDC project. Additionally, DSA offers a high school NHDC video production class where students create documentaries and websites.
- **Bear Creek High School:** All English language learners take a course specifically dedicated to NHDC. This allows students to explore a topic that appeals to them, perhaps even using sources in their Native language, while also improving their English language and literacy skills.
- **Monarch PK-8:** All 8th grade students are required to complete a project. Instruction is team-taught by a language arts/social studies team.
- **After School Program:** Students work on their projects a few times a week after school. **Elizabeth High School** began their program this way, and now has a course dedicated to NHDC.
- **Home Schools** are ideal settings for NHDC because the project is self-paced.

Topic selection is flexible and can be customized to specific courses and students, no matter the skill level. For example, if the annual theme was “Exploration, Encounter, Exchange in History” students in a European history course could choose something related to 16th century exploration of the “New World,” James Cook and the exploration of islands in the Pacific, or Cecil Rhodes and Africa. U.S. Government students could choose a topic related to a court case around new frontiers and the complications that came with such claims. Science teachers can use NHD in the classroom to have students look at a specific aspect of science history (Charles Darwin and the voyage of the *Beagle*, space exploration, etc.). Likewise, math teachers have also used NHD to have their students explain the significance of mathematicians or theorems.

Teachers should encourage students to take on topics that are personally interesting or meaningful. Students are always encouraged to explore their own heritage. Students across the state have completed projects on specific family members.



Amos Archuleta, 2015 state qualifier and winner of the Sangre de Cristo National Heritage Area Award, created a History Day project on his great grandmother Dr. Eppie Archuleta, a world-renowned weaver.

Top Reasons National History Day Should Be in an AP and IB Classroom

10. There is no such thing as too much practice in advanced writing.
9. Are your students experts in knowing the difference between secondary and primary sources?
8. Handling a citation the right way is different than talking your way out of a speeding ticket.
7. Ten documents in an AP DBQ seems much easier after completing a great NHD project.
6. Did your principal just say, "Differentiation in your AP curriculum with AP rigor?"
5. AP & IB bonus points. Absolutely. And there's a defensible curriculum, complete with standards. History Day projects are great preparation for the IB extended essay.
4. NHD school competitions mean students get additional readers and evaluations before the AP or IB test.
3. Analyze, research, create, investigate, examine, deduce, hypothesize, summarize, elucidate are all AP, IB, AND NHD® activities.
2. AP & IB students make great competitors and love the process- wouldn't it be great to have an academic medal in the case?
1. And our favorite reason: Those three weeks after the test before school is out are already planned, as the kids will be getting ready for competition. Plus, did someone say Washington, D.C.?

I Teach Advanced Placement or International Baccalaureate Classes...Why Should I Use History Day?

By a former AP History Teacher

Teachers often worry that taking time "away" from prescribed or planned AP or IB curriculum will be a frivolous use of teaching and learning time. National History Day® is standards-based, while offering valuable differentiation that matches the rigor of an Advanced Placement or IB classroom. Whether NHD® is used as an enrichment exercise, bonus point assignment or required AP or IB project, it allows students to demonstrate required skills such as analyzing, investigating, examining, hypothesizing and summarizing. It also gives teachers an opportunity to provide an AP/ IB appropriate assignment that will engage students beyond test day with possibilities for competitive success. If there is a school-based competition, consider that students will have multiple readers and opportunities for evaluation, without use of limited AP teacher time.

In completing the process, National History Day® students become experts in the same skills and abilities necessary to be successful Advanced Placement or International Baccalaureate students. And, because of the timeline, National History Day® becomes a logical, well planned, and standards-based practice for the testing required in AP and IB classes.

NHD® also complements the IB curriculum. Research and project development can all be applied to the IB extended essay. For example, many IB History students choose a topic for their Extended Essay in 11th grade. They then begin researching the topic and developing a National History Day® project that they complete as juniors. As seniors, they build on this research to complete their extended essay.

Timelines

One of the first steps in implementing the program is to decide how much time to devote to the process. There is not a prescribed schedule to ensure student success. The program can thrive in classrooms that devote the entire school year, half of a semester, part of a semester or as an extracurricular activity. Sample timelines are available on the NHDC website and in the resource appendix of this section.

Create Your Own Timeline

Work backward. Start with the dates of your local or regional NHD competition. Include registration dates, and pre-submission dates for papers and websites. Then, divide the timetable into manageable pieces. Below are two examples (more can be found on the NHDC website).

Sample of a 6-12 Week Schedule

- 1 week for NHD process and theme introduction
- 1 week for topic selection
- 2-4 weeks for research, becoming an “expert,” and development of final thesis statement
- 1-4 weeks for outline development and project creation
- 1-2 weeks for finishing, editing, and final touches such as writing the process paper and bibliography

Sample of a 13-20 Week Schedule

- 1 week for NHD process and theme introduction
- 1 week for topic selection
- 4-6 weeks for research, becoming an “expert,” and development of final thesis statement
- 4-6 weeks for outline development and project creation
- 3-4 weeks for finishing, editing, and final touches such as writing the process paper and bibliography

Time management is a critical part of History Day success:

- Create graded milestone assignments.
- Make sure students understand dates and deadlines.
- Teachers should create a time management schedule, and encourage their students to do the same.
- Timelines should be reflective of important project dates, competition dates, and registration deadlines, but still tailored to individual classrooms

“Last minute” projects are rarely successful and generally lack the quality needed to excel at contests. Students who procrastinate do not experience the full educational benefits of the program. The “last minute” push should be reserved for fine-tuning, practice, and preparation for the judges’ interview.

Note on website and paper entries: Students who are competing in a contest must submit website and paper entries prior to the competition date. Check nationalhistorydayincolorado.org for deadlines.

**Incorporating NHDC in the
Classroom**
Resource Appendix

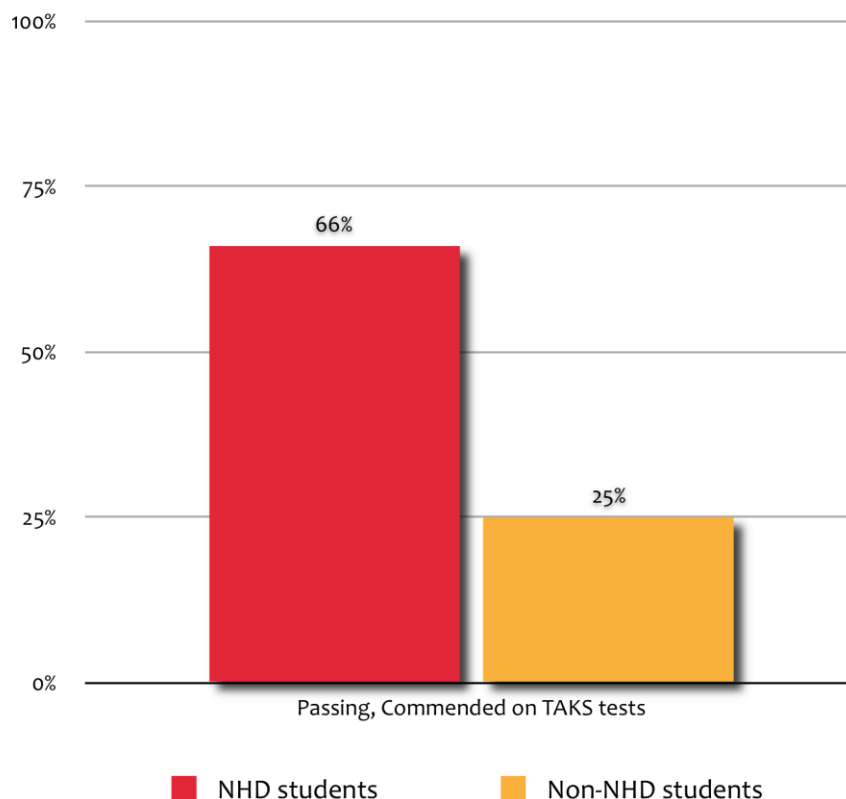
HISTORY

TEACHES. **Inspires.** *Prepares.*

National History Day Works: Key Evaluation Findings

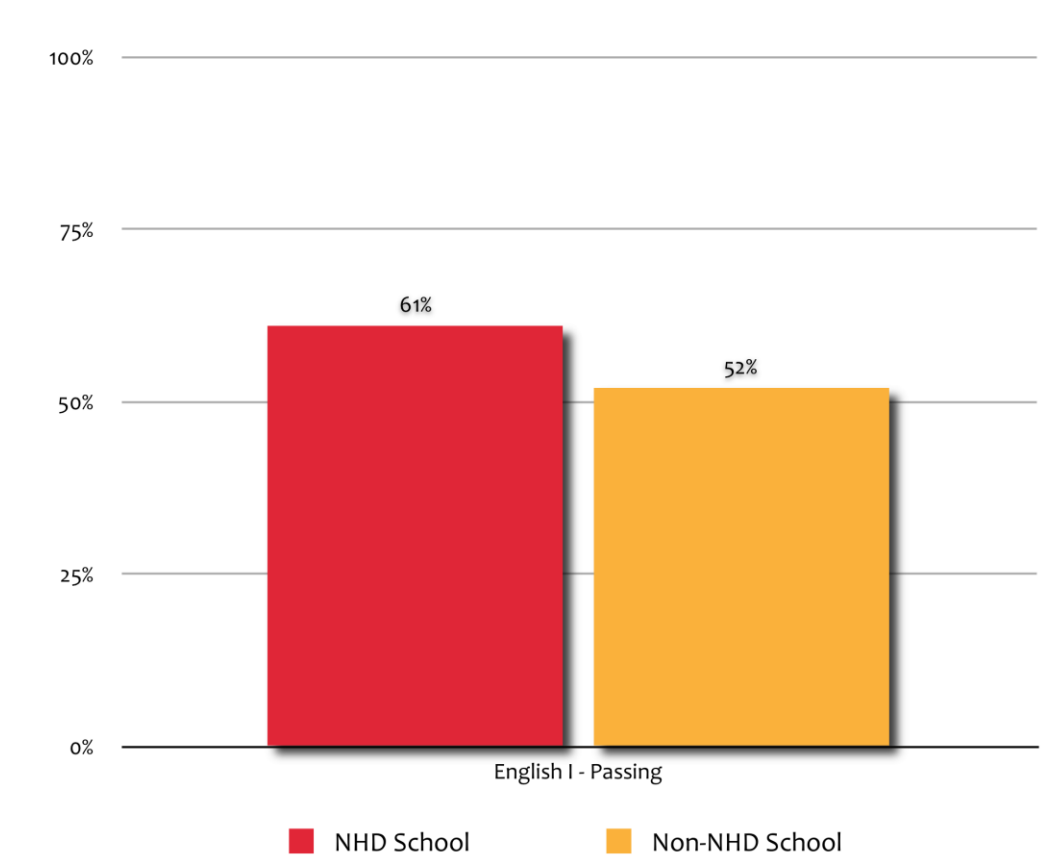
NHD students outperform their non-NHD peers on standardized tests in all topic areas, including – reading, science and math, as well as social studies.

In Texas, NHD students outperformed their non-NHD peers on TAKS tests



During four years of performance, 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 25% of non-NHD students.

NHD students in South Carolina outperformed their non-NHD peers on English assessments



In South Carolina, NHD high school students led their school district with a 61% passing rate in English 1— 9% above a comparison site.

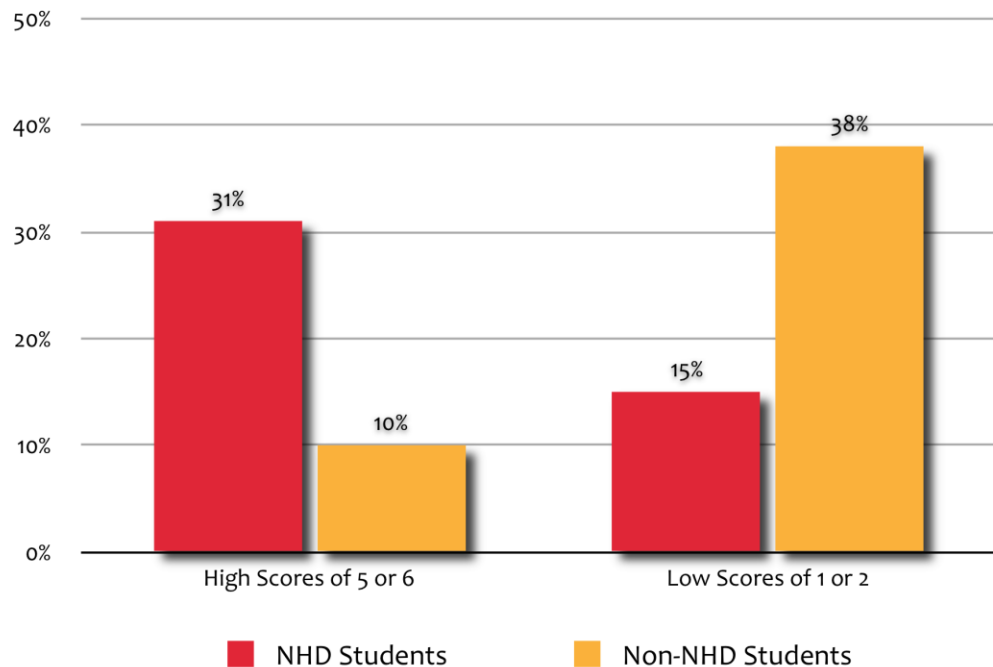
About the Research

Researchers from Rockman, et al, examined students' success across a range of measures: performance assessments, surveys and standardized test scores, 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 racial/ethnic representation of students in the study closely mirrored the breakdown in the U.S., with a slightly higher percentage of Black and Hispanic students included in the study.

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.

NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.

NHD students had more exemplary writing scores, and fewer low scores



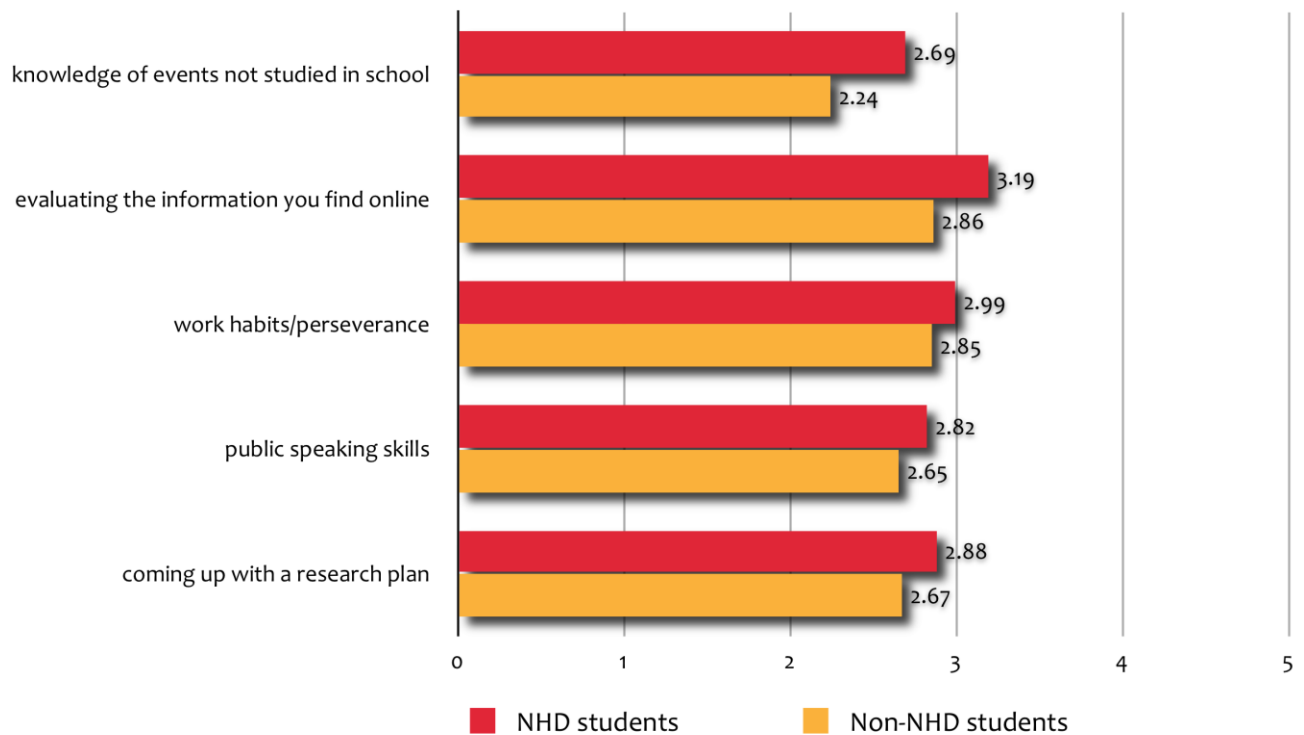
Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5's or 6's) on a 6-point scale, and fewer low scores.

NHD has a positive impact among students whose interests in academic subjects may wane in high school.

- Among Black and Latino 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.

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.

When asked about their confidence in a variety of career- and college-ready skills, NHD students have an edge over their peers



NHD students consistently express more confidence than students who do not participate in NHD, including research skills, public speaking, the ability to organize a report, knowledge of current events, work habits, evaluating sources, and writing skills. (Reported on a 6-point scale.)

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 percent correct vs. 61 percent correct.

Colorado State Academic Standards in Social Studies

*Common Core Standards: Grades 6-12 Literacy (Reading and Writing)
in History/Social Studies Achieved Through History Day Participation*

*Colorado 21st Century Skills
Achieved Through History Day Participation*

Subject	Standard Met
Reading	<ul style="list-style-type: none"> ✓ Key ideas and details ✓ Craft and structure ✓ Integration of knowledge and ideas ✓ Range of reading and levels of text complexity
Writing	<ul style="list-style-type: none"> ✓ Text types and purposes ✓ Production and distribution of writing ✓ Research to construct and present knowledge ✓ Range of writing

Skill	Standard Met
Critical Thinking and Reasoning	<ul style="list-style-type: none"> ✓ Thinking deeply ✓ Thinking differently
Information Literacy	<ul style="list-style-type: none"> ✓ Untangling the web
Collaboration	<ul style="list-style-type: none"> ✓ Working together ✓ Learning together
Self-Direction	<ul style="list-style-type: none"> ✓ Own your learning
Invention	<ul style="list-style-type: none"> ✓ Creating solutions

Colorado State Academic Standards in Middle School Social Studies

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
6th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze and interpret historical sources to ask and research historical questions ✓ The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships to one another • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to solve problems ✓ Human and physical systems vary and interact • Economics <ul style="list-style-type: none"> ✓ Identify and analyze different economic systems • Civics <ul style="list-style-type: none"> ✓ Analyze the interconnected nature of the United States to other nations ✓ Compare multiple systems of government
7th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence ✓ The historical eras, individuals, groups, ideas and themes in regions of the Eastern Hemisphere and their relationships to one another • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to gather data and make geographic inferences and predictions ✓ Regions have different issues and perspectives • Economics <ul style="list-style-type: none"> ✓ Supply and demand influence price and profit in market economy • Civics <ul style="list-style-type: none"> ✓ The different forms of government and international organizations and their influence in the world community ✓ Compare how various nations define the rights, responsibilities and roles of citizens
8th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives ✓ The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to analyze patterns in human and physical systems ✓ Conflict and cooperation occur over space and resources • Economics <ul style="list-style-type: none"> ✓ Economic freedom, including free trade, is important for economic growth • Civics <ul style="list-style-type: none"> ✓ Analyze elements of continuity and change in the United States government and the role of citizens over time ✓ The place of law in a constitutional system

Colorado State Academic Standards in High School Social Studies

Grade	Grade Level Expectations Achieved Through History Day Participation
World History	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time ✓ The significance of ideas as powerful forces throughout history • Geography <ul style="list-style-type: none"> ✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions ✓ The interconnected nature of the world, its people and places • Economics <ul style="list-style-type: none"> ✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources ✓ Economic policies impact markets ✓ Government and competition impact markets • Civics <ul style="list-style-type: none"> ✓ Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government
U.S. History	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time ✓ The significance of ideas as powerful forces throughout history • Geography <ul style="list-style-type: none"> ✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions ✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments ✓ The interconnected nature of the world, its people and places • Economics <ul style="list-style-type: none"> ✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources ✓ Economic policies impact markets ✓ Government and competition impact markets • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government ✓ Purposes of and limitations on the foundations, structures and functions of government ✓ Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government
Geography	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time • Geography <ul style="list-style-type: none"> ✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions ✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments ✓ The interconnected nature of the world, its people and places • Economics <ul style="list-style-type: none"> ✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources ✓ Economic policies impact markets ✓ Government and competition impact markets • Civics <ul style="list-style-type: none"> ✓ Purposes of and limitations on the foundations, structures and functions of government ✓ Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Colorado State Academic Standards in High School Social Studies, Continued

Economics	<ul style="list-style-type: none"> • History (Not listed within the standard) • Geography <ul style="list-style-type: none"> ✓ Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions ✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments ✓ The interconnected nature of the world, its people and places • Economics <ul style="list-style-type: none"> ✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources ✓ Economic policies impact markets ✓ Government and competition impact markets • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government ✓ Purposes of and limitations on the foundations, structures and functions of government ✓ Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government
Civics	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Develop an understanding of how people view, construct, and interpret history ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time ✓ The significance of ideas as powerful forces throughout history • Geography <ul style="list-style-type: none"> ✓ Explain and interpret geographic variables that influence the interaction of people, places, and environments ✓ The interconnected nature of the world, its people and places • Economics <ul style="list-style-type: none"> ✓ Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources ✓ Economic policies impact markets ✓ Government and competition impact markets • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions and engage in appropriate civic participation to address local, state, and national levels and compare how policy-making occurs in other forms of government ✓ Purposes of and limitations on the foundations, structures and functions of government ✓ Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Colorado State Academic Standards in Middle School Reading, Writing, and Communicating

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
6th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Successful group discussions require planning and participation by all • Reading for All Purposes <ul style="list-style-type: none"> ✓ Understanding the meaning within different types of literature depends on properly analyzing literary components ✓ Organizing structure to understand and analyze factual information ✓ Word meanings are determined by how they are designed and how they are used in context • Writing and Composition <ul style="list-style-type: none"> ✓ Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop ✓ Specific editing for grammar, usage, mechanics, and clarity gives writings its precision and legitimacy • Research and Reasoning <ul style="list-style-type: none"> ✓ Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation ✓ Assumptions can be concealed, and require identification and evaluation ✓ Monitoring the thinking of self and others is a disciplined way to maintain awareness
7th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Formal presentations require preparation and effective delivery ✓ Small and large group discussions rely on active listening and the effective contributions of all participants • Reading for All Purposes <ul style="list-style-type: none"> ✓ Informational and persuasive texts are summarized and evaluated ✓ Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts • Writing and Composition <ul style="list-style-type: none"> ✓ Organization is used when composing informational and persuasive texts ✓ Editing writing for proper grammar, usage, mechanics, and clarity improves written work • Research and Reasoning <ul style="list-style-type: none"> ✓ Answering a research question logically begins with obtaining and analyzing information from a variety of sources ✓ Logical information requires documented sources ✓ Reasoned material is evaluated for its quality using both its logic and its use of a medium
8th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations ✓ A variety of response strategies clarifies meaning or messages • Reading for All Purposes <ul style="list-style-type: none"> ✓ Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment ✓ Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts • Writing and Composition <ul style="list-style-type: none"> ✓ Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality ✓ Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality ✓ Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document • Research and Reasoning <ul style="list-style-type: none"> ✓ Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures ✓ Common fallacies and errors occur in reasoning ✓ Quality reasoning relies on supporting evidence in media

Colorado State Academic Standards in High School Reading, Writing, and Communicating

Grade	Grade Level Expectations Achieved Through History Day Participation
9th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Oral presentations require effective preparation strategies ✓ Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention • Reading for All Purposes <ul style="list-style-type: none"> ✓ Increasingly complex informational texts require mature interpretation and study • Writing and Composition <ul style="list-style-type: none"> ✓ Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language ✓ Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support ✓ Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions • Research and Reasoning <ul style="list-style-type: none"> ✓ Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions ✓ Effective problem-solving strategies require high-quality reasoning
10th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Content that is gathered carefully and organized well successfully influences an audience ✓ Effectively operating in small and large groups to accomplish a goal requires active listening • Reading for All Purposes <ul style="list-style-type: none"> ✓ Literary and historical influences determine the meaning of traditional and contemporary literary texts ✓ The development of new ideas and concepts within informational and persuasive manuscripts ✓ Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts • Writing and Composition <ul style="list-style-type: none"> ✓ Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience ✓ Organizational writing patterns inform or persuade an audience ✓ Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process • Research and Reasoning <ul style="list-style-type: none"> ✓ Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions ✓ An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy
11th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Verbal and nonverbal cues impact the intent of communication ✓ Validity of a message is determined by its accuracy and relevance • Reading for All Purposes <ul style="list-style-type: none"> ✓ Ideas synthesized from informational texts serve a specific purpose ✓ Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts • Writing and Composition <ul style="list-style-type: none"> ✓ Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience ✓ Elements of informational and persuasive texts can be refined to inform or influence an audience ✓ Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity • Research and Reasoning <ul style="list-style-type: none"> ✓ Self-designed research provides insightful information, conclusions, and possible solutions ✓ Complex situations require critical thinking across multiple disciplines ✓ Evaluating quality reasoning includes the value of intellectual character as humility, empathy, and confidence

Colorado State Academic Standards in High School Reading, Writing, and Communicating, Continued

12th	<ul style="list-style-type: none">• Oral Expression and Listening<ul style="list-style-type: none">✓ Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness✓ Effective collaborative groups accomplish goals• Reading for All Purposes<ul style="list-style-type: none">✓ Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies✓ Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills• Writing and Composition<ul style="list-style-type: none">✓ Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience✓ Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes✓ Standard English conventions effectively communicate to targeted audiences and purposes• Research and Reasoning<ul style="list-style-type: none">✓ Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes✓ Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment
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Guidelines for Historical Projects

1. The historical project has a strong thesis (argument).

We provide data—information from our sources, our evidence—and our argument about what the facts mean. Your project should start with “**The Big Question.**”

Argument= It’s the main thing you want to tell others, the reason for doing the project. In other words, it is the **THESIS**, the proposition that you want others to accept. It expresses the thrill of your discovery.

Don’t be content with telling a story others have told hundreds of times. Find something puzzling in the evidence, and try to solve the puzzle or explain why it is a puzzle. Ask a question and try to answer it.

2. Good historical projects have a sharply focused, limited topic.

Find a topic you can manage in the time and space you have available. If you try to do too much, you will not do anything. You must be sure that evidence is available, that you have time to study it carefully and repeatedly, and that you choose a topic on which you can say something worthwhile.

3. Good historical projects are based on primary sources.

Primary sources are texts nearest to any subject of investigation. Secondary sources are always written about primary sources. The most common primary sources are written documents. They can also include photographs, paints, sculpture, architecture, oral interviews, statistical tables, and even geography. Consult old newspaper and perhaps magazine file for stories.

Never forget the power of the interview when doing history. Always remember in an interview that participants can get things wrong. Human beings forget, or they tell the story in such a way to exalt themselves, and sometimes they simply lie. The historian is always skeptical enough to check out the stories he or she hears, even from eyewitnesses. Although primary sources are basic to history, secondary sources are also essential. You should always consult books and articles written by historians about the subject you write about yourself. These books and articles will help you learn how to think about history, and they will provide much information that you can use.

4. Tell (or write) your historical project in the same spirit that you would tell (or write) a good story.

A good story begins with something out of balance, some tension to be resolved or explained. Or, you can say that a good story begins with a problem. Get to the point quickly by revealing a tension that the audience wants to see resolved. The beginning put various elements together, reveals tension, makes us ask questions, and proceeds to explain its importance.

The main quality of any story is that it makes us relive the experience it describes. The audience wants to live through the experience for themselves. Create the experience of living through events or of living through step-by-step interpretation of those events.

5. **Get to the point quickly.**

Set the scene quickly, reveal a tension to be resolved, and set out in the direction of a solution. Don't take long to introduce your argument—the audience will lose interest. Don't shovel out piles of background information at the beginning just to prove you studied the issue. Don't lay out a “moral justification” for the topic with statements like, “I am writing this paper to make a better world and to prove that I am on the right side.” The best historians have something to say and start saying it quickly! When writing a historical paper, for example, the reader should know your general subject in the first paragraph, and within two or three paragraphs, they should usually know why you have written your essay.

Stick to the point and don't digress. Be sure that everything in your project serves your main purpose. Be sure that your audience understands the connection to your main purpose of everything you include. Your project makes a point. Don't use it as an excuse to pour out facts as if you were dumping the contents of a can onto a tabletop.

6. **Establish a good title for your project.**

It informs your audience and helps keep you on track. Make it represent your project as clearly as possible. Titles, subtitles, and opening paragraphs should fit together as a unit. If you cannot write a succinct title for your work, you may not have a clear point to make in the project itself.

7. **Build your project step by step on evidence**

Your audience needs some reason to believe your story. You cannot parade your opinions unless you support them. Presenting history is much like proving a case in a court of law. The audience is judge and jury. You must command your evidence and present it clearly and carefully.

What is evidence? It is detailed factual information from primary and secondary sources. You must sift through these sources, decide what is reliable and what is not, what is useful and what is not, and how you will use these sources in your work. Follow this rule: When you make a generalization, immediately support it by quoting, summarizing, or otherwise referring to a source.

Historians fit their evidence together to create a story, an explanation, or an argument. To have evidence at their command, they spend days in libraries, in museums, or wherever sources of evidence are to be found. You cannot manufacture evidence out of thin air; you must look for it. When you find it, you must study it until you know it almost by heart. If you make a careless summary of your evidence and get it wrong, you lose the respect of a knowledgeable audience.

8. **Document your sources.**

Your audience wants to know where you got your information. You gain authority for your own work if you demonstrate that you are familiar with the primary sources and the work of others who have studied the same material.

Documenting sources is the best way to avoid plagiarism, and plagiarism remains the unforgivable sin of any writer. It is the act of presenting the thoughts or words of others as your own. It constitutes the ultimate dishonesty in writing (or presenting history), a theft of intellectual property that is never forgiven in the publishing world. Always give credit to ideas you get from someone else, even if you express those ideas in your own words. You may find that some ideas you get on your own are similar to those you read in secondary sources. You should then document those secondary sources and either in a footnote or in the body of your text point out the similarities and the differences.

9. Historical projects are presented dispassionately.

We identify with the people and the times we present, and often in studying history our emotions are aroused. We judge people, and decide whether they are good or bad. But your audience doesn't need coercive comments, and they often resent them. If you present the details, you can trust your audience to have the right reactions. You waste time and seem a little foolish if you preach at them.

10. A historical project should include original thoughts of the author; it should not be a rehash of the thoughts of others.

Projects are examples of reasoning. Don't disappoint your audience by telling them only what other people have said about your subject. By your work, they should learn something new or see old knowledge in a new light, one that you have shed on the subject by your own study and thinking.

Many students don't believe they have anything fresh and interesting to say about their topics. They don't trust themselves. As a result, some students insist on pursuing large, general topics that other people have done a hundred times. However, only a little searching will turn up evidence of times that have seldom been done.

You may not find new facts, but you can think carefully about the facts at your disposal and come up with something fresh and interesting. You can see new relations. You can see causes and effects and connections that others have missed. You may reflect on motives and influences. You may spot places where some sources are silent. You can present your own conclusions, which have the weight of authority behind them.

Don't construct a project in the spirit of a child who builds a model airplane bought in a kit from a hobby shop—sticking together parts that someone else has designed until he/she produces a model that looks like the picture on the box. Do not be happy until you shape a story that cannot be read in every encyclopedia textbook in the field.

11. Always consider your audience.

Develop your project as if you were the audience. Consider the sorts of things you might read and believe, and proceed accordingly. The main principle is that you must always be making decisions about what you need to tell your audience and what you think they know already. The project should be complete in itself. The important terms should be defined. Everyone

quoted or mentioned should be identified. All the necessary information should be included. Have a variety of people critique your project—especially those who have nothing to do with it.

12. An honest project takes contrary evidence into account.

Good historians try to tell the truth about what happened. If you study an issue long enough and carefully enough, you will form opinions about it. You will think you know why something happened, or you will suppose that you understand someone. Yet the evidence in history seldom stacks up entirely on one side of an issue, especially the more interesting problems about the past. You must face such contradictions squarely. If you do not, knowledgeable people may decide that you are careless, incompetent, or even dishonest.

Different historians interpret the same data in different ways. In highly controversial issues, you must take into account views contrary to your own. You don't weaken your argument by recognizing opposing views if you then can bring up evidence that support your opinion against them. On the contrary, you strengthen your case by showing the audience that you know what other have said, even if their opinions contradict your own. Your audience will believe you if you deal with contrary opinions honestly, but they will scorn your work if you pretend that contradictions don't exist.

History is not a seamless garment. Our knowledge of the past—or of almost anything else—has bumps and rips and blank spots that remain when we have done our best to put together a coherent account of it. Our best plan always is to approach the study of the past with the humility that rises from the experience of our ignorance.

13. Let your first and last parts of your project mirror each other.

(First and last paragraph of a paper; opening and closing dialogue of a performance and a media presentation; connections made in an exhibit).

It may reflect some of the same words and thoughts. It's something like a snake biting its tail: the end always comes back to the beginning.

Key Terms to Know for History Day Projects

analysis- a careful study of something to learn about its parts, what they do, and how they are related to each other; an explanation of the meaning of something.

argument- a statement or series of statements for or against something; a reason given in proof or rebuttal; discourse intended to persuade.

context- the situation in which something happens; the group of conditions that exist where and when something happens.

impact- to have a strong effect on someone or something that could be good and/or bad.

short-term- occurring over or involving a relatively short period of time.

long-term- occurring over or involving a relatively long period of time; extended; long-lived.

influence- the power to change or affect someone or something; the power to cause changes without directly forcing them to happen; a person or thing that affects someone or something in an important way.

leader- a person who directs a course or direction; a person who directs the operation, activity, or performance of; to go at the head of.

leadership- the time when a person holds the position of leader; the power or ability to lead other people.

legacy- something transmitted or left behind from an ancestor or predecessor from the past.

project- a planned piece of work that has a specific purpose, such as to find information or to make something new, and that usually requires a lot of time; a task or problem that requires careful work and analysis.

report- a written or spoke description of a situation, event, etc.

significant- large enough to be noticed or have an effect; very important.

significance- the quality of being significant; the quality of being important; the quality of having notable worth or influence; the meaning of something.

timeline- a table or graphic listing important events for successive years within a particular historical periods; a schedule of events.

thesis- a proposition stated or put forward for consideration, especially to be discussed and proved or to be maintained against objections.

**Note the difference between report and project. Students are creating a project, not a report.*

Part III: The Process in 11 Steps

- #1 The Topic Selection Process
- #2 Become an “Expert”
- #3 The Thesis Statement
- #4 The Research Process
- #5 Make Sense of Your Research, Constructing Analysis, and Outlining Your Argument
- #6 Choose a Category
- #7 Groups or Individuals
- #8 Project Creation and Rules Summary
- #9 The Process Paper
- #10 Citations and the Annotated Bibliography
- #11 The Contest: Decision and Preparation



Simone Ong from Douglas County STEM School putting the final touches on her exhibit at the National Contest

Before beginning any project, teachers and students should review the rules summary and judging criteria sheets. It is important to be aware of the guidelines surrounding each project category.

Step #1: Topic Selection

For many students, the topic selection process is both exciting and daunting. Teachers should help students find topics that are interesting, appropriate to the annual theme, and focused. Students should be prepared to stick with their topic for a long period of time, so they should commit to something that will keep their interest and enthusiasm.

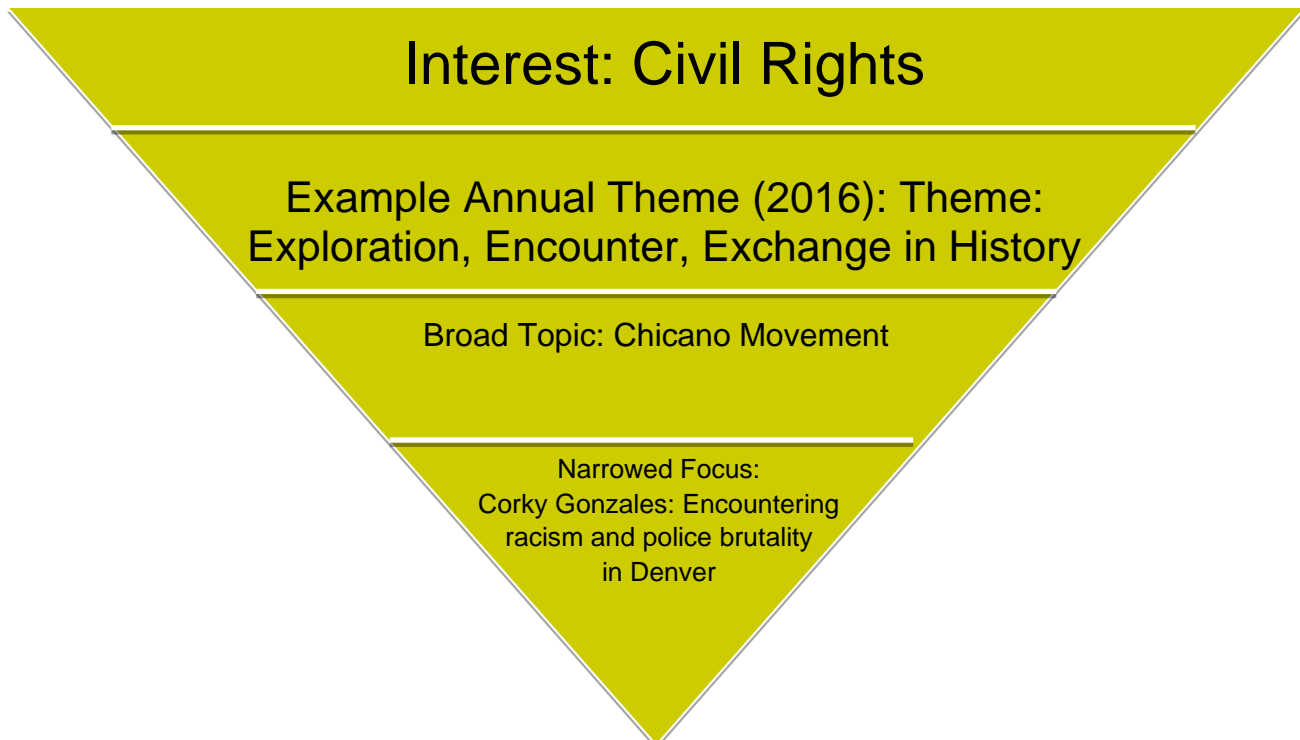
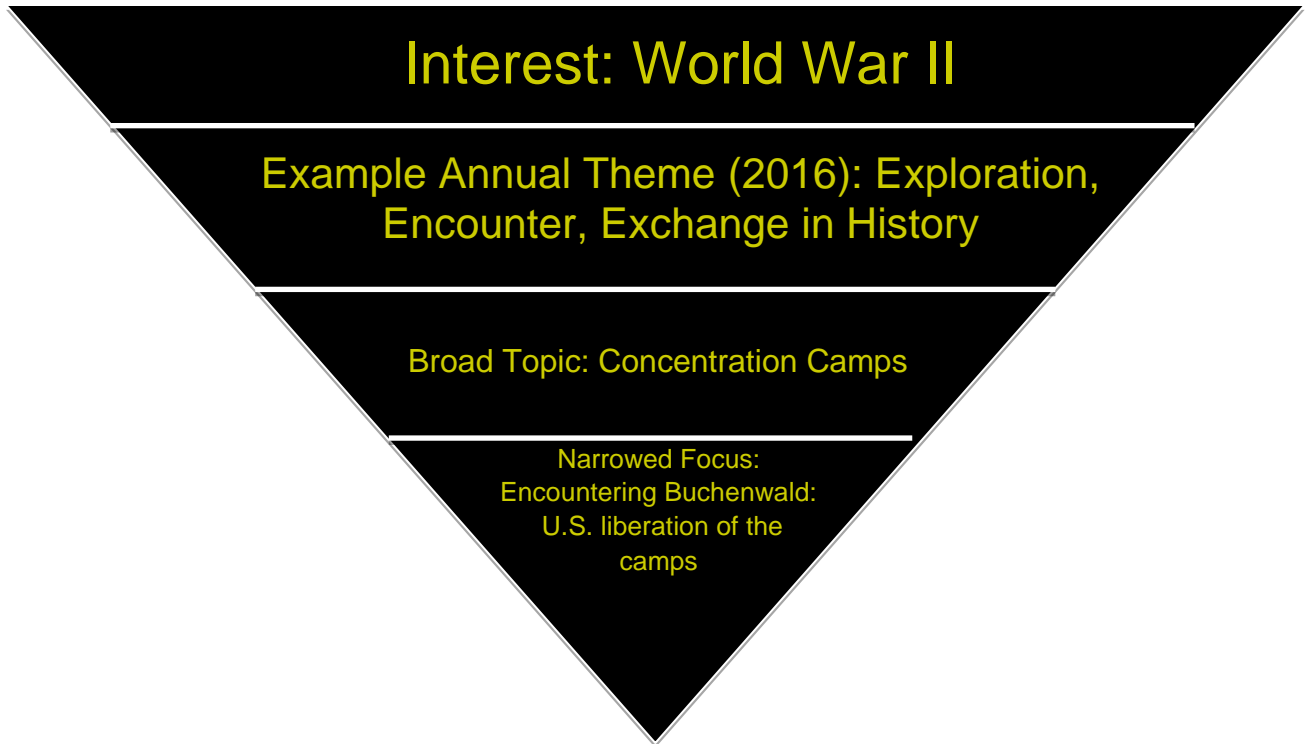
If you are teaching a large group, especially as a first-year teacher, consider limiting the topics so that you can better assist your students in research and topic analysis. However, it is important that students feel they can exercise voice and choice in topic selection.

What to Consider When Choosing a Topic:

- The annual NHD® theme. Check the nhd.org and nationalhistorydayincolorado.org websites for useful classroom files on the annual theme.
- What topics are appropriate for the course? Some teachers may want to establish some sort of course criteria to guide the topic. For example, a teacher who teaches early U.S. history may want to limit students to investigating topics about American History.
- While you may want to limit topics to some degree, a hallmark of NHDC is that students exercise voice and choice and explore a topic they care about. Don't compromise this but limiting topics too much.
- Ideally, events related to the topic should be at least **25 years** in the past in order for the topic to have historical relevance and perspective are advised. It is not a rules violation for a student to choose more recent topics, however, they must be able to answer the “so what” question and demonstrate long-term impacts.
- Topics can be local, state, national, and international. Do not forget local history. It can be fun and meaningful for students to investigate nearby historical sites, libraries, museums, and conduct personal interviews. Local sources may be unique and easier to track down than topics on national or international topics.
- The best topics are often those that have good available sources (both primary and secondary), and are not too broad. Medieval history fascinates many students, but there may be a lack of primary sources. Students should be prepared to address any holes with their research in the process paper.
- Students should consider the language(s) of primary sources. If the student does not speak the language, will they have a means for translating the source?
- Students should choose a topic that is personally interesting since they will be dedicating considerable time to it.
- Students may find the project more rewarding if they have a personal connection and can interact with people or ideas that are familiar.
- Topics do not have to be political. They can be related to science, literature, language, math, arts, sports, and more. We have seen topics related to Dr. Seuss, the football helmet, the creation of the Barbie Doll, HeLa cells, Euclid, and more. The best thing about the annual theme is that it is broad enough to build an argument around virtually any topic if framed correctly by the student.
- By considering what special awards are offered at each contest level, students might be inspired to inform their project type and topic choices. Past awards include: Best Projects on Colorado History, Buffalo Bill, Telecommunications History, Veterans' History, Western History, and more. Check out the NHDC website and NHD® websites for the current list of awards.

Narrow the Topic

Students generally choose a broad topic and then begin to narrow it down as they research. **Remember that there are word and/or time limits for every type of project that greatly restrict the amount of information that can be presented.** Part of the narrowing process is to decide on the “so what” factor: Why did the topic matter? What was the long-term impact of it? ***Narrowed topics yield the best projects.***



Step 1: Topic Selection

Resource Appendix

Definitions

Historical Context:

Historical context is the intellectual, physical, social, and cultural setting in which events take place.

Plagiarism:

Plagiarism is using the work or ideas of others in ways that give the impression that these are your own (e.g. copying information word-for-word without using quotations and footnotes, paraphrasing an author's ideas, or using visuals or music without giving proper credit).

Citation Style Guides:

Style for citations and bibliographic references must follow the principles in one of the following style guides:

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* or *Chicago Manual of Style*
2. The style guide of the Modern Language Association of America (MLA)

We recommend using Turabian/Chicago, because it is the citation style used by professional historians. Regardless of which manual you use, the style must be consistent throughout the paper.

Primary Sources:

Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides firsthand accounts about a person or event. An interview with an expert (professor of Civil War history, for examples) is not a primary source. Quotes from historical figures in secondary sources are not considered primary.

Secondary Sources:

Secondary sources are usually published books or articles by authors who base their interpretations on primary sources.

The “So What” Factor

Things to Consider When Selecting a Topic

Themes:

You may select a topic on any aspect of local, regional, national or world history. Regardless of the topic chosen, the presentation of your research and conclusions must clearly relate to the annual theme.

Manage your topic—make it narrow enough to focus your research and interpretation of issues that can be explained and interpreted within the category limits of size and theme.

1. Topics:

Effective entries not only describe an event or a development; they also analyze and place it in its historical context.

2. Choose 3 or 4 topics that look interesting to you, then step back and analyze them.

- Place the topic in historical context that relates to the annual theme.
- Analyze the social, economic, political and cultural aspects of the time period. Are you able to make an argument for your topic that takes the reader through the significant issues? Can you support your conclusions with primary research?
- Offer more than good “description.”
- Analyze your topic to answer the most important question—“So what?”

3. While your favorite topic might be interesting and you may be able to find a great deal of material, does the information allow you to answer the following:

- How your topic is important?
- How it developed over time?
- How it influenced history?

4. Are you able to make a clear and concise argument that addresses the following in three to five sentences: who, what, where, when, why, how, the theme, an overview of your topic, and short- and long-term impacts?

5. We encourage you to select topics that really interest you. However, in order to be competitive at the state and national levels, please consider your topic carefully. Topics that focus on more recent events (less than 15 years old) are difficult to make a significant “So What” argument that takes into account social, economic, political, and cultural ramifications of a recent subject.

6. There are many popular topics that recur every year, no matter what the theme. Examples include various aspects of the Civil Rights movement, WWII Japanese internment, the Apollo Program, the Salem Witch Trials, or the sinking of the Titanic. If you choose a popular, recurring topic, you should look for a new “twist” in order to make your project stand out. The historian is like a private detective looking for clues that no one else had ever discovered in order to shed new light on a subject.

Topic Selection: Self-Questioning

This year's NHD theme: _____

My general area(s) of interest: _____

People/Places/Groups Involved: _____

What changed because of my topic?: _____

Has _____ made a difference in the way people view the larger movement/issue?

My topic represents a change in:

_____ technology	_____ medical practices
_____ political thought or practice	_____ military practices
_____ social beliefs or practices	_____ religious practices
_____ economic practices	_____ transportation
_____ scientific practices	_____ other: _____

My topic fits into one or more of these historical movements or issues:

_____ war	_____ political conflict	_____ racial issues
_____ women's issues	_____ civil rights	_____ immigration
_____ revolution	_____ economics	_____ labor
_____ environmental	_____ human rights	_____ Marxism _____
_____ colonization	_____ nationalism	agriculture _____
_____ democracy	_____ populism	children's issues _____
_____ urbanization	_____ religion	health issues _____
_____ education	_____ community	socialism _____
_____ native groups	_____ expansionism	leadership _____
_____ communism	_____ cultural change	other: _____

Has _____ made a difference in the way people view the larger movement/issue?

Topic Selection: Narrowing

Broad Interest: _____

Theme: _____

Broad Topic: _____

Represents Change in: _____

Part of these movements: _____

Narrowed Topic: _____

Short-Term Impact: _____

Long-Term Impact: _____

Topic Selection: Additional Topic Ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Step #2 Become an “Expert”

Constructing a successful and focused project means that students become an “expert” on their topic. In other words, if a student chooses to do a project on concentration camps and the Holocaust, they should first develop a well-rounded, general knowledge rooted in secondary sources of the major actors, events, and ideologies of World War II. This phase of project construction largely revolves around **contextualizing** the student’s topic of focus. Becoming an “expert” allows students to develop thesis statements that are more concise, draw complex long and short term impacts, and come to more nuanced conclusions. Additionally, by becoming an expert, students feel a sense of achievement and accomplishment, and an excitement for the material they are learning.

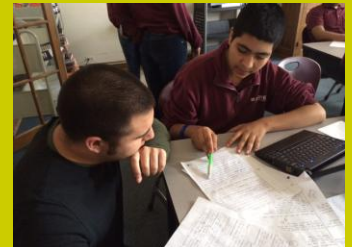
Teachers can support students during this phase of the process by encouraging them to start by reading or viewing simple, general sources on their topics, and exploring the bibliographies of these sources for leads:

- Tertiary sources like encyclopedias (This is the students’ opportunity to use Wikipedia).
- Anthologies.
- Children’s books.
- Short, young adult books on historical topics.
- Documentaries or film clips.

Examples include:

- *We Were There, Too!: Young People in U.S. History* by Phillip M. Hoose
- *Free at Last!: Stories and Songs of Emancipation* by Doreen Rappaport
- *The Declaration of Independence from A to Z* by Catherine Osornio
- *A Day that Changed America: Gettysburg* by Shelley Tanaka
- *John, Paul, George & Ben* by Lane Smith
- *You’re On Your Way, Teddy Roosevelt* by Judith St. George
- *Schoolhouse Rock* videos
- PBS, National Geographic, CNN, and Colorado Experience documentaries

Preliminary topic searches may lead to valuable and legitimate primary and secondary sources.



Contextualization requires asking the BIG questions:

WHO?

WHAT?

WHERE?

WHY?

WHEN?

HOW?

Step 2: Becoming an “Expert”

Resource Appendix

How to Become an “Expert” on Your Topic

Sample Topic: Rosa Parks

Ask the **BIG** Questions...

Who? Who were the major historical figures during the time period? Who was the king/queen/president/leader of your country or region of interest? Who influenced the views of your person/topic of focus?

An enhanced understanding of Rosa Parks would require knowledge of Dr. Martin Luther King Jr., Thurgood Marshall, the Little Rock Nine, Ruby Bridges, the NAACP and various other players that influenced the Civil Rights Movement. Knowledge of President Dwight Eisenhower and his beliefs and actions regarding Civil Rights would also enhance a student’s understanding of Rosa Parks. A student could also research Parks’s childhood, including her early experiences with the Ku Klux Klan.

What? What major events took place in the years leading up to, during, and after your topic of focus? What social forces or movements influenced your topic of focus? What did your topic of focus contribute to these larger events and forces?

The Civil War, the 13th, 14th, and 15th Amendments, Jim Crow Laws, *Plessy v. Ferguson*, *Brown v. Board of Education*, and the Civil Rights Act of 1964 all contextualize Rosa Parks’s refusal to give up her bus seat. The Montgomery Bus Boycott that resulted from Parks’s actions is an important short-term impact that students could draw.

Where? Where did your topic of interest take place? Did other countries or regions influence your topic? Where did your person of interest grow up/live?

Parks lived in Montgomery, Alabama, a southern state. Alabama seceded from the Union during the Civil War, an action that helps define the sociopolitical makeup of the state. Rosa Parks grew up in Tuskegee, the home of Tuskegee University, a historically black university founded by Booker T. Washington, but also the location of the Tuskegee Syphilis Study, which was controversial due to its unrepresentative use of African American males.

When? When did your topic of focus occur? What other movements were also parts of this time period? Does your topic of focus fit into a larger era?

Rosa Parks’s historic refusal to give up her seat took place on December 1, 1955. *Brown v. Board of Education* was decided a year earlier, and the Civil Rights Act was not passed until nearly a decade later. The chronological order of these events helps shed light on the complexity and contingency of the Civil Rights Movement.

Why? Why does your topic of focus matter in the larger context of history? Why did your topic of focus take place? What other events or movements were catalysts of your topic of focus?

Parks was actually sitting in the “colored” section of her bus, but was asked to move further back in order to accommodate white individuals who could not find seats in their section. Three other African-Americans were asked to move and complied, while Parks did not. Also, Parks had previous encounters with the bus driver, James F. Blake. He had once left her in the rain for not entering the bus from the back door. All of these details, as well as other events encompassed in the Civil Rights Movement help explain *why* Parks refused to move. A strong project addresses *why* questions, rather than just stating that an event happened.

How? How did prior events influence your topic of focus? How does your topic of focus connect with past and future events? How did your topic of focus impact history in the short and long term?

Parks’s story has become famous in terms of the Civil Rights Movement; that in itself could be considered a long-term impact. However, her fame and notoriety often left her unemployed following her famous refusal to give up her seat, a short-term impact of the event.

Becoming an “Expert”: Contextualization is Crucial

Let’s take our narrowed topic from the previous section and answer the following questions:

- **Who?** Who are the primary actors involved in this topic?
- **What?** What is the main crux of our topic? What happened?
- **Where?** Where did it happen?
- **When?** When did it happen?
- **Why?** Why did it happen? What events created the conditions for our topic to become possible?

Who? _____

What? _____

Where? _____

When? _____

Why? _____

Next, we need to identify the events that happened before, during, and after our specific topic. Identify three major events for each. We likely will not use all of these for our thesis, but they will help us flesh out the context section of our project later on.

Before

1. _____

2. _____

3. _____

During

1. _____

2. _____

3. _____

After

1. _____

2. _____

3. _____

What else is happening that might not be directly related to the specific topic, but is important to understand the social and cultural atmosphere of the topic?
Identify 3-5 of these additional contextual points.

1. _____

2. _____

3. _____

4. _____

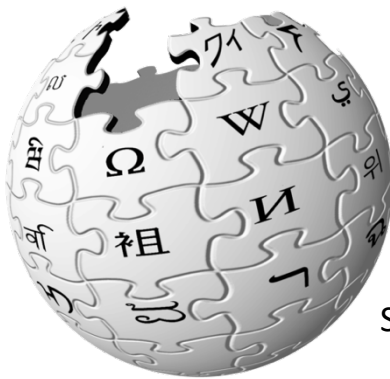
5. _____

Becoming an “Expert”: Building-Your-Own *Wikipedia* Page

Should students be citing *Wikipedia* in their annotated bibliographies? Absolutely not. For one, it’s a tertiary source and tertiary sources should never be included in an annotated bibliography. It’s also not peer-reviewed, which makes it a weak source. Notice, I did not say an unreliable source—it is overall, reliable—however, we want to stick with strong, legitimate sources in our bibliographies.

Nonetheless, students should **ABSOLUTELY** use *Wikipedia* as a tool for learning about their topic, especially as it related to context. It’s also a great place to start for sources in regard to those cited in each *Wikipedia* article.

To grasp and organize content, we will build our own *Wikipedia* page.



WIKIPEDIA
The Free Encyclopedia

Topic: _____

Summary (5 Ws): _____

Contents

1. Background: _____
 - 1.1. _____
 - 1.2. _____
 - 1.3. _____

[illegible]

4. Aftermath: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Contextualization Questions

Sample: Nat Turner

How do these sources shape our beliefs about Nat Turner?

Which source is the most reliable? Why?

Which source is the least reliable? Why?

How should we remember the actions of an enslaved man, who led an ultimately unsuccessful rebellion of slaves?

Sources:

John W. Cromwell-"The Aftermath of Nat Turner's Insurrection," *The Journal of Negro History*, 1920.

An African American teacher, writer, and political activist. Was one of the first to write in what will eventually be called African American History.

Herbert Aptheker, *American Negro Slave Revolts*, 1943.

Hated segregation and racial stereotypes, believed that slavery was exploitive and that slave rebellions occurred frequently. Was a committed socialist and believed that class antagonisms were important to understanding the past.

The Richmond Enquirer and Richmond Whig, 1831

Both newspapers were published in a southern city and were read widely by planters throughout the region. Tended to promote the political views of the upper-class planters who paid to subscribe to the paper.

The Richmond Enquirer and Richmond Whig, 1831

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Thomas R. Grey, *The Confessions of Nat Turner*, 1831.

After his capture and arrest on October 30, 1831, Nat Turner was imprisoned in the Southampton County Jail, where he was interviewed by Thomas R. Grey, a Southern physician. Grey stated that only Turner's words were recorded but in several instances Grey's words appear in the "Confessions."

Courtesy of Elizabeth Milligan

Name _____

Date _____

Purpose: How should we remember a particular historical event?

You have been commissioned by the Historical Trust to develop an historical marker that will be placed along the roadside adjacent to the area of the event. Your task is to develop the inscription for the marker that describes your interpretation of the historical event. Your inscriptions should take into account:

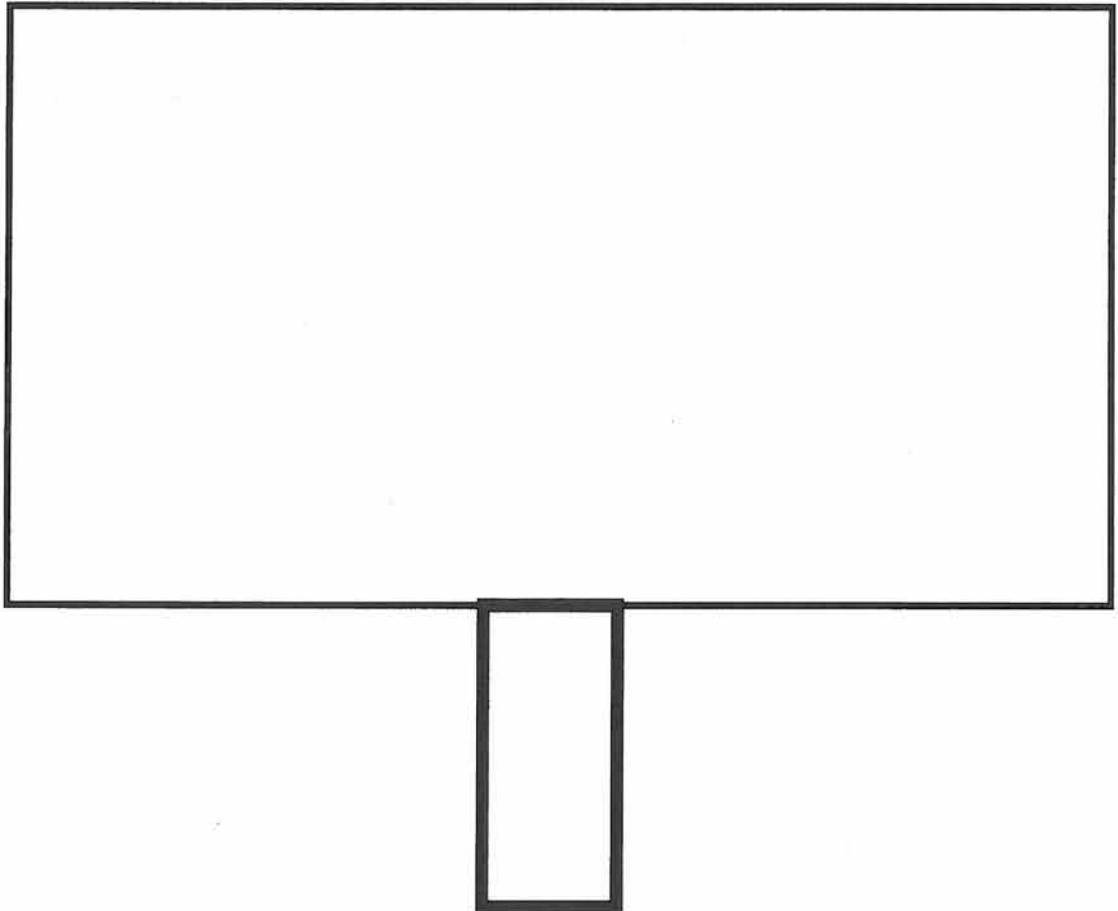
- The specific factors involved in the event
 - The various reactions to the event (artistic, and other)
-

First, go back to all of your sources. Brainstorm a list of facts from each source that you will include. Since this is a list, you do not need full sentences. You should have a *minimum* of two facts or interpretations per source.

Source:	Source:	Source:

You have been commissioned by the Historical Trust to develop an historical marker that will be placed along the roadside adjacent to the area to the historical event. Your task is to develop the inscription for the marker that describes your interpretation of the event. Your inscriptions should take into account:

- The specific factors involved in the event
- The various reactions to the event (artistic, and other)



Why I came to this decision (What documents most impacted your decisions and why): _____

Step #3 The Thesis Statement

Once students choose a topic, they begin researching it, and then develop a thesis statement or argument. Every project requires a thesis statement based upon conclusions reached through primary and secondary source research.

A good thesis statement:

- Demonstrates a strong connection to the theme.
- Explains to the viewer exactly what the project is about.
- Makes a claim that others might dispute.

How do students develop a thesis statement?

The thesis statement is the result of a lengthy thinking process. Before developing an argument on any topic, students have to collect and organize evidence, become an “expert” and contextualize their topic, look for possible relationships between facts (such as surprising contrasts and similarities), and think about the significance of these relationships. Once this is done, students will probably have a “working thesis,” a basic or main idea, an argument that they think they can support with evidence but that may need adjustment along the way.

How do students know if a thesis is strong?

When evaluating student thesis statements, ask the following questions:

- Does the thesis connect the topic to the theme?
- Is the thesis simply a summary or does it pose a position that could be challenged by others?
- Is the thesis specific enough? (Avoid words/phrases like “good,” “successful,” and especially “changed the world”)
- Does the thesis statement pass the “so what” test?
- Does the entry support the thesis specifically without wandering?
- Does the thesis suggest that the topic had long-term impacts?

Adapted from: The Writing Center, University of North Carolina at Chapel Hill

Examples of Various Thesis Statements for the Theme of Leadership and Legacy (2015)

Weak Thesis

“Abigail Adams was a first lady of the United States.”

Why this is a weak thesis:

- This is merely a statement of a fact.
- The statement does not integrate the theme.
- The statement does not leave room for disagreement.

Average Thesis

“Abigail Adams was a remarkable leader for early women’s rights.”

Why this is an average thesis:

- The statement addresses at least one point of the theme.
- The statement can be supported by evidence.
- The thesis is vague on the “how” aspect.

Strong Thesis

“Highly-educated and well-spoken, Abigail Adams advised and influenced many of the political and diplomatic decisions made by her husband and companion, John Adams, thus making her the first woman to influence American politics, and establishing her legacy as one of the first advocates of women’s rights in America.”

Why this is a strong thesis

- The statement addresses at least one point of the theme.
- The statement can be supported by evidence.
- The thesis answers the “so what” question.

Topic + Theme + Impact = THESIS

Step 3: Thesis Statement

Resource Appendix

The Development Process of a Thesis Statement

(Courtesy of Minnesota History Day)

A thesis statement is a central thought that holds your entire National History Day (NHD) project together. In the beginning, we like to call this a working thesis, because as you gather your research, this thought can evolve. By the time you present your NHD project, however, you should have a concrete thesis that is supported by evidence.

Thesis = Topic + Theme + Impact. In other words, you are not just introducing your topic, you are creating an argument that expresses your topic's significance and demonstrates how the theme plays a central part.

Sample Statements: Dos and Don'ts

DISCLAIMER: Even the "DO" statements are a work in progress.

Don't: Martin Luther was born in 1483. He started the Reformation.

Do: Martin Luther disagreed with aspects of Roman Catholic religious practices, especially the sale of indulgences, religious corruption, and the emphasis on salvation through good works. He took action by posting and distributing his 95 theses and left a lasting legacy by sparking a religious movement, creating a new sect of faith, and later motivating reform to the Roman Catholic Church.

Don't: Thesis: I am going to tell you about Oskar Schindler.

Do: Oskar Schindler disagreed with the persecution of the Jews and took action against the Nazi party by hiding 1,300 people in his munitions factory risking his own life and spending his fortune in the effort while sparing his workers from certain death.

Don't: Indians fought over Alcatraz Island. Why do you think they would do that?

Do: In protest over political and social discrimination, thousands of American Indians refused to compromise with government officials and reclaimed Alcatraz Island in 1969 as Indian land. Though many of the group's aims were not met their actions succeeded in spreading awareness and sparking the modern American Indian Movement, a legacy that inspires pride and action still today.

Don't: I think Susan B. Anthony did good things.

Do: Susan B. Anthony fought for women's right to vote. Through social action and her writings, Anthony inspired thousands of women and men to fight for suffrage, which eventually resulted in the 19th amendment.

Don't: Jackie Robinson was a really important black baseball player.

Do: Jackie Robinson played baseball at a time when teams were segregated, black from white. With the assistance of team manager Branch Rickey, Robinson took action, desegregating Major League Baseball as the first black ball player with the Brooklyn Dodgers. He left a legacy opening professional sports to African American athletes.

Don't: Adolph Hitler killed a lot of Jews.

Do: Following the "Great War," Adolph Hitler blamed Germany's economic and militaristic downfalls on the Jewish people. Through the use of established anti-Semitism, Hitler orchestrated the mass extermination of Jews and other "non-desirables" killing more than twelve million people and reshaping the social and cultural landscape of many European nations.

Choose a sample statement and identify:

The Individual(s): _____

The Action: _____

The Legacy: _____

What must be proven in order for this statement to be true?

What evidence will we need to support our claims?

Where might we find this evidence (consider documents, statements, opinions, and other sources)?

Consider your own working thesis and identify:

The Individual(s): _____

The Action: _____

The Legacy: _____

What must be proven in order for this statement to be true?

What evidence will you need to support your claims?

Where might you find this evidence (consider documents, statements, opinions, and other sources)?

The Thesis Statement: What It Is and Is Not

A Thesis Statement is NOT...

- **A statement of what is already generally known.**
“George Washington broke barriers as a founding father.”
- **A catch-all.**
“Since the beginning of time, there have been religious conflicts.”
- **A grandiose claim.**
“The Great Depression was the worst economic disaster in human history.”
- **A counter factual (what-if statement).**
“If Hitler had not been defeated, he would have conquered the United States.”

A Thesis Statement IS...

- **A hypothesis**
Just like a hypothesis, a thesis statement makes a claim that can be proven or disproven with data and evidence.
- **The “SO-WHAT”**
The “so-what” factor informs the audience why the topic is significant in history.
- **Falsifiable**
Thesis statements, like hypotheses, have to have the possibility of being refuted.
- **Supported by primary and secondary sources.**
All thesis statements must be proven with primary sources. Secondary sources are used to help interpret primary sources.

Using this information, identify why the following are not thesis statements, or are very weak thesis statements:

1. "During the Revolutionary War, the Founding Fathers changed the world."

What is wrong with this statement? _____

2. "Rachel Carson wrote *Silent Spring* in 1962."

What is wrong with this statement? _____

3. "The Ku Klux Klan ruled Colorado in the 1920s."

What is wrong with this statement? _____

4. "The United States was the first country to go to the moon."

What is wrong with this statement? _____

5. "Oskar Schindler saved Jews during the Holocaust."

What is wrong with this statement? _____

Name: _____

HANDOUT: COMPARING THESIS STATEMENTS

Sharing thesis statements with students—both good and bad—can help them understand the characteristics they should be striving for in their own work. Share the following thesis statements with your students on the chalkboard or overhead. Ask them to brainstorm possible problems or positive characteristics of each. Keep in mind that even the “Good” statements are a work in progress!

Needs Improvement	Better	Good
<p>The Minneapolis trucker's strike took place in the 1930s.</p> <ul style="list-style-type: none"> Do more than state a fact. What is the theme connection? 	<p>The Minneapolis truckers' strike took place in the 1930s. The employees took responsibility for gaining their right to unionize through the strike.</p> <ul style="list-style-type: none"> So what? Needs to discuss the outcome and significance of his actions in history. 	<p>During the ongoing struggle between businesses and labor in Minnesota in the 1930s, a strike by truck drivers broke out when employers refused to recognize their newly formed Teamsters Union. The summer of 1934 was marked by sporadic violence between strikers and the police. Governor Floyd B. Olson took on the responsibility to end the fighting and used the National Guard to force negotiations between the Teamsters and business leaders. The union finally won their demands and the strike represented a turning point in labor history and the struggle to establish and protect workers' rights.</p> <ul style="list-style-type: none"> Has a theme connection, discusses significance
<p>The use of chemical warfare during World War I was wrong.</p> <ul style="list-style-type: none"> This is more of a philosophical statement than a thesis statement. More than just stating that it was right or wrong – what was the impact of the use of chemical weapons in history? 	<p>The introduction of chemical warfare during World War I was a revolution in warfare. It prompted countries to use new tactics and develop new equipment.</p> <ul style="list-style-type: none"> Needs a theme connection. Move beyond just technology. What are some of the more significant impacts of this topic? 	<p>Chemical weapons first saw widespread use in World War I. Although indiscriminate, countries justified the use of these weapons under the right of a nation to defend itself in wartime. The harm to combatants and civilians, as well as negative public reaction, eventually led to the Geneva Protocol in 1925. This agreement banned the use of these weapons, but responsibility for enforcing this treaty is controversial and chemical weapons remain an international problem.</p> <ul style="list-style-type: none"> Has a theme connection, discusses significance
<p>Miranda v. Arizona made sure that people know their rights when they are arrested. Without Miranda rights, there would be a lot more police brutality.</p> <ul style="list-style-type: none"> Be careful of “what if” history. We can't prove with evidence what “might have happened.” 	<p>The Supreme Court decision, Miranda v. Arizona, ruled that it was the responsibility of arresting officers to inform the accused of their rights to an attorney and against self-incrimination.</p> <ul style="list-style-type: none"> So what? Needs to discuss the impact that the Supreme Court decision had on police, accused, etc. 	<p>The 1966 Supreme Court decision, Miranda v. Arizona, ruled that it was the responsibility of arresting officers to inform the accused of their rights to an attorney and against self-incrimination. This case redefined the rights of citizens arrested by police and changed law enforcement operating procedures across the United States.</p> <ul style="list-style-type: none"> Has a theme connection, discusses significance
<p>During the 1919 World Series, eight players were accused of throwing games. Decide for yourself if they were guilty or innocent!</p> <ul style="list-style-type: none"> Come to a conclusion. So what? What impact did this have for baseball? 	<p>During the 1919 World Series, eight players were accused of throwing games, resulting in the appointment of a baseball commissioner.</p> <ul style="list-style-type: none"> What is your theme connection? 	<p>During the 1919 World Series, eight players were accused of intentionally losing games. The resulting scandal and public's loss of confidence in the game resulted in the appointment of a commissioner with the responsibility to regulate the game and the right to ban players.</p> <ul style="list-style-type: none"> Has a theme connection, discusses significance

Thesis Development Worksheet

Topic: _____

Who: Who was involved? Who was affected? _____

What: What happened? What was the main event? _____

Where: Where was/were the place(s) it took place? _____

When: When did it happen? How long of a time period was it? _____

Why: Why did it happen? What caused it? _____

Why: Why is it important? What were outcomes? _____

Connection to Theme:

How does your topic fit into the key words of the theme? _____

What was the impact or historical significance of your topic? _____

Put it all together into a thesis statement: _____

Can you prove it? _____

How? Explain. _____

Thesis Development Worksheet Example Answers

Topic: Rosa Parks and the Montgomery Bus Boycott

Who: Who was involved? Who was affected? Rosa Parks; citizens in Montgomery, Alabama; civil rights leaders, Montgomery's city government officials

What: What happened? What was the main event? Rosa Parks refused to give up her seat on a public bus, which violated a city law requiring segregation. She was arrested and went to jail. Civil rights leaders organized a boycott of city buses to challenge the law as unconstitutional. The economic impact of the boycott forced city leaders and the bus company to enter into negotiation with civil rights leaders.

Where: Where was/were the place(s) it took place? Montgomery, Alabama

When: When did it happen? How long of a time period was it? Parks was arrested on December 1, 1955; the boycott started on December 5 and lasted for 382 days.

Why: Why did it happen? What caused it? Civil rights leaders wanted to overturn segregation laws

Why: Why is it important? What were outcomes? The boycott forced debate over the issue and succeeded in overturning the law requiring segregation. This success inspired similar protests helping end segregation and secure greater equality.

Connection to Theme: Revolution, Reaction, Reform in History

How does your topic fit into the key words of the theme? Rosa Parks and other Montgomery community members desired reform of the segregated bus system. As a reaction to her arrest, advocates for civil rights challenged segregation as unconstitutional while city leaders and citizen groups stood behind the Montgomery law that preserved segregation on public transportation.

What was the impact or historical significance of your topic? The economic impact of the boycott succeeded in forcing the bus company and city leaders to reform the established laws and end segregations in the Montgomery Bus System. Consequently, civil rights advocated around the country were inspired to take similar non-violent action.

Put it all together into a thesis statement: Wanting reform to the segregated Montgomery Bus System, Rosa Parks was arrested for violating Jim Crow Laws. Black residents of Montgomery and the NAACP reacted by boycotting the buses for 382 days leading to financial problems for the bus company and the eventual end of bus segregation. This boycott inspired similar protests helping end segregation, sparking the modern Civil Rights Movement and securing greater equality for African Americans across the United States.

Can you prove it? Yes

How? Explain. City officials and the bus company refused to come to a compromise over segregation on buses until the boycott made a significant financial impact. Other civil rights leaders sent letters and requests to boycott participants seeking advice to start similar protests. Dr. Martin Luther King, Jr. used what he learned in Montgomery and applied it in other cities. These are documented in meeting minutes, testimonials, newspaper articles, letters, speeches, and a timeline of events.

The Thesis Statement: Composition

Our thesis statement must include 5 components:

1. Narrowed topic
2. The 5 Ws
3. The Theme
4. Short-Term Impact
5. Long-Term Impact

We already have a narrowed topic and our 5 Ws. We wrote a paragraph including these components when we wrote the summary portion of our *Wikipedia* page.

Let's rewrite/revise that summary here. It will serve as the introductory information for our thesis paragraph.

Summary that describes our narrow topic and includes the 5 Ws:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now, re-read the above sentences. Are they specific, for example, let's say we are discussing the Marshall Plan. We could identify the time period as "the 1940s," but it could be more SPECIFIC to say "1947, post-World War II Europe." We could identify the location as "Europe," but it would be more SPECIFIC to say "Western Europe." We could identify the major players in this event as "Harry Truman and George Marshall," but it would be more SPECIFIC to say "President Harry Truman and Secretary of State George Marshall."

Make any necessary revisions or additions.

Now we need to compose the argumentative portion of our thesis paragraph, or the 1-2 sentence thesis statement, if you will. Remember, it is hard to make sense of a thesis statement without the introductory information we just composed.

Let's identify our impacts:

Short-Term Impact: _____

Long-Term Impact: _____

Finally, let's go back in and add the theme words to our impact sentence. Where can you reasonably swap out language and replace it with "breaking barriers?"

Make these revisions.

Finally, let's combine our introductory information sentences with our argument sentences to create our thesis paragraph.

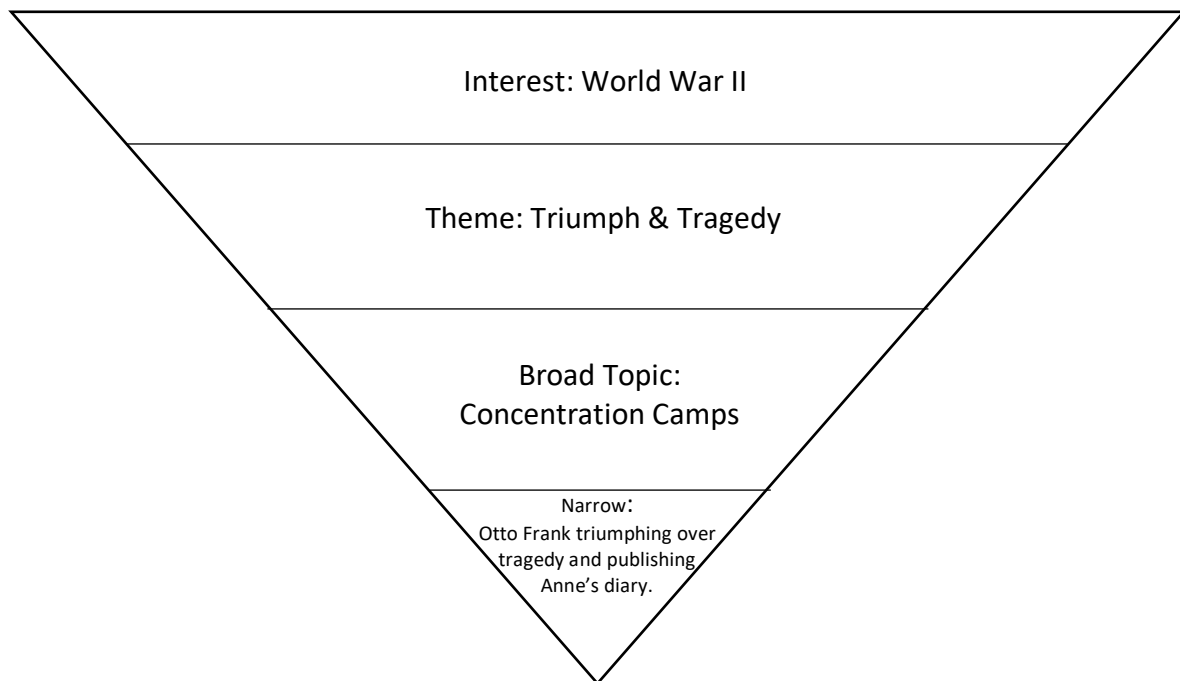
Thesis Paragraph: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thesis Statement Checklist

- The 5 W's
 - **Who?** Who is involved? What is the person's nationality and profession? Who are the major players? Are there two sides involved? BE SPECIFIC.
 - **What?** What happened? Address the specifics of your NARROWED topic. BE SPECIFIC.
 - **Where?** Where did this take place? In the U.S.? In the global political arena? BE SPECIFIC
 - **When?** What year did your topic take place? During what important eras? For example, did your event occur during World War I, the Vietnam War. BE SPECIFIC.
 - **Why?** Why did this happen? Were there economic or political tensions? Were there issues regarding equality? BE SPECIFIC.
- Theme: *Triumph & Tragedy*
 - Make sure you use the theme words in your thesis. Bold them, underline them, italicize them, but draw the judges' eyes to them. Remember, you don't have to pay equal attention to both elements of the theme.
- Topic: What is your topic? Is it narrow enough? Is it too narrow? Ask yourself, for example, can I address this topic in 500 student-generated words on an exhibit board? If not, is it too much or too little? Use the topic narrowing triangle:

****Narrow as much or as little as you need!**



- Impacts
 - Short-Term: What happened immediately after your event?
 - Long-Term: What do we care today? So what? How does this impact change our lives today, either directly or indirectly? **This is the piece that will help shape your argument, and take your thesis statement from good to great!**

****REMEMBER:** Most thesis statements are 3-5 sentences. The last one or two sentences will be the substance of your argument, but incorporating all the above elements is important!

Thesis Statement Checklist

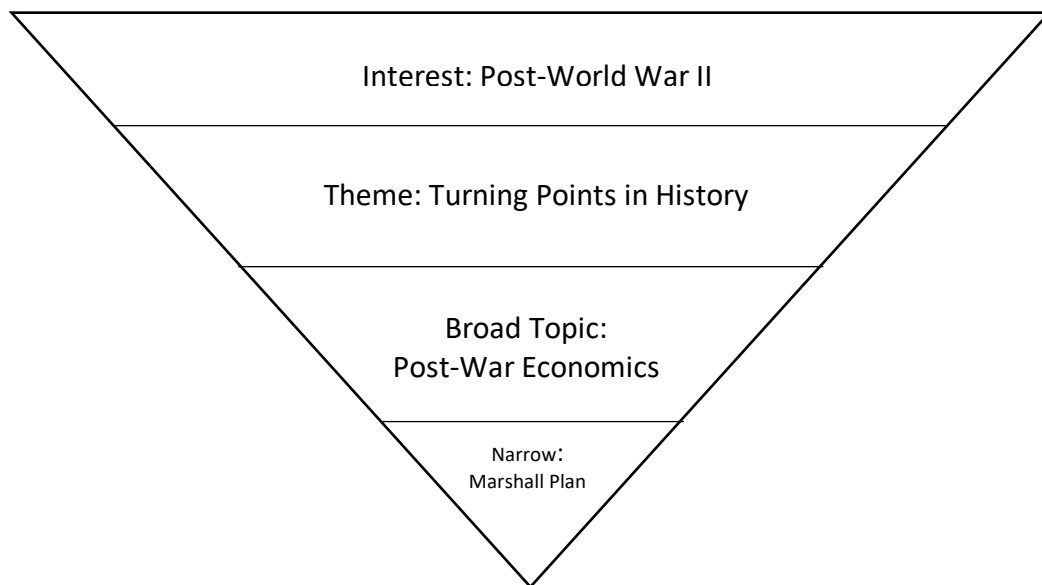
Example:

In 1947, post-World War II (WWII) Europe saw the growing threat of communism and declining economies. This economic and political environment caused President Harry Truman and Secretary of State George Marshall to devise the European Recovery Plan, or ERP. The ERP was an economic stimulus program that injected over \$13 billion into the struggling economies of Western Europe. This program, now referred to as the “Marshall Plan,” marked a *turning point* in American foreign policy. It was a reversal from post-World War I (WWI) isolationism and generated long-lasting relations with other nations.

-Alexander Weissman

2013 National Junior Paper Gold Medalist

- The 5 W's
 - **Who?** President Harry Truman, Secretary of State George Marshall, United States, Western Europe. Notice how all the major players are specifically identified. Notice how titles are included to help identify specific people.
 - **What?** The European Recovery Plan (ERP), later known as the Marshall Plan.
 - **Where?** The United States and Western Europe—Money is coming from the U.S. and being injected into Western European economies.
 - **When?** In 1947, post-World War II Europe.
 - **Why?** To inject money into the struggling economies of Western Europe.
- **Theme:** The theme in 2013 was *Turning Points in History*. Alexander says, “This program, now referred to as the “Marshall Plan,” marked a **turning point** in American foreign policy.”
- **Topic:** Alexander clearly narrowed his topic from a general interest in the consequences of WWII, and the broad topic of post-war economics before he landed on the Marshall Plan.



- Impacts
 - Short Term: What happened immediately after?
“It was a reversal from post-World War I (WWI) isolationism...”
 - Long-Term: Why do we care about it today? So what?
“...generated long-lasting relations with other nations.”

Step #4 The Research Process

Once students have chosen their topic and created a working (but evolving) thesis statement, they will need to expand on their research to find evidence to support their thesis or argument.

The primary role of the teacher at this point is to act as a mentor and facilitator, helping students to expand their search for sources and provide direction in the completion of their project. Although this is a time for students to do some independent research, the teacher should monitor the process.

How Can You Support Your Students?

- Help them understand the difference between primary and secondary sources.
- Point students in the right direction for reliable primary and secondary sources.
- Instruct students how to use the internet for research, navigate databases, and discern between quality and non-reputable sources.
 - Tip: Websites ending in .gov or .edu are a good place to start. Encourage students to do some research on questionable sites by looking at the “About” page.
- Help students locate people, historic sites, and/or museums that could prove useful
- Teach them how to take useful notes and create proper bibliographical records (Their notes should be a roadmap of their research process and easily adapted to an annotated bibliography).
- Encourage students to contextualize, analyze, critically read, and interpret information found in their research.
- Encourage creativity in the presentation of their research.
- Proofread throughout project development (typos and spelling errors are unacceptable).
- Provide technical support.
- Help students understand and adhere to the rules.

How many sources should a student use?

- There is not a required amount, we encourage a baseline minimum of 15-20
- Students should use diverse sources and not rely on only one type of source (i.e. sources found on the Internet.) The strongest projects’ sources include: articles, films, interviews, reputable websites, books, museums, etc.
- Research should be balanced. Students need to consider differing perspectives and biases in sources.
- Although judges look for breadth of research, students should not pad their bibliography with sources that were not useful.
- It is sometimes easier (and more fun) to research a topic that relates directly to local or state histories. Available resources may include: historical sites, historical societies, museums, archives, colleges/universities, and personal interviews of community members.

What is Analysis?

Synthesizing your own conclusions based upon the available sources.

The critical reading of sources and understanding of their context can enhance student analysis. When approaching sources, students should consider following:

When were they produced?

Who produced them?

Where were they produced?

And, for what purpose?

What biases does the author have?

What is the perspective of the source? How should I handle conflicting evidence?

Understanding Sources and Taking Notes

Primary Sources are materials that are directly related to a person, place, or event by time, association or participation. Written material may be in a manuscript or printed form, and include letters, speeches, diaries, newspaper articles, transcripts of oral history interviews, and official records from the time in question. Photographs, paintings, music, artifacts, taped interviews and anything else that provides first-hand accounts are considered primary sources.

Secondary Sources include published books or articles that are based on primary or other secondary sources. Very simply, they are sources created after an event. Secondary sources provide vital historical perspectives and answer the “so what” of a topic.

Occasionally a source can be secondary for one research project but primary for another. It depends on the research topic and as to how the source is used. Students must explain their decision in their annotated bibliography.

Tertiary Sources include sources that are abbreviations of conclusions and facts found in primary and secondary sources. Students usually begin their research with a tertiary source such as almanacs, textbooks, encyclopedias, and even Wikipedia. Tertiary sources provide general background information and lead to further investigation, but should not be main sources of information.

A note on Wikipedia: Wikipedia is a great place to begin learning about a particular topic. Students may consider looking at the references on the bottom of an article for credible leads. Students **should not** include Wikipedia in their bibliography.

Students should read all sources critically and understand the context.

Research and the Importance of Note Taking

As students research their topic, it is essential that they keep notes with proper citations and bibliographical information. Many teachers have found Cornell notes useful. There are many different ways to take notes, including using index cards and typing/copying and pasting “notes” on a computer or tablet. Students participating in groups may want to establish an account on Google Drive to share notes.

Any sort of plagiarism will disqualify a project. The note-taking phase is often where inadvertent plagiarism occurs. At this phase, remind students that plagiarism is taking the work and ideas of others and claiming them as one’s own. Students should have a system to recognize direct quotes, paraphrases, and others’ ideas to avoid inadvertent plagiarism.

All sources should be cited in the Chicago or MLA styles. All projects require citations and an annotated bibliography. Annotations are notes about the usefulness of the source (See page 26 for more information about citations and the annotated bibliography). A good resource for students is Purdue’s Online Writing Lab. 18

Plagiarism Spectrum

(by Plagiarism.org)

1. **Clone:** Completely stealing other’s work.
2. **CTRL-C:** Taking large portions of text without citation.
3. **Find-Replace:** Using main concepts but changing certain terms/words.
4. **Remix:** Paraphrases from various sources with no citation.
5. **Recycle:** Borrowing from previous work without citation.
6. **Hybrid:** Mix of cited passages with non-cited material.
7. **Mashup:** Mixed copies of text from multiple sources.
8. **404 Error:** Citations are to nonexistent or “fudged” sources.
9. **Aggregator:** Proper citations, but no original work.
10. **Re-Tweet:** Proper citations, but paraphrases are closely copied.

Step 4: The Research Process

Resource Appendix

National History Day and the Power of Place: Researching the History of Your State or Community

While serving as a judge at the 2011 Maryland History Day competition in the junior individual exhibits category, I encountered a strangely familiar but unconventionally shaped exhibit. As I approached the table on which the project sat, I quickly recognized that the exhibit was in the form of an obelisk mile marker from the National Road, the first major highway in the United States. Unlike the stationary tri-fold exhibit boards, the obelisk rotated in a full circle, with each of its four sides revealing an element of the exhibit and advancing part of the student's thesis. During the judges' interview, I learned that Isabella Pannone, the Washington Middle School eighth-grader who developed the project—"The Debate over the National Road: The First Road that America Built and the Road that Built America"—chose this topic because she lived along the National Road in Allegany County in western Maryland and was curious about the road's origins.

Isabella explained that the markers that her exhibit modeled dotted the landscape in one-mile intervals along the road that she traveled daily, yet most people in her town gave little thought to the road's historical significance (Figure 1). Her curiosity led her to research the origins of the National Road and its impact on the politics and economy of the young American republic. She visited multiple historic sites and museums to access relevant sources, and she photographed the physical remnants of the road's early history in Allegany County. This student's efforts in diligently researching an institution critical to the economic development of her community and her state earned a special prize for a project on Maryland



Figure 1. Originally constructed in the early nineteenth century as part of the National Road, from Cumberland, Maryland to Wheeling, Virginia, this milestone marks the distance to both ends of the nation's first highway, as well as to nearby Frostburg, Maryland. Working as a National History Day judge, the author was impressed by a student's project on a western Maryland milestone, which illustrated the value of studying U.S. history through a local or regional lens, as well as the benefits of visiting local archives and museums to enhance research possibilities. (Courtesy of Christopher Busta-Peck; Photograph by Christopher Busta-Peck)

role in supporting National History Day and working with teachers and students who choose to explore topics of state and local history using resources at MdHS. In this article, by sharing my experiences

history at the state competition. Upon returning to Allegany County with prize in hand, she received an additional honor from the staff at the Queen City Transportation Museum, who asked to exhibit her project in the museum's gallery (1).

Each year, hundreds of thousands of secondary students (grades six through twelve) from across the United States participate in National History Day (NHD), a competition in which students, working individually or in small groups develop a research project on a topic of their choice that relates to a designated overarching theme. Students can choose from several interpretive media to present their research and thesis statements: papers, exhibits, documentaries, websites, and living history performances. Any topic from the dawn of human history to the twenty-first century is fair game, assuming the participant can frame it within the annual theme. When choosing a research topic, some participants, like the Allegany middle schooler I encountered at Maryland History Day, look to familiar landscapes, historic sites, and cultural institutions for inspiration, and explore the history of their state or community.

As an educator and archivist at the Maryland Historical Society (MdHS), I interpret Maryland's rich history and work to connect the public to the objects, documents, and historic sites that represent the state's past. One of my principal constituencies is secondary students and social studies teachers. I especially enjoy my

connecting NHD participants to local and regional resources at MdHS, I hope to encourage teachers and public historians to engage students in the study of state and local history and to investigate national or global events through a regional or local lens. This approach can provide students with valuable research experiences that they otherwise may not have if their topic limits them to published or Web-based sources. Students investigating elements of their state or community's history often have the opportunity to work with physical archival collections at research institutions, engage in fieldwork or exploration at historic sites, and conduct oral history interviews with community members. These experiences complement and enhance research in digital archives and conventional libraries while exposing students to a greater diversity of sources and perspectives as well as fostering relationships with community members.

The Power of the Archive

My primary responsibility at MdHS is managing the Student Research Center for History, a manuscript reading room designated specifically for secondary students. The center provides them with the rare opportunity to engage in the historian's craft by working with original primary sources from the society's archival collections. Program offerings include group and individual research sessions and primary source workshops that simultaneously develop students' content knowledge, strengthen their analytical and critical readings skills, and introduce them to historical research methods. I serve as a bridge between the K–12 community and the state's treasured documentary heritage, and therefore am uniquely positioned to support teachers seeking to transcend online research and students searching for primary sources relevant to their NHD projects.

Educational theorists have long touted the importance of culturally relevant pedagogy and the need to ensure that academic content, skills, and processes are socially applicable and meaningful to students' lives beyond the classroom (2). History ceases to be merely a collection of abstract facts when students can associate historical trends or epochal events with physical structures, institutions, streetscapes and landscapes, place names, and individuals within their communities—hence the power of place. With the help of archivists and other public historians, students and teachers can utilize the local and regional resources in identifying NHD topics and can enrich their research experience by visiting museums and archives within their communities.

Over the course of the last decade, the Library of Congress, the National Archives, the Smithsonian, and hundreds of smaller institutions have digitized tens of millions of individual items. They have created extensive online archives of the documents and objects that convey our national heritage to even the most remote audiences. Digital surrogates have forever transformed history education by allowing students and teachers to easily access primary sources that support national and local educational standards and give voice to diverse historical actors. These institutions have fully embraced their K–12 educational mission and offer resources, guides, video tutorials, and digitized primary source sets geared specifically to students seeking research support for their National History Day projects. With a computer and Internet access, NHD researchers can read scanned pages from rare slave narratives, view video footage of civil rights protests, and zoom in for a thread-level analysis of the original flag that inspired the “Star Spangled Banner.”

While digital archives have greatly enhanced history education and democratized historical research, teachers may also choose to explore the potential of local history topics and consider the powerful experience of engaging students in archival research and fieldwork with the support of state and community institutions. Visiting a special

collections reading room is experiential learning that cannot be replicated in the virtual world, regardless of the sophistication or depth of digital archives. In most cases, an institution's digital collections are a mere fraction of the physical sources in its archival holdings. For instance, a student researching the civil rights movement in Maryland in the MdHS's digital archives will find several dramatic images of activists picketing outside of Baltimore's Ford's Theater. However, the researcher can supplement these images by accessing dozens of other photographs of the event and oral history interviews with participants, available in physical form at the MdHS's library and archives.

When students engage in archival research, they acquire skills and knowledge that are applicable in both higher education and the workplace: navigating a library's online catalog and collections databases; articulating their project's purposes, needs, and research questions to archivists and librarians; exhibiting proper reading room etiquette; and sifting through often imposing manuscript collections in search of relevant information. Knowing where to locate sources and how to access them greatly expands the research potential of a project and allows the researcher to consider other questions, explore new angles, and include a greater diversity of perspectives, thus strengthening the final product (3).

Furthermore, the tactile experience of handling archival material excites and motivates students and imbues them with a sense that their research is authentic, original, and meaningful. From my experience working with NHD researchers, students are energized by the sense of discovery in scouring a document case of personal papers and elated upon encountering a source that speaks directly to their research question. Leah Renzi, a Baltimore County Public Schools social studies teacher who brought her eighth-grade students to MdHS to research their NHD projects, reflects, “I think students feel like they are being treated as serious students when they are invited to research at archives and historic sites. . . . The impression I get is that they think going to these places adds credibility to their studies. And it does” (4). Since most NHD participants across the nation cannot easily visit the Library of Congress, the Smithsonian Institution, or the National Archives and Record Administration's repositories, their best chance to have an archival research experience, as Leah Renzi's students enjoyed, is to embrace a local or state history topic or to consider the local dimensions of a global or national theme.

Informed and enthusiastic public historians—librarians, archivists, curators, site managers, and educators—are the stewards of local history and thus a critical bridge between students and sources. Students who conduct archival research and seek assistance from librarians and archivists will discover new directions for their research and survey a greater diversity of sources than if they relied solely upon digital archives, thus leading to a deeper, more nuanced and authoritative understanding of their topic. Norah Worthington, a theater production teacher in Baltimore who has collaborated with MdHS educators and archivists on several local history projects, stresses that public historians are facilitators in connecting students to sources in meaningful ways. When asked why she chooses to include archival research sessions in these projects rather than relying upon digitized collections or published sources, she explained, “[A]t MdHS, we are working with knowledgeable guides who can put documents, pictures, and objects in context. They can point us toward the detail that unlocks an object's significance” (5).

Consider the example of Natalie Williams, a seventh-grade student at Centreville Middle School, who scheduled a research visit to MdHS's Student Research Center for History in the hopes of locating additional primary sources for her NHD project on Quaker abolitionism. When she arrived, she had a sense of Quakers' theological perspective and moral rationale for opposing slavery, and a general idea of where and

when Quaker abolitionists were most active. She was unaware, however, that Quaker abolitionists had an active presence in the slave state of Maryland. During her research visit, she examined rare books and pamphlets published by abolitionists and read a hand-written antislavery essay by John Needles, a Baltimore Quaker. Needles's pamphlet described in graphic detail the importation and auction of slaves upon arrival in the West Indies and praised "The large and ever increasing number of those who, from motives of humanity, have agreed to reject the products of West Indian Slavery" (6).

In addition to his abolitionist activities, Needles was a prominent cabinetmaker, well known for his artisanship and patronized by Baltimore's well-to-do (Figure 2). At the time of the student's visit, MdHS was displaying examples of Needles's furniture. The student was able to photograph the furniture exhibit and include the images as visual evidence in her project. By choosing to pursue a local angle on her subject and engaging in archival research, she greatly enhanced her project with sources, both artifacts and written documents, unique to MdHS. She also discovered a way to focus and personalize her research by exploring the perspectives and actions of a specific Quaker abolitionist. She ultimately qualified for the state competition, where she received a special prize for researching a historical topic that addressed an ethical issue.



Figure 2. This mahogany (with poplar and maple) work table was built c. 1825 by Quaker John Needles, a prominent Baltimore cabinetmaker. A photograph of the table formed part of the National History Day exhibit of a Baltimore-area seventh-grader, who visited the Maryland Historical Society (MdHS) archives, in search of information on Quaker abolitionism. She was pleasantly surprised to find a local connection to the topic through Needles, who was also an abolitionist, and took advantage of an exhibit of his furniture to add a visual dimension to her project. Her experience points to the value of local and regional brick-and-mortar archives to student NHD projects. (Courtesy of Maryland Historical Society)

Community Connections

The value of working with local archives goes beyond the benefits for an individual student. Students and teachers also establish community connections when they collaborate with archivists, preservationists, and museum educators to research NHD projects. When working with public historians to utilize archival or museum collections or to investigate historic sites, students are exposed to the challenges of preserving the documents, objects, and physical spaces that represent our cultural heritage. Protecting this heritage is a civic responsibility, and stewardship of cultural assets is contingent upon community awareness and involvement. Students who learn the cultural importance of caring for historic places and collections through NHD research may be more likely to be advocates for and stewards of community and state history.

When I first judged at the NHD competition in College Park, Maryland, my team of judges encountered a group of high school students who had created an exhibit about a threatened historic site in their community. Not only did their diligent research result in qualifying for the national competition, but they managed to raise community awareness about the historical significance of the threatened structure. They used their NHD research to become forceful advocates for the site and ultimately worked with local preservationists and elected officials to ensure its preservation. For these students, NHD was an opportunity to develop both research skills and a greater knowledge of the civic processes of preservation. Thanks to the generous support of preservation organizations, some states, including Maryland, offer special prizes at the state competition for projects that address a topic in historic preservation, an additional incentive for exploring the preservation needs of one's state or community (7).

Oral History

Conducting oral history interviews is another avenue for fostering community connections when researching local topics or localizing a national or global theme. Many state and local history museums and archives have extensive oral history collections that cover a wide range of topics in twentieth and twenty-first century history. Oral histories are excellent primary sources for NHD projects because they are often accessible and compelling for students. Such sources present the voices and perspectives of ordinary people from a diversity of backgrounds. Oral history collections provide perspectives and document experiences from populations that may be underrepresented in manuscript collections and therefore can be a critical resource for many research projects. The Maryland Historical Society's McKeldin-Jackson Project (1969–1977) is comprised of ninety-two oral histories about the civil rights movement. It centers on the lives of Baltimore mayor and Maryland governor Theodore McKeldin, a white moderate Republican considered sympathetic to the civil rights movement, and Lillie May Jackson, an African American Baltimore resident who served a thirty-five-year tenure as president of the city's NAACP branch. The collection offers a particularly rich and diverse spectrum of perspectives and includes interviews with high-profile political figures and local grassroots activists. These oral histories attract scholars from around the world and are particularly popular among secondary students and teachers engaged in research projects on civil rights activism and African American life in Baltimore (8).

Some students, however, are motivated to go beyond drawing on existing interviews and become investigators in their own right. They choose to conduct an oral history interview with community members who can provide firsthand insight on particular topics. Many teachers engage their students in oral history projects, since such undertakings require deep research, a variety of methods, and interpersonal communication skills. In conducting an interview, students become cognizant that historical events and trends influenced their communities

and, conversely, that ordinary people from their states or communities shaped history through a variety of individual and collective actions. As websites and documentaries increase in popularity as vehicles for NHD projects, audio and video excerpts of oral histories can serve as powerful interpretive devices. In addition, students who conduct oral history interviews demonstrate to NHD judges the variety of historical research methods they utilized in developing their projects.

While oral histories can provide fruitful results, this research method can also pose challenges for both students and teachers. A strong interview that complements documentary research and supports a thesis requires significant preparation. In addition to carrying out research on their topics, students must become familiar with their interviewees' personal backgrounds and life experiences. This often requires pre-interview conversations that at once apprise the interviewee of the project and the student interviewer's objectives (transparency and honesty are essential for professional ethics in the field of oral history) and elicit relevant details about the interviewee's life experience. Oral historian Donald Ritchie estimates that interviewers, on average, complete about ten hours of preparatory research for every one hour of interviewing.

Research on each individual interviewee allows students to develop stronger questions, and the success of an oral history interview is dependent upon the quality of the questions asked. Teachers may have to review and assist in refining multiple drafts of questions to ensure that the students will accomplish their objectives while being sensitive and empathetic toward the interviewee. Those who are willing to invest the time in advance preparation and who seek out willing candidates for interviews often reap the rewards of creating a unique and new primary source, deeply personal and telling, to utilize in their projects. Furthermore, many local and state historical institutions encourage students to donate recordings of oral history interviews. Thus, students become preservationists by literally creating a new primary source that documents state or local history and is available in perpetuity for future researchers (9).

Overcoming Research Obstacles

Although researching a topic of local or state history can be exceedingly rewarding for NHD participants, such an approach presents numerous challenges. Overcoming them requires an engaged and responsive public history community that utilizes its knowledge and talents to support NHD researchers. Many teachers and students may be unaware of the research potential within their communities and the resources available to them. In choosing a research topic, many participants naturally gravitate toward themes with which they are familiar—the individuals and events that their American and world history textbooks chronicle. Early each fall, the Maryland Historical Society, among other state museums and archives, widely distributes a list of state and local history topics that relate to the annual NHD theme and that are supported by its archival and museum collections (10). Thus, teachers are aware of potential topics that they can promote to their students and the available resources for investigating these topics.

Locating sufficient sources, both primary and secondary, also can be problematic and frustrating for young researchers. Archivists should fully embrace their role as educators and be prepared to train NHD participants in searching for and identifying relevant collections, analyzing raw archival material that can often be abstract or opaque for even the most astute young scholars, and helping students consider the historical context in which sources originated (11). Many historical societies, museums, and public libraries offer workshops on historical research methods for NHD participants and host research sessions in which trained researchers assist students in locating and analyzing primary sources.



Figure 3. After the Civil War, the Chesapeake Bay experienced an oyster boom. In this 1912 photo, “dredgers” catch oysters with large nets or “dredges,” as opposed to “tongers,” men in smaller boats and shallow waters who used a rake-like instrument or “tong” to harvest a smaller crop of oysters. Competition between these two groups, as well as between Virginia and Maryland oystermen, led to ongoing violent conflict on the Chesapeake known as the “Oyster Wars,” an example of a regional topic that offers rich potential for student archival research. (Courtesy of Maryland Historical Society)

Throughout the 2011–12 school year, educators at MdHS assisted numerous NHD participants who chose to study a local or regional history topic from MdHS's list of suggestions. Although these topics may be fascinating to students who recognize the relevance of these events to their communities, public libraries and online databases and archives offer few sources to support the deep research required for NHD projects. For instance, eighth-grader Justin Frankle chose to study the Chesapeake Bay oyster wars (Figure 3), but struggled to locate sufficient primary sources in the conventional venues before scheduling a research visit to MdHS, where he received one-on-one assistance from an educator-archivist. He was able to examine a local lawyer's scrapbook as well as correspondence between the governors of Virginia and Maryland. By interacting with an informed archivist, Justin ultimately obtained access to rich primary sources and developed a more sophisticated and broader knowledge of his topic (12).

Conclusion

Working with community members, whether public historians or oral history interviewees, to research the wealth of local and regional history can be a rewarding experience for NHD participants. To provide students with these opportunities, however, teachers and public historians must enter into dialogue about how to support students who choose this often challenging task. Historical societies, museums, and archives throughout the nation have become leaders in promoting NHD, developing and distributing resources, and providing educational workshops to orient students, teachers, and parents on the research process. Public historians and teachers can enrich these

partnerships by introducing students to potential topics and facilitating onsite research sessions, whether in the reading room of an archive or in the field at a historic site. Not only are these experiences memorable and potentially transformative, they tighten the bonds between various groups within the community, immerse students in experiential learning, and instill in them a greater appreciation for historic stewardship and an understanding of the policies and professions that preserve local and state historic treasures. □

Endnotes

1. Maryland Humanities Council, "Maryland History Day Winners," <http://www.mdhc.org/files/resources/2011mhdadvancers-special-prizes.pdf>; "History marker," *Cumberland Times News*, May 9, 2011, <http://times-news.com/local/8364971055/History-marker>.
2. Vito Perrone, *A Letter to Teachers* (San Francisco: Jossey Bass, 1991). Perrone advocates using local sources to ensure that the curriculum is relevant to students' lives beyond the classroom. See also Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy," *American Educational Research Journal* 32 (September 1995): 465–91.
3. Julia Hendry, "Primary Sources in K–12 Education: Opportunities for Archives," *The American Archivist* 70 (2007): 114–29; Marcus C. Robyns, "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," *The American Archivist* 64 (2001): 363–84.
4. Leah Renzi, interview by author, email correspondence, January 2012.
5. Norah Worthington, interview by author, email correspondence, December 2011.
6. John Needles, "Slavery and the Slave Trade," n.d., Vertical File, Maryland Historical Society.
7. Maryland Humanities Council, "Special Prizes," <http://www.mdhc.org/programs/maryland-history-day/contest/special-prizes/>. The Maryland Historical Trust awards a junior and senior division prize to students with "projects that successfully recognize and encourage the protection, use and appreciation of Maryland's diverse history."
8. McKeldin-Jackson Project, 1969–1977, Maryland Historical Society, <http://www.mdhs.org/library/projects-partnerships/mckeldin-jackson-project>.
9. Donald Ritchie, *Doing Oral History: A Practical Guide* (New York: Oxford University Press, 2003).
10. State historical societies throughout the U. S. provide a wealth of online resources for NHD participants, including lists of state-specific topics. The Maryland Humanities Council's website hosts the Maryland Historical Society's list of state and local topics, <http://www.mdhc.org/files/resources/mdhsmarylandtopics2012.pdf>. Some notable examples that I encountered in my research include the Ohio Historical Society, <http://www.ohiohistory.org/historyday/pdf/ohiotopics.pdf>; the Vermont Historical Society, <http://vermonthistory.org/images/stories/history-day/2012/vt%20theme%20sheet%202012%20web%20site.pdf>; the Tennessee Historical Society, <http://www.tennesseehistory.org/images/uploads/Tennessee%20Topics%20for%20Revolution,%20Reaction,%20Reform.pdf>; and the Wisconsin Historical Society, http://www.wisconsinhistory.org/teachers/historyday/documents/witopics_2012.pdf.
11. Society of American Archivists, *National History Day Archives Toolkit*, 2011, <http://www2.archivists.org/groups/reference-access-and-outreach-section/national-history-day-committee>. The National History Day Committee of the Society of American Archivists (SAA) developed a useful toolkit for NHD participants and supporters. The SAA established the website after research revealed a need for "enhanced understanding and cooperation between archivists, K–12 teachers, and NHD coordinators in disseminating information about NHD and teaching the use of primary sources." Their work could serve as a model for local, state, and university archives and museums seeking to increase their support of parents, teachers, and students engaged in NHD projects. See also Hendry, "Primary Sources in K–12 Education," which promotes a role for archivists in supporting K–12 history education through authentic research experiences for students that promote historical thinking, critical analysis, and research methods.
12. For a social history of the Chesapeake oyster industry, see John Wennersten, *The Oyster Wars of Chesapeake Bay* (Centreville: Tidewater Publishers, 1981). For a lesson plan and educational resources, see Chesapeake Bay Maritime Museum, "Oyster Wars!!": <http://www.cbmm.org/pdf/Oystering%20Curriculum6-10.pdf>.

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Practice Identifying Primary and Secondary Sources (Courtesy of Louisiana History Day)

Place a check next to all the primary sources:

Check	Source
	<i>The Diary of Anne Frank</i>
	Newspaper Article: "Commemorating 50 Years of <i>Brown v. Board</i> and School Integration"
	Interview with David McCullough, one of today's leading scholars on the American Revolution
	Television mini-series about Abraham Lincoln's life
	December 8, 1941 newspaper headlines about the bombing of Pearl Harbor
	<i>American Anthem</i> , an American history textbook
	A letter written by your grandmother to your grandfather before they were married
	A lecture given by your teacher about the Great Depression
	An 1885 map of New Orleans
	A picture taken of the opening of the Superdome in 1975
	Instructions on how to play baseball from 1893
	Martin Luther King Jr.'s "Letter from a Birmingham Jail" written while he was jailed in Birmingham, AL
	<i>Susan B. Anthony: A Biography of a Singular Feminist</i>

Check	Source
	September 12, 2001 article about the terrorist attacks in New York and Washington D.C. on September 11th
	
	The Declaration of Independence
	A 2009 magazine article about guns used in World War I
	The movie <i>Malcolm X</i>
	<i>The Autobiography of Malcolm X</i>
	Executive Order 9066 issued by Franklin D. Roosevelt
	Video of a Kamikaze attack on U.S. ships in the Pacific during World War II
	A college professor's lecture on the War of 1812
	Transcript of a debate between Stephen Douglas and Abraham Lincoln
	1978 poster for the movie <i>Star Wars</i>
	<i>Great Minds of American History</i> : A collection of 5 DVDs containing documentaries and commentary on events in American history
	A writing desk from 1792
	Recordings of conversations held in the White House

Verification, Integrity

Using the source you brought to class today, write a paragraph why this is a credible source. While writing, consider the following questions:

1. What information do you have that makes this a credible source?

2. What information has the author given that you can trust?

3. What information have you read in other sources that match?

4. How do you use the bibliography to your benefit?

Using the source you brought in today, find 3-5 more sources using the bibliography

1. _____
2. _____
3. _____
4. _____
5. _____

Research Process: Verifying the Integrity of Sources

Verifying sources and selecting credible ones can be challenging, especially in terms of online sources. For the most part, the most reliable online sources are from sites that end in .org, .edu, .gov. There are, of course exceptions for each of these.

Pick a site from a Google search related to your topic and answer the following questions.

What is the URL ending?

Can you tell who created this site? If so, who?

Is this site affiliated with a reliable institution? If so, what institution?

Does the site look professionally designed and managed?

Does the site list an author and date of publication?

Does the article or piece in question cite the information it uses?

Can you discern any noticeable bias right away? If so, is this still a reliable piece of information in that it demonstrates a particular perspective?

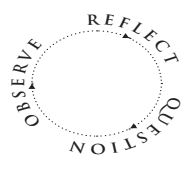
Finally, based on this evaluation, is this source reliable?

Primary Documents

(Courtesy of Minnesota History Day)

1. Who wrote the document? Who is the document about?
2. What is the purpose of this document?
3. When was the document written? Is the document also referring to another time period?
4. Where is this document most pertinent to? What country is it from? What state/city/government is it from?
5. Why was this document written?
6. What makes this document unique?
7. What kind of language is being used?
8. What are the expectations of the author?
9. What is the intended audience of the document?

PRIMARY SOURCE ANALYSIS TOOL



Research Process: Evaluating Sources

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

After a preliminary evaluation of the source, answer the following questions:

1. Who created the source? What is the source about?
2. What is the purpose of the source?
3. When was the source created? Is the source also referring to another time period?
4. Where is this source most pertinent to? What country is it from? What entity produced or sponsored it?
5. Why was this source created?
6. What makes this source unique?
7. What kind of language is used (if applicable)?
8. What are the expectations of the author/creator?
9. Who is the intended audience of this source?
10. What additional information is important about this source?

Organizing Your Information: Documentaries (Courtesy of Minnesota History Day)




The most important element of a documentary is a great script. Remember that **sound should always drive the visual images**. In order to organize your documentary, consider the following:

Segment your information. You are telling a story, so you want to make sure that you have a clear and distinct

- *Introduction:* Make sure people understand where and when this is happening and include your thesis.
- *Background Information:* What will people need to understand your main argument and the importance of your topic?
- *Main Argument:* Fully explain your topic and argument
- *Conclusion:* Address the impact your topic has had in history and sum up its importance

Write Your Script First: Trying to put images together first often results in disaster and despair. If you know where you are going with your project, it is much easier to find images that fit your ideas than ideas to fit your images. Use a storyboard to add images that fit later on. It is likely that you will need between 60-75 images total.

Example of a Storyboard:

Script	Image
<p>During the Great Depression the Wagner Act created the National Labor Relations Board or NLRB, a federal agency. The goal of the Act was to allow workers greater rights, including the right to create labor unions.</p>	
<p>Many unions were soon formed and workers struck for better wages throughout the nation.</p>	
<p>However, the Act created controversy as some felt it worsened the Depression. It also created conflict between the two major union organizations.</p>	

Primary Documents

(Courtesy of Minnesota History Day)

1. Who wrote the document? Who is the document about?
2. What is the purpose of this document?
3. When was the document written? Is the document also referring to another time period?
4. Where is this document most pertinent to? What country is it from? What state/city/government is it from?
5. Why was this document written?
6. What makes this document unique?
7. What kind of language is being used?
8. What are the expectations of the author?
9. What is the intended audience of the document?

Researching from Internet Sources

The internet is an amazing research tool. A wealth of information is available at one's fingertips. However, a great deal of caution must be used when searching for sources on the internet. Remember these tips:

- **Google is not a source.** Search engines such as Google or Yahoo! Are just that—resources to help you locate and navigate to a particular source. Do not reference the search engine as the source. Rather, give the name of the source to which you were led. Check out Google Scholar. It is a search engine that focuses on reliable sources and academic literature.
- **Wikipedia should not be used for NHD research.** Because Wikipedia can be adapted or changed by any user, it is not a reliable source. Its use is frowned upon by judges at NHD, and should be avoided.
- **Seek sites that are administered by experts.** Museum sites, archives, university sites, etc. are more likely to have reliable information because the credibility of the organization is at stake. Mrs. Brown's 7th grade class project web page is decidedly less reliable. Consider the source.
- **Keep good records of the sites you use.** Your annotated bibliography requires you to include information about the site, including the author or organization, the date the website was created or updated, the date you accessed the information, and the web address. Sometimes returning to the page you have used can be difficult, so keep records.

The following information is from an article written by Robert Harris, which is recommended by www.nhd.org

Excerpt from: Evaluating Internet Research Sources

The CARS Checklist

The CARS Checklist (Credibility, Accuracy, Reasonableness, Support) is designed for ease of learning and use. Few sources will meet every criterion in the list, and even those that do may not possess the highest level of quality possible. But if you learn to use the criteria in this list, you will be much more likely to separate the high quality information from the poor quality information.

Summary of The CARS Checklist for Research Source Evaluation

(<http://www.virtualsalt.com/evalu8it.htm>)

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.
Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

The Cornell Note-taking System

<p>2 1/2"</p> <p>←-----→</p> <p>Cue Column</p>	<p>6"</p> <p>←-----→</p> <p>Notetaking Column</p> <ol style="list-style-type: none"> Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences. Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?" Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.
<p>↑</p> <p>2"</p> <p>↓</p>	<p>Summary</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>

Title:

Main Points:

Notes:

Summary:

Interview Script for National History Day

Before you begin, make sure you are prepared.

1. Set up camera/phone or any other recording device if you are using it.
2. Have your questions and 'w' facts, as well as a writing utensil
3. Remember to make eye contact and allow your guest time to talk between questions.
4. Ask follow up questions on anything you don't understand or are wondering about.

Greet your guest and introduce yourself. Show them to their table and introduce everyone in your group. Thank them for their time.

Release/Address: Ask your guest to fill in the document with their name and address. If you will be recording, ask them to sign the release.

Do not ask questions you already know the answer to unless you are introducing your expert and the subject of your interview.

Conduct your interview.

Take turns asking questions if there is more than one of you.

Remember to ask follow up questions.

Ask about anything you don't understand completely.

Allow your guest time to answer.

Done?

Thank your guest.

Help them with their coat or anything they may have brought with them.

Walk them to the front door; shake their hand.

Return to the team area and help clean up, upload your video, and put your notes in your Social Studies notebook.

Return the address/release!! Save your questions/notes!

Interview Record and Release

Expert Interview Information

Name _____

Address _____

City _____ Zip Code _____

Phone _____ Email _____

Permission Slip

I give my permission for _____ (student interviewer) to use my
taped/recorded interview as part of a National History Day project. I release all claims and rights to this tape.

_____ (interview subject signature) Date _____

Interview Record and Release

Expert Interview Information

Name _____

Address _____

City _____ Zip Code _____

Phone _____ Email _____

Permission Slip

I give my permission for _____ (student interviewer) to use my
taped/recorded interview as part of a National History Day project. I release all claims and rights to this tape.

_____ (interview subject signature) Date _____

Step #5 Outlining Your Argument

After students have selected a topic, researched primary and secondary sources, and analyzed the data, they should create a workable outline of their argument and evidence. Every project should consist of the following parts:

Introduction

Thesis

A concise statement of the argument linking the topic to the theme.

Topic + Theme + Impact = Thesis

Body – Main Point

Evidence (at least three strong, complex examples)
The evidence and analysis should “prove” the thesis.

Analysis of evidence: Discuss the context
Connect it to the topic.

Explain why this connection matters and is important in history.

Relate the source evidence back to the thesis of the project and justify how the content supports it.

Make certain that everything you include relates clearly to your thesis and helps you to make your case.

Conclusion

Reiterates the main points presented in the thesis and answers the “so what” question, demonstrating short-term and long-term consequences.

Required Written Materials

Title Page (with word counts!)

Process Paper

Annotated Bibliography

(Websites must display the Process Paper and Annotated Bibliography within the site)

When writing,
every
paragraph
should be a
MEAL

M: Main point
of the
paragraph

E: Evidence to
support the
main point

A: Analysis

L: Link back to
main thesis

Key Work Habits of a Successful Project

- Organization
- Time management
- Note taking
- Keeping track of sources
- Avoiding last minute bibliographies

Step 5: Making Sense of Your Research & Outlining Your Argument

Resource Appendix

Rules of Argument

Make your argument convincing!

1. Always state your argument quickly and concisely, as early as possible in the presentation of your project.

Get to the point in the very beginning, if possible. You will help yourself in making an argument if you state your premises early, shortly after telling us what your argument is going to be. Premises are assumption on which your argument is based. In writing history or developing your project, you may assume that some sources are reliable and some are not, and you will base your argument accordingly. You must then explain why you think one source is more reliable than another. Having done so, you can move towards your argument based on the premise of reliability.

2. When you make an assertion essential to your case, provide some examples as evidence.

A general statement is followed by a quotation or some other concrete reference to the evidence that provides support for the assertion. Readers need some reason to believe you. Combining a quotation and a summary of the evidence, for example, helps to make your argument credible because you've given specific evidence.

3. Always give the fairest possible treatment to those against whom you may be arguing.

Never distort the work of someone who disagrees with your position. Such distortions are cowardly and unfair, and if you are found out, your audience will reject you and your work, the good part along with the bad. Treat your adversaries as erring friends, not as foes to be slain, and you will always be more convincing to the audience who expect fair and benign arguments. The most effective scholarly arguments are carried on courteously and without bitterness or anger.

4. Always admit weakness in your argument and acknowledge those facts that opponents might raise against your position.

If you deny obvious truths about the subject of your argument, knowledgeable audiences will see what you are doing and will lose confidence in your sense of fairness. Most arguments have a weak point somewhere. Otherwise there would be no argument. If you admit the places where your argument is weak and consider counterarguments fairly, giving your reasons for rejecting them, you will build confidence in your judgments.

Concession is vital in argument. You may concede that some evidence stands against your proposition. But you may then argue either that evidence is not as important or as trustworthy as the evidence you adduce for your point of view. Or you may argue that the contrary evidence has been misinterpreted. In either case you acknowledge that you know about the contrary facts, and you rob your foes of seeming to catch you in ignorance.

5. Stay on the subject throughout the project so your argument is not submerged meaningless detail.

Sometimes we try to throw everything we know into a project as if it were soup and the more ingredients the better. We work hard to gather the information. We find our sources interesting and want our audience to see how much work we have done and how much we know. Projects, then, are padded with much information irrelevant to the topic at hand. Make your argument economical. Do as much as you can in as few words as possible.

Argument Checklist

- Is this subject worth arguing about?
- Have I gathered enough evidence to make an argument?
- Do I represent the views of my opponents in a way they would consider fair?
- Have I developed my argument logically?
- Is my use of evidence accurate?
- Have I tried to prove too much?

Information was taken from: *A Short Guide to Writing About History*
Richard Marius (New York: Longman, 1999).

Constructing Effective Analysis

Connect, Explain, Relate

QUALITY ANALYSIS...

Connects the topic and the source evidence (quotes, paraphrases, political cartoons, pictures, articles, essays etc.)

Explains why this connection matters between the topic and source evidence matters.
Demonstrates and explains the historical significance of the evidence.

Relates back to the thesis of the project, thus effectively proving and supporting it.

Incorporating Analysis

Excerpted from *Pivotal Politics - The Marshall Plan: A Turning Point in Foreign Aid and the Struggle for Democracy*

By Alexander Weissman, 2013 National Junior Paper Gold Medalist

In 1947, post-World War II (WWII) Europe saw the growing threat of communism and declining economies. This economic and political environment caused President Harry Truman and Secretary of State George Marshall to devise the European Recovery Plan, or ERP. The ERP was an economic stimulus program that injected over \$13 billion into the struggling economies of Western Europe.

This program, now referred to as the “Marshall Plan,” marked a turning point in American foreign policy. It was a reversal from post-World War I (WWI) isolationism and generated long-lasting relations with other nations.

The Marshall Plan was founded on President Woodrow Wilson’s ideas of multilateralismⁱ or international cooperation in economic and diplomatic affairs. Economic prosperity keeps peace throughout the world, and a country with a good economy has little incentive to attack other nations.ⁱⁱ Wilson proposed that reducing tariffs would facilitate peace.ⁱⁱⁱ Since multilateralism places all countries on an equal footing in trade (in contrast to bilateralism, which favors one country over other), it encourages prosperity throughout the world. Countries with strong trading relationships are unlikely to wage war against their partners because it would damage the well-being of their citizens.

However, despite Wilson’s efforts, Congress rejected multilateralism because Great Britain, one of the US’s strongest allies, disapproved. To protect its colonial interests, Britain created the Sterling Bloc—or the Commonwealth—which reduced tariffs on British colonies including South Africa, India, and Australia.^{iv} Britain benefitted immensely from this arrangement, which would have been jeopardized by the US reducing tariffs on other nations as a result of greater competition and decreased profitability.^v Britain’s pressure caused Wilson’s idea of multilateralism to die in a stack of unsigned bills

The highlighted green text is informative information that will inform the thesis.

The thesis, in italics, is not just a statement. Rather, it makes an argument that the body of the paper will support.

The bold text indicates the topic sentence of the paragraph, which in this case connects the Marshall Plan with the concept of multilateralism.

The highlighted blue text indicates cited material from a research source.

The underlined text is analysis, which separates a good project from a great one. In this paragraph, the author *connects* the Marshall Plan to his source evidence regarding multilateralism, and *explains* why multilateralism matters by contrasting it with unilateralism. The analysis *relates* back to the author’s thesis by demonstrating how the Marshall Plan facilitated relations between nations.

In the second paragraph, the topic sentence in bold explains why other multilateral agreements failed.

The highlighted blue, once again, is paraphrased, cited source material.

The analysis in this paragraph *connects* the failure of multilateralism to the source evidence regarding the relationship between Great Britain and the US, *explains* why the relationship between the two countries affected multilateralism. The analysis also *relates* to the author’s thesis by demonstrating that the Marshall Plan truly was a turning point in American foreign policy.

Notes

ⁱ Freeland, Richard M., *The Truman Doctrine and the Origins of McCarthyism*, New York: Alfred A. Knopf Inc., 1970, Print.

ⁱⁱ Ibid., p. 15-17.

ⁱⁱⁱ Ibid.

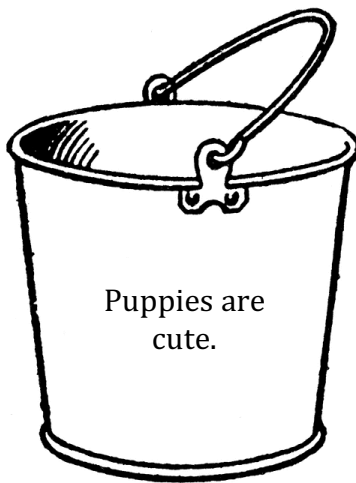
^{iv} Northrup, Cynthia and Turney, Elaine, *Encyclopeia of Tariffs and Trade in US History, Volume I*, West Port, Connecticut: Greenwood Press, 2003, Print.

^v Ibid.

Constructing Argument

Green-Yellow-Red Essay Structure

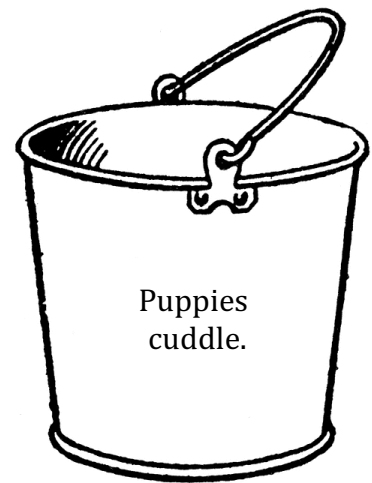
1. Have students construct a preliminary thesis and gather sources.
2. After they have gathered sources, they need to decide how to group them to support their argument using the “bucket method.”
 - It may be useful to start with a simple example before moving on to the students’ History Day topics.
 - For example, a sample thesis statement to scaffold this skill might be: *“Puppies are great.”*
 - Students are then provided pictures of puppies to use as sources—evidence to support their thesis. They will need to use that evidence to determine three reasons why puppies are great.
 - For example: *Puppies are great because...*
 1. They are cute.
 2. They play with toys.
 3. They cuddle.
 - They then need to sort through the puppy photos and decide which photos support each of their three reasons and place them into “buckets.” You may choose to use real buckets or paper cut-outs, or any other visual to demonstrate the “bucket method.”



Bucket #1



Bucket #2



Bucket #3

3. After sorting their sources, students will write “**MEAL Paragraphs**” using the Green-Yellow-Red Method.
 - MEAL Paragraphs:
 - **M: Main Point** of the paragraph
 - **E: Evidence** to support the main point, i.e. the photos sorted into buckets
 - **A: Analysis** to explain the evidence and how the different pieces of evidence work together.
 - **L: Link** back to main thesis

- Students will write sentences on colored strips of paper in Green, Yellow, and Red, following this format:
 - Green: Go! This is your topic sentence, your **MAIN POINT**. What is this paragraph about?
 - Yellow: Slow down! Provide **EVIDENCE** and **ANALYSIS** to support your main point.
 - Red: Stop! Before you move onto the next paragraph, **LINK** back to your main thesis!
- Repeat for each paragraph; the introductory and conclusion paragraph will still use the Green-Yellow-Red method, though slightly modified.

EXAMPLE:

Introductory Paragraph

GREEN: The **MAIN POINT** of your essay: Puppies.

YELLOW: Context: General info about puppies.

RED: Thesis Statement: Puppies are great.

Body Paragraph #1

GREEN: **MAIN POINT:** Puppies are great because they are cute.

YELLOW #1: **EVIDENCE** from Bucket #1

YELLOW #2: **ANALYSIS** about how all the sources from Bucket #1 work together to demonstrate that puppies are cute.

RED: **LINK** back to the main thesis: Puppies are great.

Body Paragraph #2

GREEN: **MAIN POINT:** Puppies are great because they play with toys.

YELLOW #1: **EVIDENCE** from Bucket #2

YELLOW #2: **ANALYSIS** about how all the sources from Bucket #2 work together to demonstrate that puppies play with toys.

RED: **LINK** back to the main thesis: Puppies are great.

Body Paragraph #3

GREEN: **MAIN POINT:** Puppies are great because they cuddle.

YELLOW #1: **EVIDENCE** from Bucket #3

YELLOW #2: **ANALYSIS** about how all the sources from Bucket #3 work together to demonstrate that puppies cuddle.

RED: **LINK** back to the main thesis: Puppies are great.

Conclusion Paragraph

GREEN: Reiterate the **MAIN POINT** of your essay: Puppies.

YELLOW: Summarize **EVIDENCE** and **ANALYSIS**

RED: **LINK** back to the main thesis: Puppies are great.

4. After completing this example with a simple topic like puppies, students are then ready to do the same thing with their History Day topic and evidence. They can then use their 5 paragraph argumentative essay and construct their poster.

Outline of a Historical Research Project

After you have selected a topic, gather primary and secondary sources, and analyzed your data, you must create your final presentation. Whether you choose to present your project as a paper, exhibit, performance, documentary, or website, you should make certain that it consists of the following parts.

Introduction

Thesis

A concise statement of your argument.

The evidence and analysis should “prove” the thesis.

The thesis should unify the entire presentation.

Main Points

Evidence

Analysis

Why the topic is important in history

Clearly relates topic to the theme

Time and word limits mean you must be selective in choosing what evidence to present. Make certain that everything you include relates clearly to your thesis and helps you to make your case.

Conclusion

Required Written Materials

Title page

Process Paper (*not required for Paper category entries*)

Annotated Bibliography

Remember: Your project must be able to stand on its own. You won’t always be there to translate, explain, or give more information. Be certain to include all of the critical pieces of information in your project itself—don’t “save” them for the interview; make them part of the project!

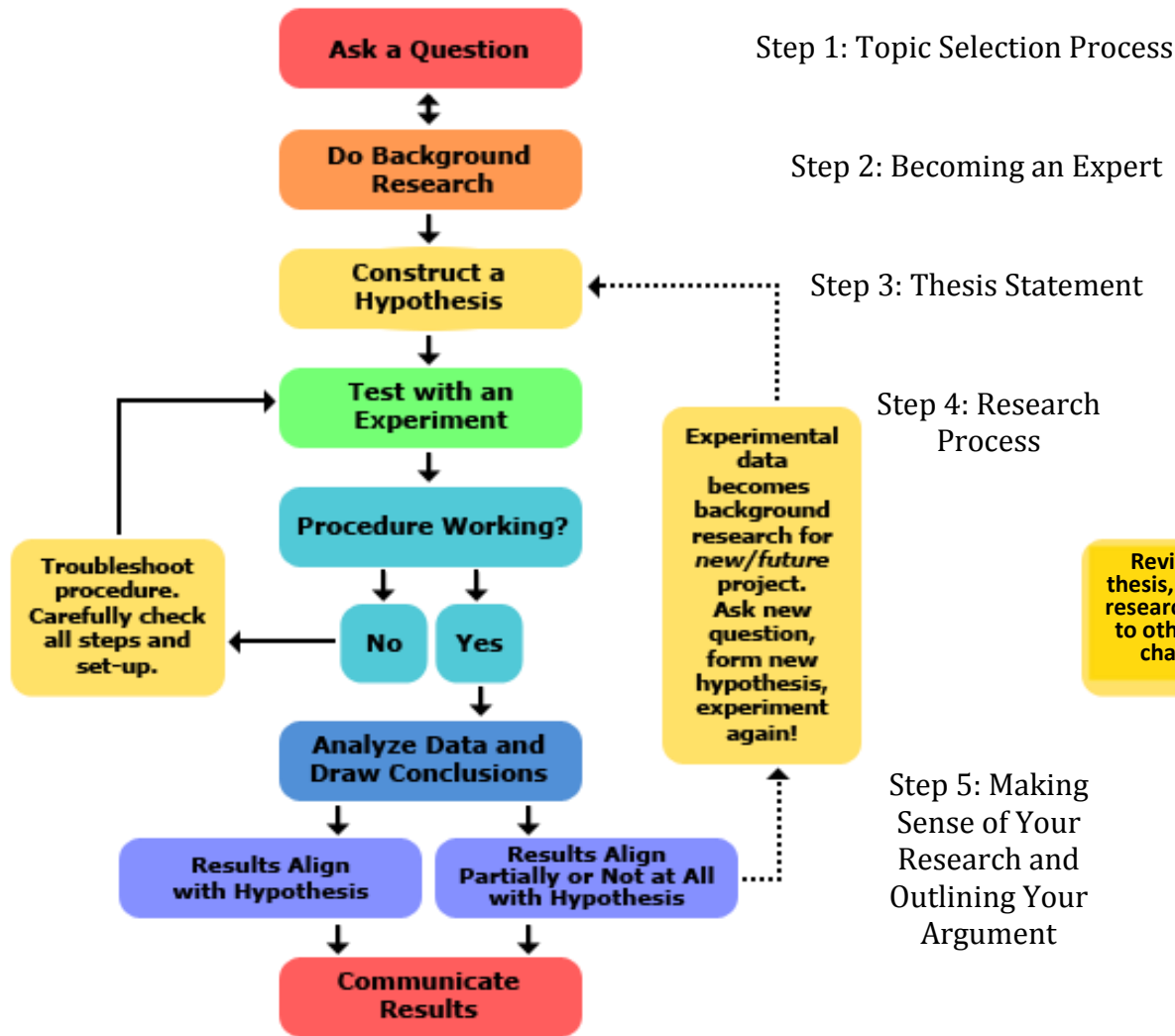
Project Checklist

1. What is my thesis? Is it clearly stated? Does it unify my project?
2. Have I clearly shown how my project relates to the theme?
3. Do I have evidence for my argument? Do I quote, summarize, and paraphrase both primary and secondary sources that support my thesis?
4. Have I placed my topic in historical context?
5. Have I demonstrated the significance of my topic in history?
6. Have I analyzed and interpreted the evidence instead of being content merely to report it?
7. Do I take contrary evidence into account? Have I been fair in my presentation of different points of view? Does my project show that my research and analysis are balanced?
8. Is my project organized effectively? Are the sections put together clearly enough to allow readers to move easily from one to the next without losing track of my argument? Or is there a digression, a jump from one idea to another without adequate preparation?
9. Is my presentation muddled? Is my presentation clear enough to be understood at the first impression?
10. What is the tone of my project? Do I sound emotional or preachy? Do I sound belligerent? Do I sound more certain than I really am?
11. Can my project stand alone for the generally educated audience?
12. Is my presentation economical? Can I eliminate words, phrases, sentences, or whole paragraphs? Is every word necessary if I am to express the meaning I want? Can I make it more direct? Can I cut out irrelevant information?
13. Can I make my presentation more vivid by using the active rather than the passive voice?
14. Do I repeat some words or phrases too often? Can I find other words and phrases to give variety?
15. Have I used clichés, those tired expressions used so often that they have lost all power to be vivid? Have I talked about “the cold, hard facts” or a “bolt from the blue” or the “bottom line” or the “stark reality”? If so—rewrite!
16. Does my project comply with all rules for my category?
 - a. Word, time and size limits
 - b. Process paper with title page obviously displayed, correctly formatted?
 - c. Annotated bibliography divided into primary and secondary sources?
 - d. Turabian or MLA citation style used correctly and consistently?

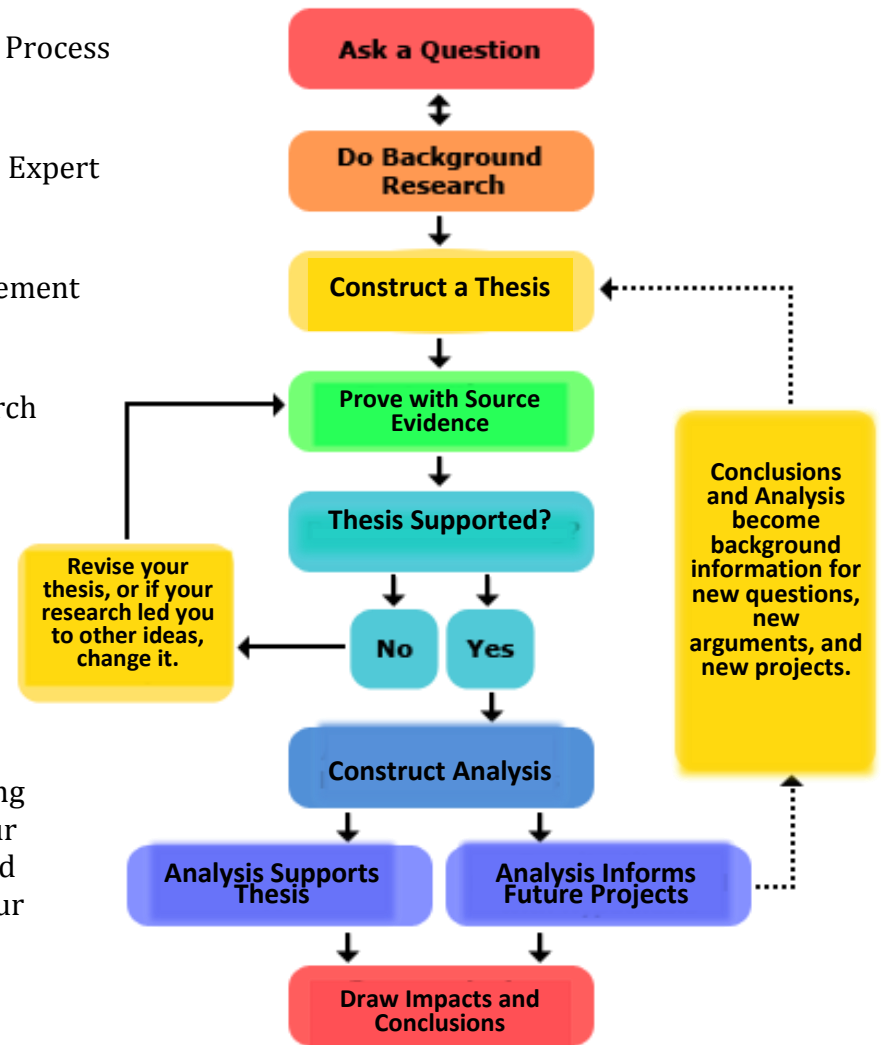
Adapted from: *A Short Guide to Writing About History*
Richard Marius (New York: Longman, 1999).

History as an Experiment

The Scientific Method



The "Historic" Method



Title

Background Information

Give background information about some of the big ideas that lead into your main event. For example:
segregation, World War II, the Great Depression

Thesis

1-3 sentence that argue a main point and includes all or most of the 5 W's, the significance of your topic in history and connect to the theme.

Main Argument

The heart of your project and center of the project.
Focus on the main event, how it happened, who was involved and why. Often times, this is a great place to support relation to the theme.

Impact

Give the short term impact of the main event. What happened in the weeks, months or maybe even years after?

Build Up

More specific information people will need to know to understand your thesis. Include events that directly lead to your main set of events.

"So What?"/Legacy

What is the long term impact? Why do we still talk about this today?
This is a good place to include something about how your topic ties to today.

Project Organization

“Less is More!”
Achieving clarity of text in an exhibit- modified example
(Courtesy Minnesota History Day)

When writing text for an exhibit it is necessary to take complex ideas and explain them in short, clear paragraphs. The paragraph below contains 103 words. In the space provided, try to communicate the most important elements of the paragraph using 40-50 words.

Throughout the 1930s and 40s Jewish doctors faced discrimination at Minneapolis hospitals. They found it virtually impossible to get hired and serve their patients. This situation created a health care problem for the Jews of Minneapolis. Community leaders continued to press for equal employment opportunities for Jewish doctors, but also sought an interim solution to provide needed medical resources. In 1951 Mount Sinai Hospital was constructed near downtown Minneapolis. Mount Sinai provided employment for Jewish doctors who were not allowed to practice in most Minneapolis hospitals. This is an example of a compromise in response to the ongoing prejudice against Jews in Minneapolis. (103 words).

“Less is More!”
Achieving clarity of text in an exhibit- modified example
(Courtesy Minnesota History Day)

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A key example of compromise in response to discrimination was the construction of Mount Sinai Hospital in 1951. Its creation was a successful effort to provide employment for Jewish doctors who were not allowed to practice in most Minneapolis hospitals.* (40 words)

*This text was taken from a Sr. Individual Exhibit entitled, “Restricted: The Struggle Against Anti-Semitism in Minneapolis,” by Hannah Steinberg of South High School in Minneapolis. This exhibit was completed in 1996 when the National History Day theme was, “Conflict and Compromise in History.”

HANDOUT: ORGANIZING YOUR INFORMATION: PERFORMANCES

Writing a script is the essential first step in creating a performance. It will guide how you structure your acting, props, and costumes. Below are some tips for beginning to write your script.

Quick Tips for Writing Scripts:

- **Identify the key information first.** Find the quotes, speeches, characters etc. that you know you must include and work the performance around these.
- **Balance drama with historical evidence.** Using quotes, speeches, or excerpts from sources like newspapers can be an excellent way to incorporate evidence and detail that a great performance requires.
- **Prepare a performance.** Don't prepare an oral report that simply states facts. You need characters to come alive and interact with each other and the audience. Try to engage the audience by asking questions or creating dramatic scenes.
- **Choose the type of voice you want to use.** You can use first person and third person perspectives to tell your story. In some cases you may want to use both to convey your points.
- **Choosing characters.** Select characters that can tell the most in your story. Don't overcomplicate the storyline with too many.
- **Block.** As you write your script, include the actions and placement of your characters.
- **Avoid clutter.** Too many props, costumes, or characters will overwhelm your performance.
- **Length.** Scripts are usually 4-5 pages.
- **Your research is still central.** You want each piece to tie back to your main argument and thesis.
- **Practice, practice, practice.** You won't use your scripts on stage, so make sure to practice your performance.

Name: _____

WORKSHEET: PLANNING YOUR PERFORMANCE

By their very nature, performances are the most creative History Day category. It's impossible to give you a formula for a successful performance. They can take many different formats and will vary based on the number of people, characters, scenarios, and topic. Below are two tools to help you begin brainstorming your performance. Keep in mind that these are not the only successful approaches to the performance category – just a place to get started. Be creative!

DRAFTING YOUR SCRIPT	
What	Key Questions and Elements
Intro (1 minute)	<ul style="list-style-type: none"> Set the scene. Who are you? When is this taking place? Where are you? Introduce your thesis.
Historical Context/ Background (2 minutes)	<ul style="list-style-type: none"> What happened before your topic to influence it? Were there other movements, people, or ideas that influenced it? What events led up to the topic?
Heart of Story (3 minutes)	<ul style="list-style-type: none"> Key events and issues related to your topic.
Short and Long-term Impacts (3 minutes)	<ul style="list-style-type: none"> What are the immediate outcomes of your topic? What has been the long-term significance of your topic in history?
Conclusion/ Wrap-up (1 minute)	<ul style="list-style-type: none"> Reinforce your thesis. Conclude your characters actions.

SCENARIO BRAINSTORM
Brainstorm at least two different scenarios using different characters in each. Which one is the best approach for presenting your ideas?
<p align="center">Scenario 1</p> <p>Character(s) (historical figures, composite characters, narrators): _____</p> <p>Setting: _____</p> <p>Timeframe: _____</p> <p>Describe Scenario: _____ _____ _____ _____ _____</p>
<p align="center">Scenario 2</p> <p>Character(s) (historical figures, composite characters, narrators): _____</p> <p>Setting: _____</p> <p>Timeframe: _____</p> <p>Describe Scenario: _____ _____ _____ _____ _____</p>

What Would Your Character Know?

When selecting characters for your performance, think about what they would or wouldn't know. If your character is Abraham Lincoln, it's impossible for him to know what happened in 1870 because he was assassinated in 1865. Sometimes selecting a different character – maybe someone who wasn't a major player – gives you the chance to take a step back and discuss your topic's significance in history in a different way. Instead of Abraham Lincoln, one of his advisors or aides who lived after his death would give you a more long-term perspective on Lincoln's presidency.

History Day Script Guide: Documentary

Sketch the outline for your documentary using these sections as a guide.

Introduction: Grab the viewers' attention by introducing the conflict, problem, or issue in a dramatic way.

List the main points you want to make in this section	Visuals you will need to illustrate the point

Background: What "big picture" events, issue and ideas are happening in the world/country/state that relate to your topic?

List the main points you want to make in this section	Visuals you will need to illustrate the point

Build-up: What events are happening that directly lead to your main event? Who are the people involved?

List the main points you want to make in this section	Visuals you will need to illustrate the point

Main Event: What happened? Most of your time should focus on this section.

List the main points you want to make in this section	Visuals you will need to illustrate the point

Short Term Impact: How did people react? How did things change immediate afterward? Be specific.

List the main points you want to make in this section	Visuals you will need to illustrate the point

Long Term Impact/Legacy: How is this event/person remembered today? Why? How have things changed over a long period of time?

List the main points you want to make in this section	Visuals you will need to illustrate the point

Organizing Your Information: Documentaries (Courtesy of Minnesota History Day)




The most important element of a documentary is a great script. Remember that **sound should always drive the visual images**. In order to organize your documentary, consider the following:

Segment your information. You are telling a story, so you want to make sure that you have a clear and distinct

- *Introduction:* Make sure people understand where and when this is happening and include your thesis.
- *Background Information:* What will people need to understand your main argument and the importance of your topic?
- *Main Argument:* Fully explain your topic and argument
- *Conclusion:* Address the impact your topic has had in history and sum up its importance

Write Your Script First: Trying to put images together first often results in disaster and despair. If you know where you are going with your project, it is much easier to find images that fit your ideas than ideas to fit your images. Use a storyboard to add images that fit later on. It is likely that you will need between 60-75 images total.

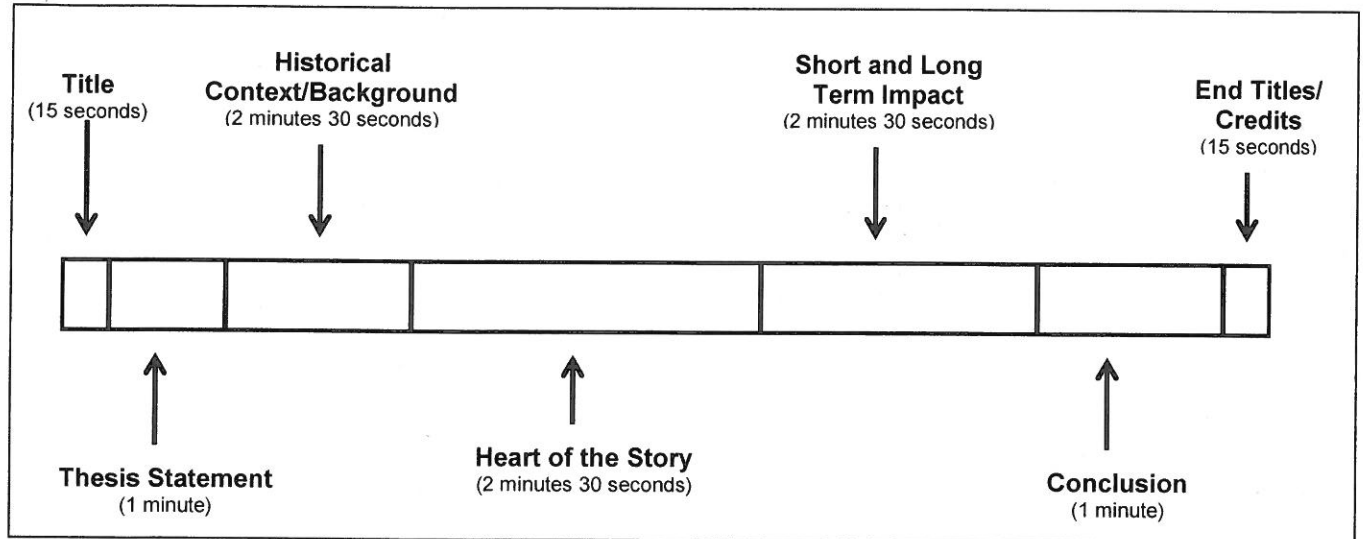
Example of a Storyboard:

Script	Image
<p>During the Great Depression the Wagner Act created the National Labor Relations Board or NLRB, a federal agency. The goal of the Act was to allow workers greater rights, including the right to create labor unions.</p>	
<p>Many unions were soon formed and workers struck for better wages throughout the nation.</p>	
<p>However, the Act created controversy as some felt it worsened the Depression. It also created conflict between the two major union organizations.</p>	

Name: _____

WORKSHEET: DOCUMENTARY PLANNING

It's important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It's also easier for your view to follow along when you have a well-organized documentary. Here are some general ideas about documentary organization. **Remember:** These are just ideas. As long as your project is organized, you can create it however you want!



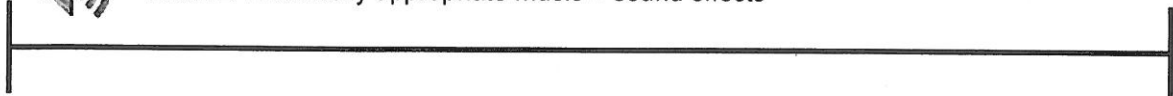
Audio Tracks



Track 1: Student-read narration + oral history interviews



Track 2: Historically appropriate music + sound effects



Name: _____

WORKSHEET: DOCUMENTARY STORYBOARD FORM

NOTES	VISUAL	AUDIO

HANDOUT: 11 HELPFUL TIPS FOR MAKING A DOCUMENTARY

1. Remember, your documentary must have a thesis statement that you prove, just like any of the other project categories.

2. Always write the script before you start creating the documentary!

3. Make sure you have enough visuals for your documentary

- You might need more than you'd think:
 - Documentary = 10mins = 600 seconds
 - Avg. length of time each picture is on the screen = 5 seconds.
 - $600/5 = 120$ images!!
- Other types of visuals: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents, title screens, talking head, etc.
- No fuzzy pictures. Period!
- Places to go for visuals:
 - Scan from books
 - Take digital photos of books/hard copy photos
 - Google Images - Use medium or preferably large sized images only
 - Minnesota Historical Society Visual Resources Database (Minnesota history topics)
 - Take video from other documentaries (its okay, just don't take the narration!)

3. Do a storyboard so that you know you have the visuals to support your narration

- Documentary-makers mantra: "Say cow, see cow!"

4. Record the narration before you insert the visuals

- The story must drive the visuals, not the other way around
- Chop up your script into small chunks (1 or 2 paragraphs) to be recorded separately. This makes it easy to edit if you make a mistake.
- Use a decent microphone. The ones built into computers aren't very good.
- Talk over your microphone so you don't get "popping" noises
- Limit distracting background noises

5. Save your project frequently!

- Make sure you have enough space (iMovie and Windows Movie Maker projects can take up several GB of space).
- If you need to transport the project from computer to computer, be sure you have an external hard drive.

6. Do an interview (or a couple!)

- Interviews provide a validating outside opinion and add spice to the flow of the documentary
- Good interview subjects:
 - Eyewitnesses
 - History professors
 - Authors
 - Newspaper reporters
 - Elected officials
 - Anyone else who can speak with a unique/authoritative voice on the subject

7. Don't try to cram too much into your project

- Talking faster just makes it harder to understand your project
- Leave enough time to utilize title screens and dramatic pauses for effect and to allow your points to sink in with the audience
- Sacrifice interesting details so that you can include more historical context and analysis

8. Don't go crazy with the transitions

- At some point, they just get annoying
- Mix it up, use a variety of transitions, and concentrate on using the less noticeable ones

9. Listen to your project with a critical ear toward the audio

- Make sure narration volume levels are consistent, especially from one speaker to the next
- Add music to create flow and build intensity/emotion
 - a. Use instrumental music only, unless there is some lyrical music that relates to the topic and is used unobtrusively
 - b. Check www.freeplaymusic.com for copyright-clean, instrumental music that can be tailored to the length you want
 - c. Classical music is also good
- Balance music volume so that it is not competing with the narration

10. Add a brief credits screen to give credit for music, research archives, interview subjects and any "special thanks" you'd like to give

- Credits do NOT need to be your complete bibliography. Credits will be much briefer, usually only listing major sources of information.

11. Make backup copies of your project and make sure it plays on a variety of formats and machines.

- Check with your teacher or event coordinator to double-check what technology is going to be available at the competition.
- History Day recommends that all students bring their documentaries as DVDs formatted to play on a standard, non-computer based DVD player (like the one attached to a TV set). Remember that this is different than saving your documentary on a DVD. When you format your documentary as a DVD, you should be able to play it on any DVD player.
- Test your documentary on different DVD players, including those not attached to a computer.
- If your project does NOT play on a standard DVD player, you may need to bring equipment with you to the competition.

Nifty, Thrifty Website Tools

Website Creation and Editing: NHD Website Editor (<http://nhd.weebly.com/>): Students are ONLY allowed to use the NHD Website Editor to create and submit their websites.

Image Editing: Edit, crop and resize images.

- NHD Website Editor: The Editor has built-in basic editing tools
- FotoFlexer (<http://fotoflexer.com/>)
- Google+
- Adobe Photoshop Express Editor (<http://www.photoshop.com/tools>)
- Pixlr (<http://www.pixlr.com/>),

Virtual Interviews

- Skype (<http://www.skype.com>)
- Google Voice (www.google.com)

Audio Recording and Editing: Students can only upload MP3s as audio files into the NHD Website Editor. All files should be saved as or converted into this file format before uploading. The time limit for audio is 45 seconds. Students should edit the files to meet this requirement before uploading.

- Audacity (<http://audacity.sourceforge.net/>)

Video Downloader: Many students find videos online that they want to use in their site. Some places easily give users the option of downloading the video. For others, you can use a third-party application to capture the video and audio.

- KeepVid (<http://keepvid.com/>): Supports YouTube, DailyMotion, Google Video, Megavideo, Metacafe and Vimeo. Site is misleading – you don't have to download. Just paste link into field on top of site and hit "download."

Video Editing: The NHD Website Editor supports M4V, MPG, MOV, WMV, AVI and most other standard video formats as video uploads. All files should be saved as or converted into this file format before uploading to the NHD Website Editor. Students should edit their video files to 45 seconds or less before uploading to the NHD Website Editor.

- iMovie or Windows MovieMaker: These programs come standard on Macs and PCs respectively.

Converting Files: The NHD Website Editor only supports certain types of file formats, which means you may have to convert files before uploading

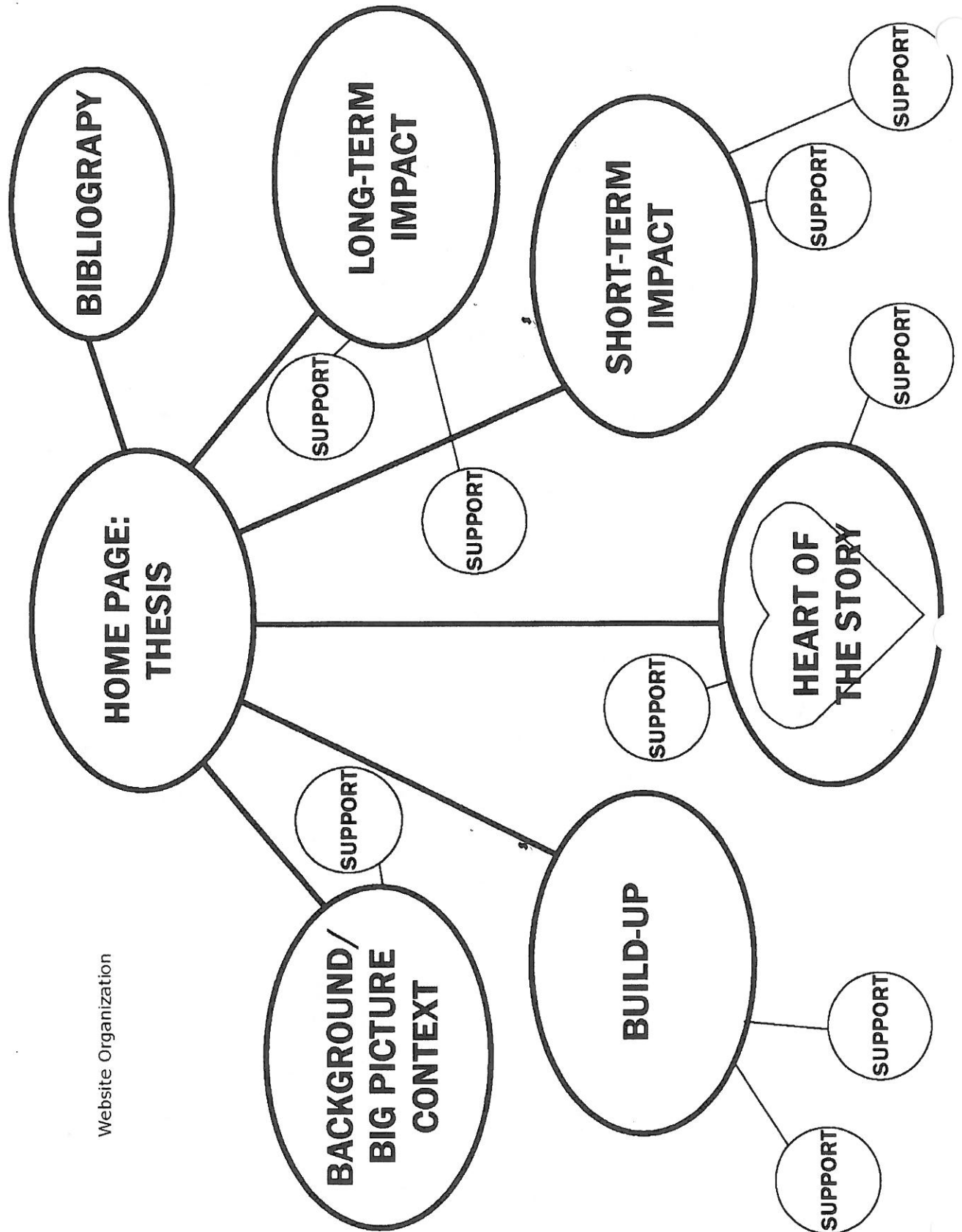
- Online Convert (<http://www.online-convert.com/>): Will let you convert images, audio, video and more.

Fonts: There are many places online to find unique fonts – but using them in a website can be tricky. While unique fonts may display correctly on your computer – they will not display the same way on other computers. Unique fonts can also be challenging to read on a computer screen, making the experience frustrating for judges or viewers.

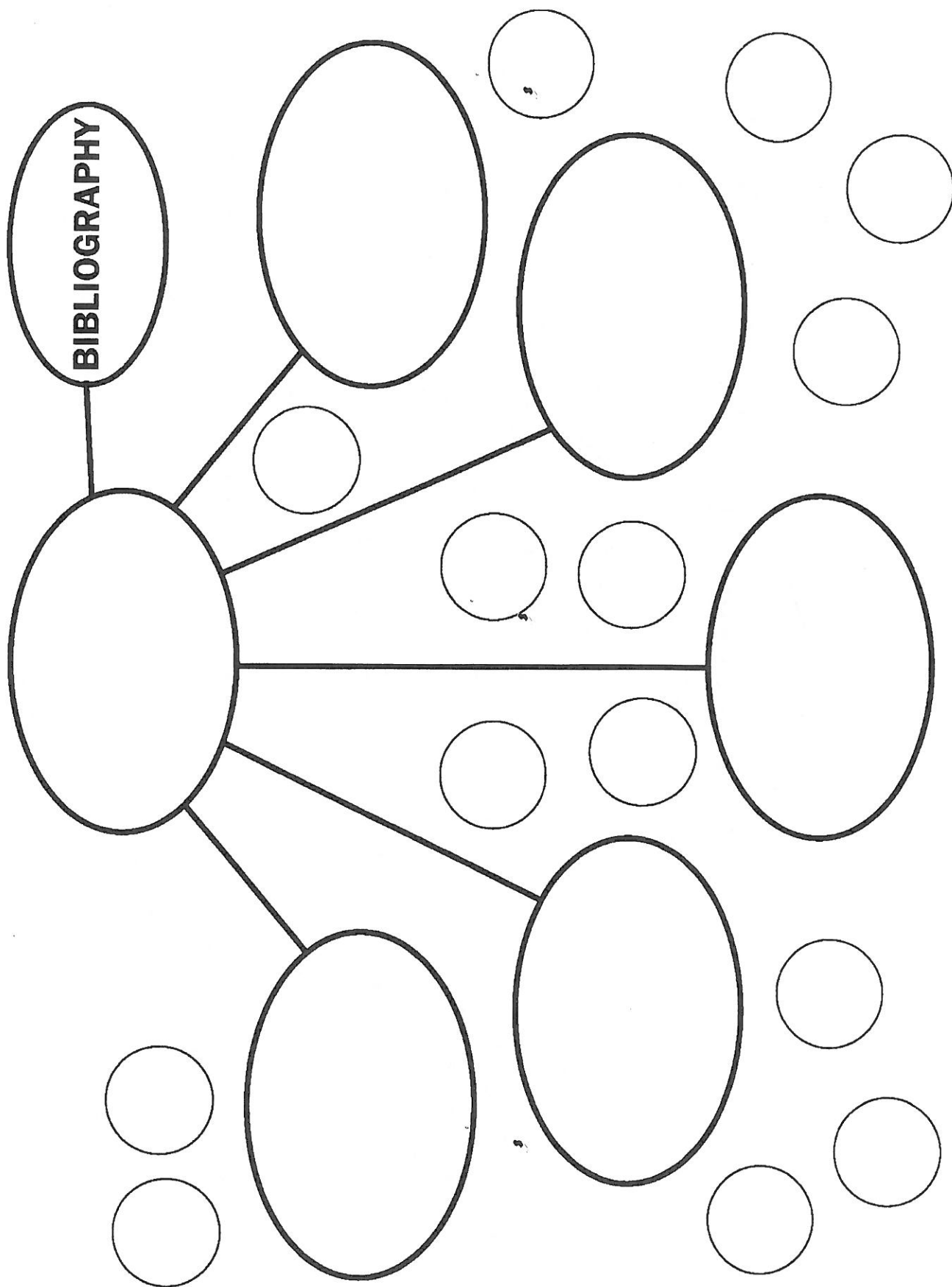
- The best way to use a unique font is to use it in a header as an image. If you have an image editing program on your computer, like Photoshop, open a file and use your unique text in an image (such as a title over a historical photo). Save the file and then upload it to the NHD Website Editor. Since the font is now saved as an image, it should display correctly.

Caution

This list is by no means an endorsement of the reliability, usability, or safety of any programs. Be sure to double check these sites with your district's IT manager and run any downloads through your anti-virus software.



Website Organization



Dissection of a Historical Research Project

After you have selected a topic, gathered primary and secondary source, and analyzed your data, you must create your final presentation. Whether you choose to present your project as a paper, exhibit, performance, documentary, or website, you should make certain that it consists of the following parts:

Introduction

Thesis

A concise statement of your argument.

The evidence and analysis should “prove” the thesis.

The thesis should unify the entire presentation.

Main Points

Evidence

Analysis

Why the topic is important in history

Clearly relates topic to the theme

Time and word limits mean you must be selective in choosing what evidence to present. Make certain that everything you include relates clearly to your thesis and helps you to make your case.

Conclusion

Required Written Materials

Title Page

Process Paper (*not required for Paper category entries*)

Annotated Bibliography

Remember: Your project must be able to stand on its own. You won’t always be there to translate, explain, or give more information. Be certain to include all of the critical pieces of information in your project itself—don’t “save” them for the interview; make them part of the project!

Organizing Your Information: Papers (Courtesy Minnesota History Day)

Papers are the traditional way of organizing and presenting information. The best way to start your paper is to create an outline. It may be useful for you to physically write out your thoughts first, placing key events, points, and evidence on notecards and arranging them on a flat surface. This may give you a better idea about how exactly you would like to organize your paper.

Basic Outline

Introduction

- Use this section to **briefly** introduce your topic. Give the reader enough information to orient them about when and where your topic is happening. Don't spend a great deal of time explaining everything (that is what the rest of your paper is for).
- Your thesis should be included in this first paragraph as well. It should help to outline the rest of your argument for the reader.

Body Paragraphs

- Each of these paragraphs should make a point that **ties back to your thesis**.
- **Tell a story** with your writing. You want the information to be segmented and arranged in a way that flows from one point to the next.
- You may want to consider tools like **subtitles** to orient the reader and make it easier to fill in your information as you write.

Conclusion

The conclusion of an effective paper **restates** (in a slightly different way than the thesis) your argument and **summarizes** your evidence. Every sentence in this paragraph needs to be powerful and use an active voice. This is your final impression- so make it a good one!

Other notes to consider when writing:

- **Physically arrange your work on a flat surface.** This often lets you see "the whole picture" which normally can't fit on a computer screen.
- **Don't throw anything away!** You may want to discard a lot of your work as you go because it doesn't seem useful to you. However, often people who read early drafts of your work may make suggestions to include a part you tossed away. Don't create more work by throwing parts away prematurely.
- **Pay close attention to grammar, writing style, and citation.** Avoid redundant sentence structures (starting sentences the same way) and use a thesaurus to spice up your writing!

Step #6 Choose a Category

There are five formats for History Day projects in both the Junior (grades 6-8) and Senior (grades 9-12) divisions. **All categories require the same level of research and analysis.** A summary of the rules is on pages 23 and 24 or consult the **NHD® Rules**.

1. Paper

- Individual only
- 1,500-2,500 words (includes student-generated words, quotes, captions, and footnotes/endnotes)
- Annotated bibliography and process paper
- Can be written creatively or analytically

2. Exhibit

- Trifold, freestanding, rotating, or creative formats (i.e. papier-mâché)
- No more than 6' high, 40" wide, 30" deep from exterior points
- 500 student-composed words—does not include quotations and other primary source material or citations
- Quotes and visual sources credited on the exhibit
- Printed process paper and annotated bibliography (six copies for each contest)

3. Performance

- 10 minute historical performance
- Should not be recitation of an entire speech
- Performances should be creative (like a play) and can incorporate the audience
- Printed process paper and annotated bibliography (six copies for each contest)

4. Documentary

- 10 minute maximum
- Must have credits at the end
- Printed process paper and annotated bibliography (six copies for each contest)

5. Website

- Must be constructed on NHDWebCentral
- No more than 1,200 student composed words (citations do not count)
- All content must be on the site
- Quotes and visual sources credited on the website
- Must display the process paper and annotated bibliography within the website
- Multimedia can not exceed 3 minutes across the entire site

	MIDDLE SCHOOL		HIGH SCHOOL	
	Individual	Group	Individual	Group
Exhibit	✓	✓	✓	✓
Performance	✓	✓	✓	✓
Documentary	✓	✓	✓	✓
Website	✓	✓	✓	✓
Research Paper	✓		✓	

Step 6: Choosing a Category

Resource Appendix

Choosing a Category

Courtesy of New Hampshire History Day

Simply put, your research should determine your category selection-- not the other way around. Obviously, you are going to be drawn to a category that meets your personal strengths and presentation style. But we also encourage you to pick your category based on the type of resources you find through your research. For example....

Consider this...

You have chosen the Willey family as your topic. Perhaps you are exploring White Mountain History and learn about the Willey Family that died in a freak landslide. Which category would it be best to show your research in?

Here are some guidelines for choosing a category:

- Documentary if... you find a meaningful film clip, a lot of primary source photographs, a unique story worth telling, a lot of quotes from primary sources that you could read in a voice-over, you had a chance to interview an expert or person present during the historical event, or you have significant background with film editing and computer video programs.
- Exhibit if... you find lots of unique facts that speak for themselves, you have found many still images, cartoons, or documents.
- Paper if... your topic requires explanation, your thesis is better proved in writing, you found a lot of helpful secondary sources.
- Performance if... you found a unique story worth telling, your historical topic has a theatrical element like music or dance, or you have a strong theatrical background.
- Website if... your research uncovered a lot of tangential information that would be better described in multiple webpages, or you have experience with websites.

Step #7 Groups or Individuals?

Students can choose to create their projects individually or in groups of two to five students. However, we highly recommend group stick within the 2-3 person range (performances are the exception, as students may reasonably need five actors). The paper category is individual only.

Some teachers require each student to develop a topic, thesis, outline and paper independently before deciding to join other students in the creation of a project. This is ideal when writing skills are being evaluated. Students can then turn their paper into a creative project individually or join others who have the same topic. Other teachers allow students to work as a group project from start to finish. The decision is yours.

Group participants must be aware that creating a History Day project and carrying it through the contest phases requires long-term commitment from all of the members. We recommend that students participating in groups sign contracts. Once the students enroll in a regional contest together, they must remain a group through all phases of the contest. At that point, they cannot replace members with new students or switch to an individual category.

The NHDC website has handouts that are useful in the discussion with your students about this decision. Also included in the notebook are sample contracts that require students to commit to their decision and help parents understand and reinforce what is at stake.

Working as an Individual	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Independence • Sole decision making • Control of schedule • No tension regarding work ethic or differences of opinion • Ideal in developing writing skills 	<ul style="list-style-type: none"> • No collaboration • No cost sharing in project creation • No one to help brainstorm and motivate during “down times”
Working as a Group	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Fun • Collaborative • Sharing of project costs • Draw on one another’s strengths and talents • The workload can be shared: many hands make light work! 	<ul style="list-style-type: none"> • Scheduling difficulties • Differences of opinion • Differences in work ethics • Increased communication demands • Student workloads can vary and cause problems • Group members cannot be replaced once entered into a contest cycle

Step 7: Groups or Individuals?

Resource Appendix

Group Work: Self-Questioning Worksheet

(Confidential)

1. I would rather work: (circle one)
Why?

Alone

In a group

2. What roles do I usually play in a group? (Describe two or more. Some examples could be: Motivator, Peacemaker, Organizer, Hard worker, Creativity specialist, Occasional slacker, Technology specialist, Fun coordinator, Finisher, and more!)

3. What type of people like to work with me?

4. What type of people do I like to work with? (Be sure to explain why!)

5. What qualities make someone a good group member? (List at least 5.)

6. What traits in people do I want to avoid when picking my partners? (List at least 3.)

a.

b.

c.

7. Name some people in this class that you might consider working with for National History Day. (Please give the last names too.)

8. Name anyone in this class you know you should not work with at all.

National History Day Group Project Contract

Name of individuals involved in this project: _____

NHD Theme: _____

Area of Emphasis _____

Proposed Format of Project _____

Date Project Is Due _____

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the project. No allowances will be made if one member does not participate fully. Choose your groups carefully. The group agrees to share equally in all work and in all expenses. Money may not be spent unless all members are consulted. All prize monies will be split evenly among the students. We agree to work together to complete our National History Day entry. We have reviewed the National History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

Student signature: _____

Student signature: _____

Student signature: _____

Student signature: _____

Student signature: _____

I have received the National History Day rules and regulations and have reviewed it with my student. S/he has my permission to enter History Day.

Parent/guardian signature: _____

Parent/guardian signature: _____

Parent/guardian signature: _____

Parent/guardian signature: _____

Parent/guardian signature: _____

Teacher signature: _____ Date: _____

Step #8 Project Creation and Rules Summary

Once students have chosen a topic, conducted research, developed an outline and thesis, settled on a format, and decided to work in a group or as an individual, the fun begins!

Each project is as unique as your student. There is not a prescribed “look.” Encourage your students to be creative in their presentation, but also to not lose sight of the true purpose of the project. Some students can get lost in the “glitz and glam” so that the presentation of their research and their analysis becomes secondary. Remember, judges are advised to not give “cute points.”

Please remind students to follow these rules as they create their project:

Exhibit Rules

- Size Requirements: No larger than 40 inches wide, 30 inches deep, and 6 feet high (measurements from furthest edges).
- Circular or rotating exhibits must be no more than 30 inches in diameter.
- Credits of quotes and visual sources are required on the exhibit itself.
- 500 word limit applies to student generated words—Image or quote credits do not apply to the limit.
- Media devices can run for three minutes—Judges must be able to control.
- Student generated materials presented in the media device are included in the word count.
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title page of the process paper must list the word count for the actual exhibit and the process paper.

Helpful Hints

- Do not dress up “in character” for the interview.
- Avoid using secondary source quotes to “beat” the word count. Use only when the quotes are especially significant.
- Quotations and other primary source materials do not count towards the word limit. We strongly encourage thoughtful choice of quotes that bolster the thesis. Try to avoid “padding” your project.
- Dates count as one word (i.e. June 6, 1944 counts as one word).
- Timelines must be cited, unless the student generates them.

Performance Rules

- Time Requirements: 10 minutes or less. At the contest students get an additional 5 minutes for set-up and 5 minutes for removal AND interview.
- Introductions include title of the entry and the name(s) of the participant(s) ONLY.
- Props and sets must be set-up and managed by students; no parent or teacher interference.
- Costumes and props must be appropriate to the topic
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title of the process paper must include the process paper word count.

Helpful Hints

- Watch your time! Plan for unplanned pauses, laughter, and forgotten lines.
- Do not recite entire speeches .
- Be sure to address the significance of the event/person in question.
- Do not talk too fast or softly. Judges need to understand what the students are saying.

Documentary Rules

- Time Requirements: 10 minutes or less. At the contest students get an additional 5 minutes for set-up and 5 minutes for removal AND interview.
- Introductions include title of the entry and the name(s) of the participant(s) ONLY.
- Equipment should be student-run (Check with your coordinator about contest technology).
- Students must conduct all narration, voice-over, and dramatization.
- Images, music, video clips, etc. must be given credit at the end of the presentation and in the annotated bibliography.
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title page of the process paper must include the process paper word count.

Helpful Hints

- This is the category where technology can fail. Always have a back-up plan!
- Be sure to choose images and film clips that appear clean and not excessively pixelated.
- Students should create scripts, but they do not need to be handed to the judges.

Website Rules

- Must be constructed on NHDWebCentral (nhd.org/nhdwebcentral).
- 1,200 student composed words or less.
- Must have a home page that lists the project title, student name(s) and division, as well as word counts of site, process paper, and multimedia time.
- All pages must be interconnected with navigational links.
- All content must be on the site—No outside links.
- Multimedia is limited to three minutes total for the entire website.
- Students must briefly credit all visual and written sources on the site.
- Process paper and annotated bibliography must appear on the site in pdf format.

Helpful Hints

- Websites are locked prior to the contest. Verify lock-out dates.
- Hit PUBLISH often to ensure that the website is saved.
- To avoid typos and grammatical errors, compose in Word or a processing program with editing capabilities before adding the content into the website.
- Students can save their websites after the contest. See nhd.org for more details.

Paper Rules

- Individual only.
- 1,500-2,500 words (including student-generated words, quotes, captions, endnotes/footnotes other than the citation itself)
- Must include annotated bibliography (does not count towards the word limit).
- Citations are required.
- Process paper required
- Appendix materials (i.e. images, graphs, charts, etc.) need to be referenced in-text.
- Printed on plain, white 8.5 x 11 white paper.
- Typed, double spaced, 12 point font with 1 inch margins with numbered pages.
- Print double-sided.
- Staple in a left hand corner. Do not put paper in a binder or folder!
- **Simple** title page with title of the project, student name, student division and category, and word count of the paper entry and process paper. Do NOT include illustrations, school name, teacher name or region.

Helpful Hints

- Do not include oral history transcripts or correspondence in the Appendix.
- Avoid excessively descriptive footnotes.
- Do not use binders, covers, or illustrations.

**Step 8: Project Creation and
Rules Summary**
Resource Appendix



Project Checklist – Historical Paper

Student Name			
Paper Title			
Process Paper Word Count (Max: 500)		Paper Word Count (Req: 1,500-2,500)	

GENERAL RULES

√	Requirement:
	My topic clearly relates to the annual theme.
	I have read the <i>Contest Rule Book</i> .
	I have independently researched and written this paper in this contest year. No research was reused from previous projects, whether my own or research belonging to other students.
	This is an original entry. I have participated in only one entry. I did not share my work with other students.
	I have not used any improper assistance.
	I understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

PAPER RULES

√	Requirement:
	My paper is an original creation, showing my historical research, analysis, and argument in a written format.
	My paper is grammatically correct.
	<p>The paper is between 1,500 and 2,500 words. My word count includes the following:</p> <ul style="list-style-type: none"> ○ Text that I have written within the paper itself (not the bibliography, process paper, etc.) ○ Captions or words in footnotes/endnotes other than the citation ○ Quotations from primary and secondary sources <p>The word count for my historical paper appears on my title page.</p>
	If I have included any images, maps, graphs, or primary source materials in an appendix (this is not required), they are directly referenced in the text of the paper and cited in the annotated bibliography. Appendices are limited.
	I have chosen a method of citation (footnotes, endnotes, or internal citations) and I have credited quotes and the sources of idea or information throughout my paper consistently in either Chicago or MLA style.
	My paper is printed on plain, white 8.5 x 11-inch paper (A4 paper for international affiliates), double-sided, with 1-inch margins on all sides.
	My paper is double-spaced and is printed in 12-point font.
	Pages are numbered.
	My paper is stapled in the top left hand corner or secured with a clip. I have not enclosed the paper in a binder or cover of any kind.

WRITTEN MATERIALS for the PAPER CATEGORY

√	Requirement:
	<p>My paper has a title page containing the following:</p> <ul style="list-style-type: none">○ Title of the paper○ My name○ Junior OR Senior Division○ Historical Paper○ Number of words in the historical paper○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my title page is a process paper. My process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none">○ How did you choose your topic and how does it relate to the annual theme?○ How did you conduct your research?○ How did you create your project?○ What is your historical argument?○ In what ways is your topic significant in history? <p>My process paper does not include quotes, images, or captions.</p>
	<p>I cited the sources for quotes or other information included in my paper. Credit has been given properly using footnotes/endnotes in Chicago Manual of Style format (or internal citations in MLA format).</p>
	<p>My annotated bibliography contains the following:</p> <ul style="list-style-type: none">○ A complete list of all sources used to create this project○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none">○ My annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.○ My annotations describe how I used the source and how it helped me understand my topic.○ If I used several items from the same collection, they are combined into a single citation. <p>I did not attach primary or secondary materials to my annotated bibliography.</p>
	<p>My paper is assembled in the following order and stapled/clipped in the upper left corner:</p> <ul style="list-style-type: none">○ Title page○ Process paper○ Historical paper (with foot/endnotes or internal documentation)○ Appendix (optional)○ Annotated bibliography <p>I did not enclose these materials in a binder or folder.</p>

I certify that this National History Day project is the result of my unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____



Project Checklist – Performance

Student Name(s)			
Performance Title			
Process Paper Word Count (Max: 500)		Length of Performance (Max: 10 minutes)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this performance in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

PERFORMANCE RULES

√	Requirement:
	My/our performance is an original, dramatic production presented live, scripted based on my/our research and analysis.
	My/our performance is less than ten minutes from start to finish.
	I/we understand that the performance time begins after the title of the entry and the name(s) of the participants are announced.
	I/we can set up the performance in five minutes or less.
	I/we will be able to remove our props and participate in an interview with judges within five minutes following the performance.
	The title of the performance and my/our name(s) are the only details shared prior to the performance.
	I/we understand that projectors, mp3 players, or media devices are allowed in a performance, but I/we have to operate these devices during the performance. Only participants in the performance may be involved in the production of any media.
	I/we will not give a copy of our script to the judges.
	I/we understand that interaction with judges and audience members is prohibited.
	I/we are responsible for gathering costumes and props for the performance.

WRITTEN MATERIALS for the PERFORMANCE CATEGORY

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none">○ Title of the performance○ My/our name(s)○ Junior OR Senior Division○ Individual OR Group Performance○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none">○ How did you choose your topic and how does it relate to the annual theme?○ How did you conduct your research?○ How did you create your project?○ What is your historical argument?○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none">○ A complete list of all sources used to create this project○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none">○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.○ The annotations describe how I/we used the source and how it helped to understand the topic.○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none">○ Title page○ Process paper○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

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Date: _____

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Date: _____



Project Checklist – Documentary

Student Name(s)			
Documentary Title			
Process Paper Word Count (Max: 500)		Length of Documentary (Max: 10 minutes)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this documentary in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

DOCUMENTARY RULES

√	Requirement:
	My/our documentary is an original production, scripted based on my/our research.
	I/we have access to the equipment needed to create a documentary and know how to use it.
	The documentary is less than ten minutes in length. Timing starts at the first visual or sound and ends at the last visual or sound (including on-screen source credits).
	I/we can set up the documentary in five minutes or less.
	I/we will be able to remove our equipment and participate in an interview with judges within five minutes following the documentary.
	The title of the documentary and my/our name(s) are the only details shared prior to the documentary.
	I/we understand that other commentary or live narration are prohibited prior to and during the documentary.
	I/we understand that the participant(s) must provide, open, and run the file containing the documentary. Judges and other adults are not permitted to run the equipment.
	I/we understand that the documentary must run on its own. No interaction with judges or the audience is allowed.
	I/we created and produced this entry. I/we operated all equipment, including recording and editing software.
	I/we wrote and narrated this documentary. I/we have provided any narration, voice-overs, or dramatizations. The only voices or images on the documentary belong to members of the group or the people we interviewed.
	This project contains no materials created by non-participants specifically for this project. The documentary may interpret and utilize <i>existing</i> photographs, film clips, music, etc. with proper credit.
	The documentary includes brief, readable source credits for photographs, moving footage, interviews, music, and images used in the project. Source credits are included within the ten-minute time limit. All sources used in the project are cited in the annotated bibliography.

WRITTEN MATERIALS for the DOCUMENTARY CATEGORY

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none">○ Title of the documentary○ My/our name(s)○ Junior OR Senior Division○ Individual OR Group Documentary○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none">○ How did you choose your topic and how does it relate to the annual theme?○ How did you conduct your research?○ How did you create your project?○ What is your historical argument?○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none">○ A complete list of all sources used to create this project○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none">○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.○ The annotations describe how I/we used the source and how it helped to understand the topic.○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none">○ Title page○ Process paper○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

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Date: _____

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Date: _____

Signed: _____

Date: _____



Project Checklist – Exhibit

Student Name(s)			
Exhibit Title			
Process Paper Word Count (Max: 500)		Exhibit Word Count (Max: 500)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this exhibit in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

EXHIBIT RULES

√	Requirement:
	My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
	My/our exhibit meets the size requirements: <ul style="list-style-type: none"> ○ The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high. OR ○ If the exhibit is circular or rotating, it is no more than 30 inches in diameter.
	My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
	My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project's message.
	I understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
	My/our exhibit does not include takeaway items for judges or others.
	Media devices or electronics (if used in the exhibit) meet the following requirements: <ul style="list-style-type: none"> ○ The media runs for no more than a total of two minutes and does not loop continuously. ○ The media does not include dramatic or narrative student involvement. ○ Judges are able to control the media device with clearly visible and accessible on/off and volume controls. ○ The media device fits within the size and word limits of the exhibit. ○ The media does not link externally (e.g., no QR codes).
	I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

WRITTEN MATERIALS for the EXHIBIT CATEGORY

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the exhibit ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Exhibit ○ Number of student-composed words in the exhibit ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

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Date: _____

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Date: _____

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Date: _____

Signed: _____

Date: _____



Project Checklist – Website

Student Name(s)			
Website Title			
Process Paper Word Count (Max: 500)		Number of Visible Words (Max: 1,200)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this website in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

WEBSITE RULES

√	Requirement:
	My/our website is an original production, reflecting my/our ability to use website design software and technology to communicate a historical argument.
	This project contains no more than 1,200 visible words. The word count includes all text that I/we have written in the website (not the bibliography, process paper, etc.) The word count appears on the home page.
	I/we have access to the internet, as well as the equipment needed to create a NHD website.
	My/our website is constructed in the NHDWebCentral™ editor.
	I/we have provided brief source credits for all materials (pictures, primary sources, multimedia) where they are placed in the website and provided full citations for all sources in the annotated bibliography.
	I/we operated all software and equipment used in the development of the website.
	All pages connect by clicking links. I/we have checked all of the links to make sure that they work.
	My/our website contains no materials created by non-participants specifically for this project. The website interprets and utilizes <i>existing</i> photographs, film clips, music, etc. with proper source credit.
	My/our website contains a home page with all elements listed under Written Materials on the next page.
	I/we have no more than three minutes of multimedia (music, audio, and video) in the entire website, including any music that plays when a page loads.
	The website contains no spoken narration or explanatory material by participants. It may contain recorded quotes or primary materials.
	If the website includes multimedia that requires software to view (e.g., Flash, QuickTime, RealPlayer), I/we provided a link on the same page to an internet site where the software is available as a free, secure, and legal download.
	All images, primary sources, multimedia, etc. are integrated into the website. There are no external links, except to the software plug-ins described above.
	I/we understand that extensive supplementary materials are inappropriate.
	The content and appearance of my/our webpages does not change. I/we have not used random text or image generators.
	I/we know the website can be viewed on multiple browsers (Firefox, Google Chrome, etc.)
	I/we have submitted the URL before the date listed for judging and understand that the website will be locked during judging.

WRITTEN MATERIALS for the WEBSITE CATEGORY

Because all required written materials are included in the website, no printed copies are required.

√	Requirement:
	<p>My/our website begins with a home page containing the following elements:</p> <ul style="list-style-type: none">○ Title of the website○ My/our name(s)○ Junior OR Senior Division○ Individual OR Group Website○ Number of visible, student-composed words in the website○ Total length of multimedia○ Number of words in the process paper○ A navigational menu to access the other parts of the website <p>The home page must not include the name of your teacher or your school.</p>
	<p>My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none">○ How did you choose your topic and how does it relate to the annual theme?○ How did you conduct your research?○ How did you create your project?○ What is your historical argument?○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography is integrated into the website. It contains the following:</p> <ul style="list-style-type: none">○ A complete list of all sources used to create this project○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none">○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.○ The annotations describe how I/we used the source and how it helped to understand the topic.○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>The annotated bibliography and process paper are integrated into the website.</p> <ul style="list-style-type: none">○ The annotated bibliography and process paper are provided in PDF format.○ These required written materials are included in the navigational structure. I have removed hyperlinks from all URLs listed in the source credits and bibliographic citations.

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

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Signed: _____

Date: _____

Signed: _____

Date: _____

Step #9 The Process Paper

The purpose of the process paper is to tell the judges more about the student's historical journey. **The process paper is not an extension of research nor is it an essay.** While the process paper is required and part of the rules compliance, it does not affect the overall score unless the student fails to submit one. The paper does help judges to better understand the research process and make informed decisions in their rankings. Students participating in a group only need **one** process paper per project (not one per student)

- ✓ **Documentary, exhibit, paper, and performance** students must bring six printed copies to the contest (unless otherwise specified).
- ✓ **Website process papers** must be a part of the website in pdf form.

Process Paper Outline

Title Page

1. Title of Project
2. Student Name(s)
3. Age Division and Entry Category
4. Word Count of Process Paper
5. Do not include any other information, including: grade, school or teacher name.

Process Description (500 words, about 4-5 paragraphs)

1. Provide the historical argument.
2. How did the student get the idea for this topic?
3. Where did the student go for research? What types of sources were used (newspapers, documents, interviews, books, etc.)? Which were the most useful and why?
4. How has the students' understanding of this topic changed as he/she worked on their research?
5. How did the student put the presentation together? What skills were used? What skills were learned?
6. Any research problems or challenges experienced in the process.
7. How does the topic relate to the annual NHD theme?

Format: Process papers must be printed on white paper and stapled in the upper left-hand corner. No covers, no artwork, no special paper. **They cannot include quotes, images, or captions.**

Step 9: Process Paper

Resource Appendix

HANDOUT: PROCESS PAPERS AND ANNOTATED BIBLIOGRAPHIES

Your Process Paper and Annotated Bibliography are important parts of the judging process. These are the first thing that judges read, so you don't want to save this part of your History Day project until the last minute. The written materials include three parts:

1. TITLE PAGE

- Title of Project
- Student Name(s)
- Age Division and Entry Category
- Exhibits Only: Number of Student-
- Composed Words in Exhibit

DO NOT include your grade, school name or teacher name!

2. PROCESS PAPER

(500 words, 4-5 Paragraphs)

- How did you get the idea for this topic?
- Where did you go for your research?
What types of sources (newspapers, documents, interviews, etc.) did you use?
- How has your understanding of this topic changed as you have worked on your research?
- How did you put your presentation together? What skills did you learn?
- How does your topic relate to the theme "**Rights and Responsibilities in History**?" Why is this topic important in history?

(Sample process paper title page)

The British Reaction to the
American Revolution

Jill Jones and Rebecca Smith
Junior Division
Group Documentary

3. ANNOTATED BIBLIOGRAPHY

Separate into primary and secondary sources and alphabetize.

Use MLA or Turabian guide for your citations.

Use a two-sentence annotation format:

- What is this source?
- How was it useful to your project?

REMEMBER: All materials must be printed on plain white paper and stapled in the upper left-hand corner. NO COVERS! NO ARTWORK OR SPECIAL PAPERS! Bring at least four copies of your process paper when you are judged.

Step #10 Citations and the Annotated Bibliography

Citations:

Students are required to cite sources using the Chicago or MLA style. The student must cite everything that is not an original idea, including direct quotes, paraphrasing, and original ideas of others. **Any sort of plagiarism will result in disqualification.**

Turabian Style Citation Example:

While the Nazi assault in the winter of 1944 made progress, it did not have a lasting effect. Former British war correspondent Max Hastings states that modern battles hinge “upon the ability of attacker to sustain momentum.”⁴

⁴ Max Hastings, *Armageddon: The Battle for Germany 1944-1945* (New York: Vintage Books, 2005), 198.

(Note: this citation would appear as a footnote at the bottom of the page)

MLA Style Citation Example:

While the Nazi assault in the winter of 1944 made progress, it did not have a lasting effect. Former British war correspondent Max Hastings states that modern battles hinge “upon the ability of attacker to sustain momentum” (Hastings, 198).

Annotated Bibliography:

All projects require an annotated bibliography. An annotated bibliography is a traditional bibliography with student-created notes (annotations) about each source. The annotation should appear after each bibliographic entry. Annotations describe how the source helped the student to understand the topic and why the student categorized the source as a primary or secondary source. They can be no more than 2-3 sentences long. Primary and secondary sources must be listed separately and in alphabetical order.

All sources, including visual materials (photos & videos) and oral interviews, must be included in the annotated bibliography. Student must include all sources consulted when developing the entry, not just those cited.

The annotated bibliography is required and part of rules compliance. It helps the judges make informed decisions in their rankings.

When creating the bibliography students should use CHICAGO STYLE or MLA STYLE.

Annotated Bibliographical Example:

Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.

Annotation (example):

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved.

WARNING!
Annotated bibliographies are time-consuming. Students should not put them off until the night before they are due. Students should build and refine them as they research.

**Step 10: Citations and the
Annotated Bibliography**
Resource Appendix

Plagiarism

Avoiding Plagiarism

Drawing on the ideas of others as you develop your own is an essential and exciting component of intellectual work. Whenever you use other writers' ideas, however, you must acknowledge your sources. Doing so allows you to distinguish between your ideas and those of others; it directs your readers to relevant sources; and it allows you to give credit where credit is due. This handout answers questions students often have concerning correct and effective use of sources

Provide citation whenever you use:

- Direct quotations
- Paraphrases and summaries
- Borrowed ideas
- Facts that are not common knowledge

Quotations

Use **quotation marks** and a **citation** when you use another writer's exact words ***even when using only a short phrase***. You must make clear to the reader which words are your own and which are another writer's. For direct quotations, citations alone are NOT sufficient; you must enclose the quoted material in quotation marks. When used judiciously, quotations serve a number of important functions in a well-crafted paper.

Select quotations that

- Develop a step in your argument
- Present striking, memorable phrasing
- Provide a strong, specific example
- Introduce a claim open to interpretation
- Summarize an author's main points

When selecting quotations, avoid

- Quoting details
- Padding a thin argument with unnecessary quotations
- Quoting commonly known information, e.g. "The Japanese bombed Pearl Harbor on Dec. 7, 1941."
- Quoting information that you could state in your own words

Paraphrases

Paraphrasing is the rewriting of an author's idea in your own words. Paraphrases rather than quote when you want to present an author's idea but the exact language is not significant. When you paraphrase, ***you must cite the source***. You must also ***fully rewrite*** the original language and original sentence structure. A common mistake is partial paraphrasing. Do not keep the author's exact wording or the same sentence structure. If you retain even a *short phrase* or a *distinctive work*, ***use quotation marks***.

Incorrect and correct examples of paraphrasing:

Original text

Descartes introduces the possibility that the world is controlled by a malicious demon who has employed all his energies to deceive him (Lu 24).

Incorrect paraphrase

Descartes suggests that the world is controlled by an evil demon who may be using his energies to deceive (Lu 24).

Comment: Plagiarism: even though the citation is provided, the sentence still has exact wording.

Correct paraphrase

Descartes suggests that the evil who rules the world may be attempting to mislead him (Lu 24)

Comment: Not plagiarism: the language is fully rewritten, and a citation is provided.

Combination of paraphrase and quotation

Descartes suggests that the evil power who rules the world may be using “all his energies to deceive him” (Lu 24)

Comment: Not plagiarism: the paraphrased portion is fully rewritten, the exact language is quoted, and a citation is provided.

When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and **cite** the source according to the expectations of the discipline.

Borrowed Ideas

Acknowledge sources from which you borrow ideas even when you don't directly quote the text.

Borrowed ideas come in many forms, including original concepts, observations, data, and logic. Include a citation when you use

- Another author's **tables, maps, or graphs**
- Another author's **data**, even if using the data for a different argument
- The **organization or logic** of another author's argument

These guidelines include the use of reference materials such as encyclopedias and study aids, e.g. *Spark Notes*.

Common Knowledge

You do not need to cite an idea that is standard information of the discipline, such as material discussed in class or general information your reader knows or can locate easily (e.g. momentum equals mass times velocity, or Daniel Moi became president of Kenya in 1978). Such information is widely available and not disputed.

You do need to cite a fact that is not common knowledge, e.g. “Moi's election came after a heated succession struggle that allegedly included an assassination plot against Moi himself” (Karimi and Ochieng 1980: 109).

Beware of **over-citing**, which is usually the result of unnecessary citing of general knowledge or excessive reliance on source material.

Remember to check with your instructor if you are unsure whether to cite information.

Integrating Source Material

When introducing source material, avoid using a weak lead-in verb, e.g. “the author says”; instead select a verb that conveys the author’s attitude toward the material, e.g., “the author *questions*.” Aim to integrate source material into your own argument; explain to your reader *how* the source material contributes to your analysis. Be sure to smoothly integrate the quotation into the surrounding language, matching the syntax of the quotation to the syntax of the surrounding statement.

Strategies for integrating source material:

- Use a full independent clause of your own to introduce the source material: e.g. Morrow views personal ads as an art form: “The personal ad is like a haiku of self-celebration, a brief solo played on one’s own horn.” (Note that the colon is the correct internal punctuation here).
- Weave quoted text into the logic of your sentence: e.g., The author suggests using “a pricing mechanism that reflects the full social cost,” which may be a viable, long term solution to resource depletion (Simon 1997: 54).

After you have presented the quotation or paraphrase, tie it to your argument. Explain to your reader **why** the idea is significant in the context of your ideas.

Develop Good Habits

Plagiarism often starts in the note-taking stage. As you take notes, distinguish between paraphrases and direct quotations. Copy quotations exactly as they appear, and record all the information you will need for citations and a list of references. To avoid confusion, some writers use only direct quotations when taking notes. If using an online source, do not cut and paste text directly into your own draft. Be conscientious and consistent in whatever note-taking strategy you use.

Acknowledgments

The authors, Lisa Trivedi and Sharon Williams, wish to thank the writing tutors, the Honor Court members, and the following faculty for their help: C. Friend, M. Isserman, J. O’Neill, S. Orvis, P. Rabinowitz, D. Raybeck, P. Reynolds, E. Williams, and T. Wilson.

Works Cited

Hacker, Diana, *A Pocket Style Manual*. 3rd ed. Boston: Bedford/St. Martin’s, 2000.

Trustees of Hamilton College. The Hamilton College Honor Code. 2002.

Source: “ ‘Avoiding Plagiarism’ by Hamilton College,” National History Day
http://nationalhistoryday.org/02_contest/02.html

Bibliographies Made Easy!

Bibliographies are required for all entries, but they can be one of the most frustrating and difficult parts of the History Day process. With the invention of easy to use websites, the process has been made far less painful. Below are tips to make the process easier.

Bibliography Dos and Don'ts

DO:

- Keep track of all of your sources as you go, and note what you used them for.
- Write down all required information for each source. The information is slightly different for different types of sources.
- Group your sources into different sections: Primary Sources and Secondary Sources. Keep a separate section for images and pictures.
- Use annotations wisely. Make sure to note sources that were extremely helpful. This is also your opportunity to explain less well known sources, especially websites.
- Make sure your websites are credible sources of information. Check the homepage to find the author or producer.
- Remember your bibliography is a reflection of the depth of your research, making it a crucial part of your project.

DON'TS:

- Cite Google, Ask or Wikipedia as sources. These are search engines. It would be like citing the library where you found a book as the author.
- Put your entire bibliography on your exhibit or documentary
- Wait until the last minute. Bibliographies can be time-consuming, detailed work. It is much easier to complete citations for each source as you go along.
- Forget to annotate. Make sure to include what type of source it is and what information you found in the source. Also explain how it helped you understand your topic better.
- Number your sources. This may help you keep track of your information but it is unnecessary for the bibliography.

Books:

Last Name, First Name. Book Title. Ed. Vol. City Published: Publisher, Year.

Newspaper Article:

Last Name, First Name. "Article Title." Newspaper Name Day, Month, Year, Edition, Section: page number(s).

Encyclopedia (print):

Last Name, First Name, "Article Title." Name of Encyclopedia. Ed. Year.

Websites:

Last Name, First Name. "Page Title." Name of Website. Day, Month, Year (either last updated or published). URL. Date Accessed.

Where to go for more information about bibliographies:

Easy Bib: www.easybib.com

National History Day Website: <http://nhd.org/ConductingResearch.htm#annobibs>

HANDOUT: ALL ABOUT ANNOTATIONS

Annotations are brief descriptions (two to three sentences) of how each source contributed to your understanding or to the project. They generally include the following elements:

- A brief description of what the source was (the format of source or what it contained).
- An explanation of how it was useful in shaping your understanding or how it was used in your project.
- Optional: An explanation of why you categorized the source as primary or secondary – only if it would be unclear or confusing to the judges.

Example Annotations

"This source helped me understand what role the Interim Committee (a group of distinguished scientific, industrial, and political figures) played in the decision of the bomb. It helped me understand their reasoning for dropping the atomic bomb. The Interim Committee advised the President on nuclear energy."

"We used this book to learn more about recent events in the Israeli-Palestinian conflict, especially the war. It also contained some maps in it, which we used to get a better picture of the partition."

"This book was a collection of the letters that Joe Kennedy wrote from 1914 until his disabling stroke in 1961. Although there were not letters speaking of Rosemary receiving the lobotomy, Joe did write of his concerns for his daughter and the prospect of getting her the operation."

Annotation Sentence Starters

Try not to use "this source..." to start each annotation. Change it up by trying any one of the following. Remember: If you are working in a group, your annotations should use words like "we" and "our." If you are working alone, your annotations should use words like "I" and "my."

- This *book* helped me / us to understand...
- This *document* was important to my/our topic because...
- After reading this *newspaper article* I / we
- I / We used this *speech* to...
- This *website* was...
- I / We found out that...
- This *memoir* provided me / us with...
- I / We learned that...
- This *manuscript* showed me/us that...
- I / We had a new perspective on the topic after reading this source because...
- This *interview* talked about...
- This *book* helped me / us to understand our topic better because...

Stuck? Feel like you're repeating yourself?

- Pretend that you're describing the book to your teacher. Try describing the author's point of view in the source.
- Did this source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Describe why.
- Be specific. Was there one particularly important part of the source?

SAMPLE: BIBLIOGRAPHY CITATIONS IN MLA FORMAT

Article on Website	"Aiding Defectives." Burlington Free Press, 20 March 1931. From the file of Henry Perkins, University of Vermont. Eugenics Survey in Vermont website, www.uvm.edu/~eugenics/office.html . 2 December 2005.
Supreme Court Decision	"Brown vs. Board of Education, 347 U.S. 483." United States Supreme Court, 17 May 1954.
Newspaper Article	"Democrats' Platform Calls for Aid to Four Freedoms." <i>Minneapolis Star</i> , 15 July 1948, sec. 1, p. 3.
Personal Correspondence	Edwards, George. Letter to Hubert Humphrey. 14 July 1948. Hubert H. Humphrey Papers, Minnesota Historical Society, St. Paul.
Article Found Online	"Emma Goldman." Wikipedia website, 13 July 2006. http://en.wikipedia.org/wiki/Emma_goldman . 1 January 2007.
Website	Jane Addams: Hull House website, 2005. www.hullhouse.org . 1 January 2007.
Original Speech Found Online	Lincoln, Abraham. "Gettysburg Address." 19 November 1863. Found on Our Documents website, www.ourdocuments.gov . 1 January 2007.
Book	Mayer, George. H. <i>The Political Career of Floyd B. Olson</i> . St. Paul: Minnesota Historical Society Press, 1987.
Videocassette	"Modern Marvels: The Statue of Liberty." Videocassette. Jaffe Productions, producer. A&E Television Networks, 1994.
Speech Found in Book	Hans, Joe. "Keynote Address on Technology." Big Tech Company, St. Paul. MN. 10 May 1995. Found in Albertson, Sarah. <i>Great Speeches on Technology</i> . New York: Happy Ink Press, 2000.
Photograph Found in Book	"John C. Calhoun." Photograph. National Portrait Gallery, Smithsonian Institution, 1850. Found in Roark, James L., et al. <i>The American Promise: A History of the United States</i> . Boston: Bedford/St. Martin's, 2003.

When citing a photo, speech, document, or other primary source found in a secondary source, use the "found in" citations above. These are complete sources and are reproduced without someone else's interpretations, so you can likely categorize as primary. Quotes, on the other hand, should not be categorized as primary. These are fragments of primary sources. Consider looking for the source of these quotes – the original document, speech, etc. – which would be categorized as primary.

3.



The Writing Center

UNIVERSITY OF COLORADO

DENVER | ANSCHUTZ MEDICAL CAMPUS

Chicago Manual of Style, 16th Edition [CMOS]

The Chicago Manual of Style (CMOS) offers several citation and documentation styles. This handout presents the CMOS Notes-Bibliography (N-B) system. The N-B system requires either footnotes OR endnotes, in addition to a bibliography at the end of the paper.

Footnotes: located on the same page as the cited text

Endnotes: located at the end of the paper but before the bibliography

In-text note numbers are set as superscript without a period in the main body of the paper, usually after punctuation and the closing parenthesis. Corresponding note numbers at the bottom of the page are full-size numbers followed by a period in the note section itself.

Superscript: ^{1 2 3}

Full size: 1. 2. 3.

The first line of the note is indented half an inch. Subsequent lines are flush left with the standard 1-inch margin. The entire document should be double-spaced, including the bibliography.

When citing in Chicago style, it is important to recognize that footnotes and endnotes follow a specific pattern:

Initial citation: The first time you cite a source, your footnote or endnote should contain elements such as author, title, date of publication, and page numbers.

Short form citation: Once you've cited a source, all subsequent citations follow a basic short form meant to reduce bulky documentation. Short form citations contain the author's last name, a shortened main title (if more than four words), and page number(s).

In addition to initial and short form citations, Chicago permits the use of *Ibid.* *Ibid.* allows you to refer to a single work cited in the preceding note. This eliminates repetition when citing the same source multiple times in a row. However, if the preceding note contains more than one citation, then *Ibid.* cannot be used because it is unclear which source is being repeated.

The following example illustrates a sequence of three footnotes that cite the same source:

5. Joseph E. Stiglitz, *Globalization and Its Discontents* (New York: W.W. Norton & Company, 2003), 151.

6. Stiglitz, *Globalization and Its Discontents*, 160.

7. *Ibid.*, 189.

Books:

<u>One author</u>	
Initial note:	Joseph E. Stiglitz, <i>Globalization and Its Discontents</i> (New York: W.W. Norton & Company, 2003), 151.
Short form:	Stiglitz, <i>Globalization and Its Discontents</i> , 160.
Bibliographic entry:	Stiglitz, Joseph E. <i>Globalization and Its Discontents</i> . New York: W.W. Norton & Company, 2003.

<u>Multiple authors</u>	
Initial note:	John J. Mearsheimer and Stephen M. Walt, <i>The Israel Lobby and U.S. Foreign Policy</i> (New York: Farrar, Straus and Giroux, 2007), 203.
Short form:	Mearsheimer and Walt, <i>The Israel Lobby</i> , 208.
Bibliographic entry:	Mearsheimer, John J. and Stephen M. Walt. <i>The Israel Lobby and U.S. Foreign Policy</i> . New York: Farrar, Straus and Giroux, 2007.

<u>Translated work with one author</u>	
Initial note:	Agenor de Gasparín, <i>America Before Europe</i> , trans. Mary L. Booth. (New York: Charles Scribner, 1862), 342.
Short form:	de Gasparín, <i>America Before Europe</i> , 349.
Bibliographic entry:	de Gasparín, Agenor. <i>America Before Europe</i> . Translated by Mary L. Booth. New York: Charles Scribner, 1862.

<u>Book with author and editor</u>	
Initial note:	Geoffrey Wawro, <i>A Mad Catastrophe: The Outbreak of WWI and the Collapse of the Habsburg Empire</i> , ed. Tanya Miller (New York: Basic Books, 2014), 178.
Short form:	Wawro, <i>A Mad Catastrophe</i> , 189.
Bibliographic entry:	Wawro, Geoffrey. <i>A Mad Catastrophe: The Outbreak of WWI and the Collapse of the Habsburg Empire</i> , Edited by Tanya Miller. New York: Basic Books, 2014.

<u>Article/chapter/essay from an edited collection</u>	
Initial note:	Thomas L. Friedman, "The Character of Economic Globalization," in <i>The Politics of Globalization: A Reader</i> , ed. Mark Kesselman (Boston: Houghton Mifflin Company, 2006), 342.

Short form:	Friedman, "The Character of Economic," 329.
Bibliographic entry:	Friedman, Thomas L. "The Character of Economic Globalization." In <i>The Politics of Globalization: A Reader</i> , edited by Mark Kesselman, 325-350. Boston: Houghton Mifflin Company, 2006.

<u>Anonymous work/No author</u>	
Initial note:	<i>Why I Live off the Grid: A Critique of an Interconnected World</i> (Boston: Houghton Mifflin Company, 2013), 73.
Short form:	<i>Why I Live off</i> , 90.
Bibliographic entry:	<i>Why I Live off the Grid: A Critique of an Interconnected World</i> . Boston: Houghton Mifflin Company, 2013.

<u>Source within a source</u>	
Initial note:	Danica Brown, <i>The Ramifications of a One-State Solution</i> (Cambridge, MA: Harvard University Press, 2009), 119, quoted in Therese Lowell, <i>The Inner Workings of the Middle East</i> (New York: Continuum, 2014), 199.
Short form:	Brown, <i>The Ramifications of a</i> , 208.
Bibliographic entry:	Brown, Danica. <i>The Ramifications of a One-State Solution</i> . Cambridge, MA: Harvard University Press, 2009. Quoted in Therese Lowell, <i>The Inner Workings of the Middle East</i> . New York: Continuum, 2014.

*Note: Chicago strongly discourages citing a source within a source. Instead, find the original source and cite it directly whenever possible.

Periodicals:

<u>Scholarly journal article</u>	
Initial note:	Soon-Won Kang, "Democracy and Human Rights Education in South Korea," <i>Comparative Education</i> 38, no. 3 (2002): 321.
Short form:	Kang, "Democracy and Human Rights Education," 324.
Bibliographic entry:	Kang, Soon-Won. "Democracy and Human Rights Education in South Korea." <i>Comparative Education</i> 38, no. 3 (2002): 315-325.

<u>Magazine</u>	
Initial note:	Josh Weil, "Putin's Power: Why Russians Adore Their Bare-Chested Reagan," <i>Time Magazine</i> , July 2014, 18.
Short form:	Weil, "Putin's Power," 19.

Bibliographic entry:	Weil, Josh. "Putin's Power: Why Russians Adore Their Bare-Chested Reagan." <i>Time Magazine</i> , July 2014.
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<u>Newspaper</u>	
Initial note:	Miguel Topaz, "Cannabis-generated tax revenue," <i>The Denver Post</i> (Denver, CO), June 28, 2014, p. A15.
Short form:	Topaz, "Cannabis-generated tax revenue," A16.
Bibliographic entry:	Topaz, Miguel. "Cannabis-generated tax revenue." <i>The Denver Post</i> (Denver, CO), June 28, 2014.

<u>Online magazine</u>	
Initial note:	David Weigel, "When You've Lost Jon Stewart, You've Lost Middle America," <i>Slate</i> , July 23, 2014, http://www.slate.com/blogs/weigel/2014/07/23/ .
Short form:	Weigel, "When You've Lost Jon."
Bibliographic entry:	Weigel, David. "When You've Lost Jon Stewart, You've Lost Middle America." <i>Slate</i> , July 23, 2014. http://www.slate.com/blogs/weigel/2014/07/23/ (July 31, 2014).

*Note: When citing an online periodical, use the same citation as you would for a print periodical, only with the addition of a DOI or URL at the end of the citation.

Electronic and Internet Sources:

<u>Web page with author and date</u>	
Initial note:	Denver Dumb Friends League, "Services: Benefiting the Animals and Our Community," <i>Denver Dumb Friends League</i> , last modified December 1, 2013, http://www.ddfl.org/services .
Short form:	Denver Dumb Friends League, "Services: Benefiting the Animals."
Bibliographic entry:	Denver Dumb Friends League. "Services: Benefiting the Animals and Our Community." <i>Denver Dumb Friends League</i> . Last modified December 1, 2013. http://www.ddfl.org/services .

<u>Web page with date but no author</u>	
Initial Note:	"Judge says Washington's ban on handguns in public is unconstitutional," <i>CNN.com</i> , last modified July 27, 2014, http://www.cnn.com/2014/07/27/justice/washington-gun-ruling/index.html?hpt=us_c2 .
Short form:	"Judge says Washington's ban," <i>CNN.com</i> .
Bibliographic entry:	"Judge says Washington's ban on handguns in public is unconstitutional." <i>CNN.com</i> . Last modified July 27, 2014.

	http://www.cnn.com/2014/07/27/justice/washington-gun-ruling/index.html?hpt=us_c2 .
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<u>Web page with no date and no author</u>	
Initial note:	"Human Rights Abuses in North Korea," <i>All Things North Korean</i> , accessed July 1, 2014, http://www.allthingsnk.com/human-rights-abuses-in-north-korea .
Short form:	"Human Rights Abuses," <i>All Things North Korean</i> .
Bibliographic entry:	"Human Rights Abuses in North Korea." <i>All Things North Korean</i> . Accessed July 1, 2014. http://www.allthingsnk.com/human-rights-abuses-in-north-korea .

<u>Blog</u>	
Initial note:	Steven Jonas, "On the Road to Theocracy: The Hobby Lobby Decision," <i>Invisible History</i> (blog), July 7, 2014 (9:47 a.m.), http://www.opednews.com/articles/On-the-Road-to-Theocracy--by-Steven-Jonas-Abortion_Authoritarian_Beliefs_Catholic-140707-170.html .
Short form:	Jonas, "On the Road to."
Bibliographic entry:	Jonas, Steven. "On the Road to Theocracy: The Hobby Lobby Decision." <i>Invisible History</i> (blog). July 7, 2014 (9:47 a.m.). http://www.opednews.com/articles/On-the-Road-to-Theocracy--by-Steven-Jonas-Abortion_Authoritarian_Beliefs_Catholic-140707-170.html .

*Note: Typically, blogs are only cited within notes and are not included in the bibliography. However, if you are using a blog frequently throughout your essay, you can choose to include it in the bibliography.

Other Mediums:

<u>Film</u>	
Initial note:	<i>Inside Job</i> , directed by Charles Ferguson (2010; Hollywood, CA: Sony Pictures Classics, 2010). DVD.
Short form:	<i>Inside Job</i> .
Bibliographic entry:	<i>Inside Job</i> . Directed by Charles Ferguson. 2010. Hollywood, CA: Sony Pictures Classics, 2010. DVD.

<u>Published/broadcast interview</u>	
Initial note:	Barack Obama, interview by Bill O'Reilly, <i>White House</i> ,

	Fox News, February 3, 2014.
Short form:	Obama.
Bibliographic entry:	Obama, Barack. <i>White House</i> . By Bill O'Reilly. Fox News, February 3, 2014.

<u>Unpublished interview</u>	
Initial note:	Alexandra Perez (historian) in discussion with the author, April 2012. Wally Oppenheimer, interview by Amina Louda, November 12, 2012, transcript.
Short form:	Perez. Oppenheimer.
Bibliographic entry:	Perez, Alexandra (historian). In discussion with the author. April 2012. Oppenheimer, Wally. Interviewed by Amina Louda. November 12, 2012. Transcript.

*Note: Like blogs, unpublished interviews are usually only cited within notes and are not included in the bibliography.

<u>Personal communication</u>	
Initial note:	Maria Alvarez, personal e-mail to author, June 20, 2010.
Short form:	Alvarez.
Bibliographic entry:	Alvarez, Maria. Personal e-mail to author. June 20, 2010.

*Note: Like blogs and unpublished interviews, personal communications are typically only cited in notes and not in the bibliography.

Bibliography:

The bibliography appears at the end of a paper, but before an index, in a separate section. In the bibliography, list all sources alphabetically by author's last name. The first line of each citation is flush with the left margin; all subsequent lines are indented half an inch (a hanging indent). Include all cited books, articles, electronic sources, and other relevant references. However, bibliographies typically do not include personal communications such as lectures, emails, interviews, etc.

Citations: Chicago Style

Below are some examples of citations for common source formats. The best place to find additional citation format examples is the Online Writing Lab at Purdue (owl.purdue.edu). Please note, sites like *EasyBib* that generate citations are RARELY correct. Students should not be using these.

Books:

Bibliographic Entry:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of publication.

Endnote/Footnote:

First name Last name, *Title of Book* (Place of Publication: Publisher, Year), page number.

Journal Article:

Bibliographic Entry:

Last name, First name. "Title of Article." *Title of Journal* vol. #, issue # (Year): page number-page number.

Endnote/Footnote:

First name Last name, "Title of Article," *Title of Journal* vol. #, issue # (Year): page number.

Newspaper:

Bibliographic Entry:

Last name, First name. "Headline." *Newspaper Title* (City, State), Month Day, Year.

Endnote/Footnote:

First name Last name, "Headline," *Newspaper Title* (City, State), Month Day, Year.

Online Sources:

Bibliographic Entry:

Last name, First name. "Title of Web Page." *Publishing Organization or Name of Website*. Publication date/last updated date. Shortened URL.

Endnote/Footnote:

First name Last name, "Title of Web Page," *Publishing Organization or Name of Website*, publication date/last updated date, shortened URL.

Interviews:

Bibliographic Entry:

Interviewee Last Name, Interviewee First Name. Affiliation. First and Last Name of Interviewer. Medium (i.e. email, verbal, phone). Month Day, Year.

Endnote/Footnote:

Interviewee First and Last Name, Affiliation, interviewed by Interviewer First and Last Name, medium, Month Day, Year.

Legal Documents:

Bibliographic Entry:

Last name, First Name. "Title of Document." Type of Source, Place of Publication, Year of Publication.

Endnote/Footnote:

First Name Last Name, "Title of Document" (type of source, Place of Publication, Year), page number.

Photograph:

Bibliographic Entry:

Last Name, First Name. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. URL.

Endnote/Footnote:

First name Last name, *Title of Work*, format, City: Publishing Company, date, Source, Collection, url.

Manuscript:**Bibliographic Entry:**

Last Name, First Name. *Title of Work*. Format. City: Publishing Company, date.
Source, Collection.

Endnote/Footnote:

First Name Last name, *Title of Work*, format, City: Publishing Company, date,
Source, Collection.

Rules, Tips, and Tricks for Citations

1. Think of the endnote/footnote format as a long sentence, separated by commas, unlike the bibliographic entries that are made up on short sentences separated by periods.
2. If you are citing two sources in one sentence, do not use two footnotes. Separate the sources with semicolons (;) in a single footnote.
3. The first time you cite a source, include all the bibliographic information in the footnote/endnote. After that, you can use a shortened citation that follows this format: Author Last Name, *Shortened Title*, page number. Note that the title for some sources will be in quotation marks, rather than italicized.
4. If you cite the same source twice in a row, DO NOT use *Ibid.*, use the shortened citation.
5. Bibliographies must be alphabetized. Separate your bibliography into primary source and secondary source sections, and then alphabetize each section.
6. Remember to format bibliographic entries with a hanging indentation.
7. Do not include ridiculously long URLs. Most of the time, these URLs are constantly changing, and the extended URL will not lead your reader back to your source. Just include a shortened URL to direct the reader to the site you used, for instance, loc.gov. Additionally, some scholarly articles and books online have a Digital Object Identifier, or a doi. This is generally a series of numbers that unlike a URL, will never change. If a doi is provided, instead of listing the URL, list the doi. Example: doi:12345678.

Now, take the three sources you identified in your research section, and cite them properly in both bibliographic format and endnote/footnote format. Remember to cite them alphabetically.

1. Bibliographic Entry:

Endnote/Footnote:

2. Bibliographic Entry:

Endnote/Footnote:

3. Bibliographic Entry:

Endnote/Footnote:

Helpful Intro for Writing History Papers

The Department of History has adopted these guidelines for students in the preparation of course papers and honors theses. This guide represents standards that are generally accepted in the history profession for the preparation of manuscripts. Individual professors may have their own specific requirements in addition to or in place of these guidelines. Students should consult with their professors and course syllabi for specific style requirements.

Books that historians recommend as guides to research and writing include:

Booth, Wayne, Joseph M. Williams, and Gregory G. Colomb. *The Craft of Research*. 4th edition. Chicago: University of Chicago Press, 2016.

Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History*. 9th edition. New York: Pearson Education, 2015.

Strunk, William and E. B. White. *The Elements of Style*. 4th edition. New York: Longman, 2000.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th edition. Chicago: University of Chicago Press, 2018.

University of Chicago Press Staff. *The Chicago Manual of Style*. 17th edition. Chicago: University of Chicago Press, 2018.

Writing Style Requirements

- The text must be typed and double-spaced using a 10-point font with 1.5-inch margins on all sides or a 12-point font with 1-inch margins on all sides.
- End matter (endnotes and bibliography) and footnotes may be single-spaced. Assigned paper lengths generally assume something similar to Times New Roman 12-point font, which produces about 300 words per double-spaced page.
- All manuscript pages should be numbered, beginning with the first page of text.
- Attach a title page with your name, course number and title, semester, department and university names. Title page information should be double-spaced and centered horizontally and vertically.
- Indent the first line of each paragraph (an indent is usually 5 or 6 spaces)
- Do not insert extra line spaces between paragraphs except to denote sections of the manuscript.

Editorial Guidelines

- Improper spelling and poor grammar will negatively influence your grade.
- For detailed guidance on grammar and literary style see Strunk and White's *The Elements of Style*, the *Chicago Manual of Style*, or Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations*.

- Students should use spell-checker. However, students should remember that the use of spell-checker is not a substitute for thorough proofreading. Your spell-checker does not know that meant “there” when you wrote “their”; “her” instead of “here”; “son” instead of “sun,” etc.
- Time permitting, students are encouraged to ask a family member or friend to read over their paper. A fresh set of eyes might catch and typographical and grammatical errors which you and your spell-checker have missed.
- Students should underline or *italicize* titles of books, periodicals, and other self-contained publications in both the body of your text and in footnotes, endnotes, and bibliographies. Titles of articles must be enclosed within the quotation marks.
- Non-English words must be underlined or *italicized*.
- Students should avoid using an apostrophe with the plural of a decade to refer to years in that decade unless you mean to use the possessive form. For example, “The Civil War was fought in the 1860s,” as distinct from “Lincoln’s election was 1860’s major political event,” or “The 1860s greatest catastrophe was the Civil War.”
- Students should remember that “its” is already possessive and does not take an apostrophe. “It’s” is the contraction for “it is.”
- Students should avoid using contractions in formal writing. **Wrong:** “Contractions aren’t used in formal writing, so don’t use them.” **Correct:** “Contractions are not used in formal writing; therefore, do not use them.”
- Students may abbreviate commonly used acronyms after first fully identifying them. Example: “The United States and its European Allies established the North Atlantic Treaty Organization (NATO) in 1949.” You may also abbreviate commonly used honorifics, such as “Dr.”
- Students should avoid passive voice. Students are instructed to make sure that every sentence has a verb and a subject that is performing the verb’s action. This is active voice, which is professionals and academics prefer in historical writing. Passive voice makes writing wordy and unclear. **Passive:** “Mistake were made.” **Active:** “General Joe made mistakes.”
- Historical writing requires students to be judicious with quotes. Unless the assignment requires a certain number of quotes, students should demonstrate that they can synthesize the information without directly quoting it. Block quotes can be insightful, but students too often substitute them for good writing. When using a block quote, students should not include quotation marks and center the quote five spaces from the margins on both sides.

Footnotes and Endnotes

Students should make notations in the text with a superscripted number. Example: “Quote.”¹ This number should follow all punctuation - except for a dash. Students may use either footnotes or endnotes. Students should not cite sources using embedded notes or parentheses within the text. Word processing programs create and edit the footnote/endnote numbers automatically. Whether using *Chicago Manual of Style* or

¹ Example footnote

Turabian, footnotes and endnotes have specific rules for citation. Note: students should pay specific attention when citing government documents and online sources. Refer to grammar and citation references for help.

Footnotes/Endnotes should guide the reader to sources that directly contributed to your research and the formulation of your ideas. Students use citations when quoting a source and when attributing ideas to that source. Students may also use footnotes to elaborate on a point or further analyze something that did not fit appropriately in the text.

- Examples:
 - 1. Joe Author, *The Book* (City: Publisher, Year); page number(s).
 - 2. Mary Scholar, "This Is An Article," *This Is A Periodical or Journal* 23 (Date of article publication): page number(s).
 - 3. John Writer, "Chapter from A Book," *Edited Volume*, Editor's Name, ed. (City: Publisher, 1997); page number(s).
 - 4. Fred Ideas, "An Article from the Internet," *Journal Name* 45 (Date of article publication online); page number(s); Available from Website address; online; Accessed date.
- Abbreviating Footnotes/Endnotes
 - Do not use IBID to refer to previously cited works or pages.
 - If you cite a source multiple times within your paper, the first footnote/endnote should be complete like the examples above. However, after the first full citation, the footnote/endnote can be shortened by using the author's last name, a shortened book title, and the page number being cited.
 - Example:
 - 1. Joe Author, *The Book* (City: Publisher, Year); page number(s).
 - Author, *Book*, page number(s).

Bibliography Entries

Students should list all entries in alphabetical order by the author's last name. If an entry is more than one line, the second line is indented. If more than one line, individual entries should be single spaced. If there is more than one author, alphabetize by the first author's last name. Double space between entries.

- Examples:
 - Author, Joe. *The Book*. City: Publisher, Year.
 - Scholar, Mary. "This Is an Article." *This Is A Periodical or Journal* 23 (date of article publication); page number(s).
 - Writer John, "Chapter from A Book." In *Edited Volume*, Editor's Name, ed. Page Number(s). City: Publisher, Year.
 - Ideas, Frederick. "An Article from the Internet," *Journal Name* 45 (Date of article publication online); page number(s); Available from Website address; online; Accessed date.

Online Research and Resources

- American Historical Association
 - <http://www.historians.org/>

- Organization of American Historians
 - www.oah.org
- H-Net (History Discussion Lists)
 - www.h-net.org
- National Council on Public History
 - www.ncph.org
- American Association for State and Local History
 - www.aaslh.org
- National Parks Service
 - www.cr.nps.gov
- The Library of Congress
 - www.loc.gov/homepage/lchp.html
- The Smithsonian Institution
 - www.si.edu

Most Important Elements to Ensure Success

- Time management! Winning projects take time. Break the process down into achievable steps.
- Organization! Create bibliographic entries during the research process. Keep track of where information came from. Consider using a three-ring binder or a folder on your computer.
- Strong thesis statement linking topic to the theme. History Day projects are NOT reports.
- Show analysis of sources in relationship to the topic, thesis and theme, and an understanding of the context.
- Show alternative perspectives.
- Answer the “so what” questions by showing short-term and long-term consequences of the topic.
- Before embarking on the creative process, develop an outline for your project.
- Follow the rules in the National History Day Rule Book.
- Be in contact with contest coordinators to make sure all deadlines and expectations are met.
- Read your emails regularly and refer to the registration packet materials for important contest details!
- Review constructive criticism and think about project improvements at each contest level

Step #11 The Contest: Decision and Preparation

To compete or not to compete...NHD® is an academic program with a competition element. Participation in the contests is not required, but is recommended. Students and teachers have found the contest to be a valuable and rewarding experience. Should students decide to compete, contest attendance is mandatory. Students must be present at the contest and participate in an interview for their project to be evaluated. Students participating in a group must have at least one representative in attendance for the interview.

The benefits to students by participating in contest(s) include:

- highlighting their work in a public setting.
- interacting with community members.
- gaining public speaking practice.
- competing for prizes, including cash, scholarships and special awards.
- some otherwise uninspired students have become motivated with the prospect of competing.
- exposure to collegiate and professional settings.
- the possibility of advancing to the state and national contests.
- enjoyment from the experience and learning from others.
- graduation credit.
- it is fun!

Once students decide about the competition phase, they will need to prepare for the contest. The process includes contacting a regional coordinator for contest information, registering, and preparing for the event itself.

All students must first compete at a regional level before advancing to the other contest phases.

Please check with your regional coordinator to see if an in-school contest must occur first before registering for a regional contest. There is more information about the specific elements of the contests in “Part IV: The Contests and Judging.”

The Interview

At the contest, a panel of trained volunteer judges evaluate the projects and interview the students. The interview is a way for judges to gain a better understanding of the project and the research process. Students are usually asked to elaborate on their sources, what they learned from the project, why the topic is important and more.

Students should learn the etiquette of speaking to adults about their research in a professional manner. It is worthwhile to help your students prepare and practice for the interview so they know what to expect.

Questions Judges May Ask in the Interview

Why did you choose this topic for your project?
How did you decide on this type of format for your project?
What was your favorite source and why?
What was the most challenging part of your project?
How does your project fit the theme?
What inspired you most about your topic?



Part IV: The Contests and Judging

The competition aspect of National History Day® goes through three distinct stages. To participate, students must begin at the regional level. Students must be present at the contest in order for their projects to be judged.

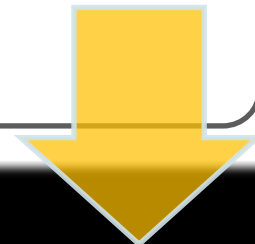
Stage 1: Regional Contest

- Some schools conduct preliminary school contests before the regional contest. Some regions require an in-school contest, check with your coordinator.
- There are 13 regions in Colorado.
- Held in the spring semester.
- Top 3 winners in each division & category advance to the state contest.



Stage 2: State Contest

- Held first Saturday in May on the CU Denver campus.
- About 1,000 Colorado students participate.
- Top 2 winners in each division & category advance to the national contest (about 70 students).



Stage 3: National Contest

- Held in June at the University of Maryland near Washington, D.C.
- 3,000 students around the globe compete.

The Specifics of the Regional Contest

Regions: Students must participate in the region that corresponds with the location of their school. There are thirteen regions in Colorado. See pages 35 and 36 for regional contest and coordinator information.

Dates: Regional contests are held throughout the spring semester from January to April. Check nationalhistorydayincolorado.org or contact your regional coordinator for contest dates.

Regional Coordinators: Regional contests are managed by local regional coordinators. Their contact information is available on nationalhistorydayincolorado.org.

- date & time.
- location.
- registration & fee information.
- special needs or requests pertaining to projects.
- schedule for performances, website and documentary presentation and interviews for all categories.
- deadlines.
- questions or concerns pertaining to the regional contest.
- assisting teachers and students directly in the classroom (only applies to some coordinators).

Details:

- There may be a registration fee. Schools or districts often cover the costs.
- Contests are usually an all-day affair.
- They generally start in the morning on a Saturday (In-school contests may occur during the week).
- Students have a specific interview time with judges. Interviews are mandatory.
- Some contests hold both a preliminary and a final round of judging.
- There is a lot of downtime when students are waiting to perform, be interviewed, or waiting for the preliminary and final round results. Students and their chaperones are permitted to leave during this downtime to eat or explore.
- All contests have an awards ceremony at the end of the day.

Winners:

- Winners receive registration packets with detailed contest information about the state contest. Students must register.
- The top three winners in each category and each division—up to 150 from each region—advance to the state contest. Fourth place winners are alternates.
- Winners are **encouraged** to improve their projects before the State Contest. The NHDC state office conducts workshops with state qualifying projects. Contact the office to arrange for sessions with your students.



The State Contest

Who: Over 1,000 students from around Colorado compete in the state contest. Teachers and families usually accompany students.

When & Where: Traditionally held on the first Saturday in May at CU Denver on the Auraria Campus.

Logistics:

- The contest itself is very similar to the regional contests, only on a much larger scale.
- It is an all-day event with preliminary and final rounds, and an early evening awards ceremony.
- There is a registration fee. Some schools or districts cover the costs.
- Attendance is mandatory! If students cannot attend, a fourth place alternate may compete.
- Students will have a specific interview time with judges. Individuals must be present for the interview (NO exceptions). Groups must have at least one member of their team present for the interview. Performance groups may not substitute another student. See Rule 3 in “Rules for All Categories” in the Contest Rule Book.
- There is a lot of downtime when students are waiting to perform, be interviewed, or waiting for the preliminary round results. Students and their chaperones are permitted to leave during this downtime to eat or explore.
- The state office cannot assist with travel arrangements. Some districts may help defray travel expenses.

Winners:

- The top two projects in each division and category (between 50-70 students) advance to the national contest at the University of Maryland in College Park in June. Third place winners are alternates.
- Winners will receive registration and information materials at the conclusion of the state contest. Participating students and teachers must read and respond to communication from the state office!
- Winners are **encouraged** to continue to improve their projects prior to the national contest.



The National Contest

Who:

- The top two projects in each division and category (between 50-70 students) advance. Third place contestants serve as alternates.
- Teachers and families are encouraged to attend.
- About 3,000 students from around the nation participate.

When: Mid-June. Usually from a Sunday through Thursday.

Where: University of Maryland, near Washington, D.C.



Logistics:

- The contest is similar to the state contest only on a much larger scale, and lasting five days.
- There is a registration fee and costs associated with travel. Some schools and districts will assist students and teachers with expenses.
- The state office does not make any travel arrangements, but does organize group activities that require an RSVP.
- There are fun events planned such as a national pin exchange, dances, and museum visitations.
- There is time for visiting sites around the Washington, D.C. area. Many families accompany the participant and make a vacation out of the trip.

The Teacher's Role in the Contest Phase

- Make sure that students are registered by deadlines.
- Help your students to improve on and finalize their projects. Review the comment sheets from the judges and the Rule Book again!
- Prepare students for the interview with judges.
- Assist with travel arrangements.
- Make sure that students bring everything they need for the contest.
- Prepare students and parents for what to expect at the contest.
- RSVP to events planned by the State Office.

The Parent's Role in the Contest Phase

- Make sure that students are registered by deadlines.
- Parents are fans and are there for encouragement, support and guidance.
- Parents are not permitted to assist students with set-up or interviews at the contest.
- Parents are not permitted to communicate with judges.
- Parents often assist with transportation and serve as chaperones.
- RSVP to events planned by the State Office.



The Judging Process

Each entry will face a panel of trained volunteer judges that consists of historians, educators and community members who donate their time and expertise. Each judging team consists of 2-3 judges, one of whom is a veteran History Day judge. They use the NHD judging form and Rule Book to evaluate every project.

There are three very important things to remember:

1. Students must attend the contest in order for their entry to be judged.
2. Judges decisions are final.
3. Winners are encouraged to improve upon their projects prior to the next contest.

Other details about judging:

- Judges usually review the websites and paper entries days before the contest. Be aware of the due dates. All other projects are judged live at the contest.
 - All students are required to participate in an interview with their group of judges. The interview provides clarification and helps inform judges during their deliberation.
 - Judges use the NHD Judging Forms to evaluate projects
 - The judge panel ranks the entries on a consensus basis.
 - **Judges' decisions are final and non-negotiable.**
- Some judging is objective. For example: Did the student use primary sources? Is the written material grammatically correct? Did the student follow the rules?
 - Some judging is subjective: Analysis, conclusions about historical data and creativity. Historians often reach different opinions about the significance of the same data. Therefore, it is crucial for students to base their interpretations and conclusions on solid research.
 - Judging is comparative and requires judges to rank the projects. Often the judges find this to be the most difficult part of the process.
 - Judges will look at the sources used and make sure that students present a balanced account of their research and presentation. The process paper and annotated bibliography are critical to this process.
 - Judges prepare evaluations on each project that are returned to students after the contest. These evaluations are an important tool for students to improve upon their projects.
 - In specific circumstances, the State Office may be required to weigh-in on a judging decision that influences advancement to the State Contest. Decisions are made on a case-by-case basis when contest anomalies or judging errors occur at the regional level.

Ever Consider Judging?

We highly encourage teachers to judge at the regional contests. Those who have judged report a better understanding of the process.



The Simple Math of History Day Judging

Historical Quality: 80% of the total evaluation
<ul style="list-style-type: none"> • Is the historical argument supported by thorough analysis? • Is the theme woven throughout the project? • Does the project integrate a body of credible research into a fully developed historical argument? • Are primary sources used to develop the historical argument? • Does the project analyze the short-term and long-term causes of the historical events? • Is the historical information accurate? • Does the project draw an evidence-based conclusion about the topic's significance in history? • Does the project analyze the short-term and long-term impacts. • Are the student ideas, analysis, argument, and conclusions original and persuasive?
Clarity of Presentation: 20% of the total evaluation
Although historical quality is the most important, entries must be organized, grammatically correct, neat, free from typos, and creative.
The Interview, Annotated Bibliography, and Process Paper
<p>The interview is a way for judges to gain a better understanding of the project and the research process. Students are usually asked to elaborate on their sources, what they learned from the project, why the topic is important and more. Students should practice the interview.</p> <p>While the annotated bibliography and process paper are required and part of the rules compliance, they do not directly affect the overall score unless the student fails to submit them.</p> <p>The interview, annotated bibliography, and the process paper do help the judges make informed decisions as they rank the projects. They also inform the judges about the research process and how sources were used,</p>

Rules Infraction vs. Disqualification?

Minor rules infractions (i.e. going over by 10 seconds in a performance time) will not disqualify an entry. However, infractions will negatively impact the overall ranking of the project.

These Four Violations will Result in Disqualification:

1. Plagiarism
2. Entering a project that has been used before
3. Failure to publish a website by the deadline
4. Tampering with or vandalizing another contestant's project

**Step 11: The Contest and
Judging**
Resource Appendix

From the Trenches

Advice from an NHD Veteran

The following bits of advice are offered by a high school junior who is preparing for her sixth year of NHD competition. She's been there...

- Come early...Check in can be stressful, especially for first-time competitors. Make sure you have ample time for navigation, set-up, and mental preparation.
- Have a game plan...If your project is an exhibit, paper, or website, you could end up with a lot of free time of your hands. Figure out a place to hang out until awards, a place to eat lunch, and bring something to do, like a book to read or a video game.
- Know thy enemy...Especially if you or someone with your group is competing in the documentary, exhibit, or performance categories. Go see a few entries when they are open to the public. Not only will you see what others have done, you might get ideas to improve your project if you move on to the next level.
- Practice makes perfect...On the way to the competition, practice with the sample judge interview questions, and come up with a few of your own. The more standard answers you have to standard questions, the more confident you'll be in your ability to think quickly and sound knowledgeable. And...there is nothing worse than having to tell a judge, "I don't know."
- Bond...This doesn't just apply to group entries. History Day is about having fun, not stressing out. Talk your chaperone into a pre-judging Starbucks run, or go see a movie together after your interview times. Plan a fun lunch or an activity near campus.
- Keep in touch...Make sure everyone has a cell phone, or travel in twos or threes so nobody is out of contact. Be sure all phone numbers are saved in everyone's phone (especially the chaperone's) in case someone gets separated from the herd. **BUT REMEMBER TO TURN THOSE PHONES OFF BEFORE JUDGING!**
- Keep it together...You may be walking a long way with your project, so pack it in a way that is convenient for carrying. Have a carrying case for all electronics, marked with a luggage tag with contact information for the owner (If it is school equipment, put the information of the person in charge). Make sure all students gather backpacks, purses, cell phones, jackets, etc. when leaving.
- Have a plan B...Make sure all technology has a back-up plan. While documentaries need to be on a DVD, bring the project on a jump drive, along with extra DVDs, in case you need to burn another copy. Be sure to have supplies handy for quick repairs to exhibit boards, costumes, props, etc. Anticipate the problems.
- History Day is what you make it...You have a choice. You can see NHD as a class assignment, or you can see it as a fun way to do something with a group of friends, and learn a little something along the way. The people who do the best at NHD are those who have fun with NHD. That attitude might even lead you to Nationals!

National History Day QUESTIONS JUDGES MIGHT ASK

The purpose of the interview is to allow the judges to get to know the student(s) and learn a little more about what went into the development of the History Day entries. Information presented by the students during the interviews is not included in the evaluation and ranking of entries. The entry itself is all that is evaluated for ranking.

Teachers should prepare their students for the interview. Help them to be comfortable with the prospect of talking with judges and practice with them. The following list is of sample questions. They are not inclusive of the questions that judges might ask during the interview

Questions for all entry types (from *A Guide to Historical Research Through the National History Day Program*):

1. What was your most important source, and why?
2. What is the most important point you are trying to convey about your topic?
3. What is the most important thing you learned from completing this entry?
4. Why did you pick this topic? What gave you the idea to do this topic?
5. As you did your research, what surprised you the most about this topic?
6. What did you find most difficult about doing the research for this entry?
7. How did your primary sources help you understand this topic?
8. How did you come up with the script or design for your entry?
9. Why did _____ (the person or people who are the subject of the entry) get involved in _____ (whatever they got involved in)?
10. If you researched an individual, what were the biggest obstacles faced by this person?
11. If you researched an event, what were the most important factors that caused this event to occur?
12. What were the most important consequences of this _____ (event or person's actions)?
13. Why is this topic significant in history?

The final question all students should be prepared to answer:

- Is there anything you weren't asked that you would like to talk about?

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
AUDIO AND VISUALS	<input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand <input type="checkbox"/> Provides visual sources that enhance topic	<input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand <input type="checkbox"/> Provides visual sources that are appropriate to topic	<input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed <input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic	<input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow <input type="checkbox"/> Provides visual sources that are not appropriate to topic	
TECHNICAL	<input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are clearly focused <input type="checkbox"/> Volume of audio components is even	<input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are mostly clearly focused <input type="checkbox"/> Volume of audio components is mostly even	<input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visuals with some blurriness <input type="checkbox"/> Volume of audio components is uneven at times	<input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visuals with significant blurriness <input type="checkbox"/> Volume of audio components is mostly uneven	

Time is \leq ten minutes.

☐ No

Entry is student-produced.

☐ No

Entry includes source credits at the end.

☐ No

Process Paper is submitted.

☐ No

Annotated Bibliography is submitted.

☐ No

Process Paper word count is listed on the Title Page.

☐ No

GENERAL COMMENTS

[illegible]

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear and concise text that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that enhance the topic	<input type="checkbox"/> Presents written material that is appropriate to the topic and can usually be understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that are appropriate to the topic	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that are somewhat appropriate to the topic	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visual sources that are not appropriate to the topic	
TECHNICAL	<input type="checkbox"/> Presents all visual material clearly <input type="checkbox"/> Structures exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic	<input type="checkbox"/> Presents most visual material clearly <input type="checkbox"/> Mostly structures exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic	<input type="checkbox"/> Presents some visual material clearly <input type="checkbox"/> Attempts to structure exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic	<input type="checkbox"/> Presents visual material that is not clear <input type="checkbox"/> Little attempt to structure exhibit through segmentation and orientation <input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic	

Exhibit is $\leq 40''$ wide x $72''$ tall x $30''$ deep or $30''$ in diameter or diagonal.

☐ Yes ☐ No

Exhibit contains no more than 500 student-composed words.

☐ Yes ☐ No

Visuals and quotes are credited on the exhibit.

☐ Yes ☐ No

Media devices (optional) total run time is \leq two minutes.

☐ Yes ☐ No ☐ Not applicable

Process Paper is submitted.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

GENERAL COMMENTS

[illegible]

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding	
TECHNICAL	<input type="checkbox"/> Contains citations in an NHD-approved format to consistently and correctly credit quotations and paraphrased information	<input type="checkbox"/> Contains citations in an NHD-approved format to credit quotations and paraphrased information	<input type="checkbox"/> Contains citations in some format to credit quotations and paraphrased information	<input type="checkbox"/> Does not include citations to credit quotations and paraphrased information	

Paper is 1,500 to 2,500 words.

☐ Yes ☐ No

Entry includes citations.

☐ Yes ☐ No

Process Paper is submitted.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Process Paper and Paper word counts are listed on the Title Page

☐ Yes ☐ No

GENERAL COMMENTS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
PERFORMANCE	<input type="checkbox"/> Presents a theatrical performance with a well-developed dramatic arc <input type="checkbox"/> Speech is consistently articulate, easy to understand, and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a clear dramatic arc <input type="checkbox"/> Speech is mostly clear and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a basic dramatic arc <input type="checkbox"/> Speech is somewhat clear and appropriate but with inconsistent pacing	<input type="checkbox"/> Does not present a theatrical performance with a dramatic arc <input type="checkbox"/> Speech is unclear and pacing impedes understanding	
TECHNICAL	<input type="checkbox"/> Offers a well-practiced, polished performance <input type="checkbox"/> Conveys appropriate emotion through tone of voice and movement	<input type="checkbox"/> Offers a practiced performance <input type="checkbox"/> Conveys mostly appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates some practice <input type="checkbox"/> Conveys some appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates little practice <input type="checkbox"/> Does not convey appropriate emotion through tone of voice and movement	

Time is \leq ten minutes.

☐ No

Media devices (optional) are student operated.

☐ No ☐ Not applicable

Process Paper is submitted.

☐ No

Annotated Bibliography is submitted.

☐ No

Process Paper word count is listed on the Title Page.

☐ No

GENERAL COMMENTS

[illegible]

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides media that enhances the topic (optional)	<input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides media that is appropriate to the topic (optional)	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors <input type="checkbox"/> Provides media that is somewhat appropriate to the topic (optional)	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides media that is not appropriate to the topic (optional)	
TECHNICAL	<input type="checkbox"/> Presents all visual material clearly <input type="checkbox"/> Structures website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic <input type="checkbox"/> Makes strong and appropriate use of website elements	<input type="checkbox"/> Presents most visual material clearly <input type="checkbox"/> Mostly structures website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic <input type="checkbox"/> Makes good use of website elements	<input type="checkbox"/> Presents some visual material clearly <input type="checkbox"/> Attempts to structure website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic <input type="checkbox"/> Makes some use of website elements	<input type="checkbox"/> Does not present visual material clearly <input type="checkbox"/> Little or no attempt to structure website through segmentation and orientation <input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic <input type="checkbox"/> Does not take advantage of website elements	

- Website contains no more than 1,200 student-composed words.

☐ Yes
 ☐ No
- Multimedia (optional) total run time is ≤ three minutes.

☐ Yes
 ☐ No
 ☐ Not applicable
- Visuals and quotes are credited on the website.

☐ Yes
 ☐ No
- Website contains no links to external content (exempting the bibliography).

☐ Yes
 ☐ No
- Process Paper is integrated into the website as a PDF.

☐ Yes
 ☐ No
- Annotated Bibliography is integrated into the website as a PDF.

☐ Yes
 ☐ No
- Home page contains required information.

☐ Yes
 ☐ No

GENERAL COMMENTS

COMMENTS

[illegible]

HISTORICAL QUALITY – 80%	
Historical Argument	
Wide Research	
Primary Sources	
Historical Context	
Multiple Perspectives	
Historical Accuracy	
Significance in History	
Student Voice	
CLARITY OF PRESENTATION – 20%	
Written Material and Visuals	
Technical	
RULES COMPLIANCE	
Website contains no more than 1,200 student-composed words.	
Multimedia (optional) total run time is ≤ three minutes.	
Visuals and quotes are credited on the website.	
Website contains no links to external content (exempting the bibliography).	
Process Paper is integrated into the website as a PDF.	
Annotated Bibliography is integrated into the website as a PDF.	
Home page contains required information.	



COMMENTS

[illegible]

COMMENTS

[illegible]



FINALS RANKING

COMMENTS

[illegible]

Post-Contest
Resource Appendix

Final Evaluation Rubric

Name: _____

Teacher: _____

Historical Quality <ul style="list-style-type: none"> • Project is historically accurate • The topic is placed in historical context • Demonstrated why the project is relevant to history • The project addresses the impact the topic had on history 	Evaluation _____/30 Teacher Comments:
Research and Evaluation <ul style="list-style-type: none"> • Used a wide variety of primary and secondary sources • Maintained records of research and sources throughout project • Have completed an annotated bibliography and process paper • Research is balanced, looking at more than one perspective 	Evaluation _____/30 Teacher Comments:
Clarity of Presentation <ul style="list-style-type: none"> • Written materials are free of grammatical and spelling errors • The project is well designed and information is well organized • The student(s) is able to speak clearly and knowledgably about the subject • The student(s) can answer questions about the subject • The project is nearly created and maintains the viewer's interest 	Evaluation _____/20 Teacher Comments:
Rules Compliance/Relationship to Theme <ul style="list-style-type: none"> • The project shows a strong relationship to the NHD theme • The project meets the requirement set forth in the NHD Rule Book 	Evaluation _____/10 Teacher Comments:
Student Process <ul style="list-style-type: none"> • On task behavior during the creation of the project • Made revisions and improvements when suggested • Committed to project/group • Met deadlines throughout the project • Wise use of resources such as technology, art supplies and work space 	Evaluation _____/10 Teacher Comments:
FINAL COMMENTS	Evaluation _____/100

Research Project Self-Assessment

Name: _____

1. During the process of researching I felt I... _____

2. I feel I am an expert on my topic YES NO

Explain _____

3. My final project turned out... _____

4. Some things I learned while working on this project include: _____

5. Some things I need to improve on next time I do a major project include: _____

6. The most fun thing about the project was... _____

7. I was able to balance this project with my other responsibilities YES NO
(List your grades in all your classes for 1st and 2nd quarter and answer the question)

Student Checklist • “How Am I Doing?”

Name: _____

Instructions: Circle the response which most nearly describes your progress so far.

Investigating and Understanding My Topic:

I find it easy to locate secondary sources for my topic.	Yes	Sometimes	No
I find it easy to locate primary sources for my topic.	Yes	Sometimes	No
I understand my topic.	Yes	Partly	No
I can explain how my topic relates to this year's History Day theme.	Yes	Partly	No
I understand the issues related to my topic.	Yes	Partly	No
I understand the period of history in which my topic takes place.	Yes	Partly	No
I understand my topic's significance in history.	Yes	Partly	No
I defined a thesis for my project.	Yes	Partly	No
I have several ideas for how I will support or prove that thesis.	Yes	Partly	No

My Work Habits:

I work as hard as I can and am making excellent progress.	Yes	Sometimes	No
I am about where I think I should be.	Yes	Sometimes	No
I meet my deadlines.	Yes	Sometimes	No
I am confident I will complete my project on time.	Yes	Sometimes	No
I work well with other member of my group (if applicable).	Yes	Sometimes	No

Instructions: Fill in the blanks for the following items:

I have read or skimmed ____ secondary sources.
I have taken notes or copied excerpts from ____ secondary sources.

I have read ____ primary sources.

I have taken notes or copied excerpts from _____ primary sources.

I have located a total of _____ that pertain to my topic.

I need help on:

[illegible]

SKILLS ASSESSMENT

MIDDLE SCHOOL

Project Component	1- Superior	2- Good	1- Needs Improvement
Topic Selection	The topic is clear and concise, and has a focus that has been narrowed down from a broad topic. The topic can be manageably researched and analyzed, and is not too restrictive or too extensive for the project parameters. The topic clearly and expressly relates the project to the theme.	The topic has a general focus, but it is not sufficiently narrowed down from a broad topic, nor is it clearly stated. The topic relates to the theme, but this connection is not made clearly.	The topic is nowhere clearly stated, and is much too broad (or restrictive) for the parameters of the project. It is unclear how the topic relates to the theme.
Thesis Statement	The thesis statement clearly makes a claim or argument in 1-2 sentences, and clearly incorporates both the topic and theme of the project. The thesis also draws one or more impacts and demonstrates the importance of those impacts in history.	The thesis incorporates the topic and the theme, but does not do so concisely. No impacts are clearly drawn.	There is no clearly stated thesis or claim made.
Research Process	The project includes at least 10 sources (5 primary and 5 secondary) of various types (pictures, newspaper articles, interviews, essays, etc.). The student successfully explores and selects from all primary sources that are available and readily accessible.	The project may or may not include 10 sources, but it relies on secondary sources, and does not include a variety of formats.	Few or no primary sources are used, and it is clear that the few of the available and accessible primary sources were examined.
Analysis	The student <i>connects</i> the primary source evidence to their topic, and then clearly and thoroughly <i>explains</i> why this connection between the source evidence and the topic is important; the historical significance of the source evidence is discerned and discussed. The student <i>relates</i> this connection to their thesis, and draws short- and long-term impacts pertinent to their thesis. This is done with every source used as evidence. The student effectively supports and proves their thesis with their analysis.	The student generally <i>connects</i> their evidence to their topic, but sometimes fails to <i>explain</i> the connection and <i>relate</i> it to their thesis. Impacts are drawn, but could be clearer, and the historical significance is not clearly explained. The source evidence generally supports the thesis, but this is not clearly explained.	The project generally lacks sufficient analysis, and states facts, rather than draws conclusions. The thesis is not proven or supported.
Conclusions	The student restates their thesis and their most important points concisely in their conclusion. No new information is introduced in the conclusion. The conclusion effectively wraps up the project.	The student restates their thesis and some of their main points, but the conclusion could be better organized. Some new information is presented.	The project lacks a coherent conclusion.
Citations and Annotations	The student includes all of their sources in the bibliography, and properly cites them using the required format. The bibliography is neat and organized, separating primary and secondary sources, listing the sources alphabetically, and clearly indicating the format (photograph, interview, article, etc.) or each source. Annotations are concise, indicating the main points of the source, why it was important to their project, and how they used it.	The student cites their sources, but the bibliography has errors and lacks organizations. Some sources lack annotations.	There may or may not be a bibliography, and if there is it is disorganized and generally lacks annotations.
Process Paper	The process paper clearly states how the student chose their topic, outlines the student's research process, explains which sources were most important and why, explains how the student's understanding of the topic has changed and how, describes how the students put their project together and what skills they learned/used, and how the topic relates to the annual theme. The process paper does not present new research and /or analysis that is not in the project itself.	The process paper states how the student chose their topic and why, but neglects to answer some of the other pertinent questions effectively. New information is introduced that is not in the project itself.	There may or may not be a process paper, and if there is it is disorganized and fails to answer most (if any) of the pertinent questions.

Project Component	1- Superior	2- Good	1- Needs Improvement
Topic Selection			
Thesis Statement			
Research Process			
Analysis			
Conclusions			
Citations and Annotations			
Process Paper			

SKILLS ASSESSMENT

HIGH SCHOOL

Project Component	1- Superior	3- Excellent	2- Good	1- Needs Improvement
Topic Selection	The topic is clear and concise, and has a focus that has been narrowed down from a broad topic. The topic can be manageably researched and analyzed, and is not too restrictive or too extensive for the project parameters. The topic clearly and expressly relates the project to the theme.	The topic is generally clear and relates the project to the theme, but could be improved by more sufficiently narrowing the focus.	The topic has a general focus, but it is not sufficiently narrowed down from a broad topic, nor is it clearly stated. The topic relates to the theme, but this connection is not made clearly.	The topic is nowhere clearly stated, and is much too broad (or restrictive) for the parameters of the project. It is unclear how the topic relates to the theme.
Thesis Statement	The thesis statement clearly makes a claim or argument in 1-2 sentences, and clearly incorporates both the topic and theme of the project. The thesis also draws one or more impacts and demonstrates the importance of those impacts in history.	The thesis is relatively clear and stated in 1-2 sentences, and incorporates both the topic and theme. The thesis draws an impact, but does not effectively demonstrate the importance of those impacts in history.	The thesis incorporates the topic and the theme, but does not do so concisely. No impacts are clearly drawn.	There is no clearly stated thesis or claim made.
Research Process	The project includes at least 10 sources (5 primary and 5 secondary) of various types (pictures, newspaper articles, interviews, essays, etc.). The student successfully explores and selects from all primary sources that are available and readily accessible.	The project includes at least 10 sources (5 primary and 5 secondary), and has some variety of formats, but could be improved by accessing more of the available primary sources.	The project may or may not include 10 sources, but it relies on secondary sources, and does not include a variety of formats.	Few or no primary sources are used, and it is clear that the few of the available and accessible primary sources were examined.
Analysis	The student <i>connects</i> the primary source evidence to their topic, and then clearly and thoroughly <i>explains</i> why this connection between the source evidence and the topic is important; the historical significance of the source evidence is discerned and discussed. The student <i>relates</i> this connection to their thesis, and draws short- and long-term impacts pertinent to their thesis. This is done with every source used as evidence. The student effectively supports and proves their thesis with their analysis.	The student <i>connects</i> , <i>explains</i> , and <i>relates</i> their source evidence to their thesis, but not with every primary source. The project could be improved by more clearly demonstrating the historical significance of their primary source evidence in relation to their thesis, and drawing more concise conclusions, but the student generally supports and proves their thesis.	The student generally <i>connects</i> their evidence to their topic, but sometimes fails to <i>explain</i> the connection and <i>relate</i> it to their thesis. Impacts are drawn, but could be clearer, and the historical significance is not clearly explained. The source evidence generally supports the thesis, but this is not clearly explained.	The project generally lacks sufficient analysis, and states facts, rather than draws conclusions. The thesis is not proven or supported.
Conclusions	The student restates their thesis and their most important points concisely in their conclusion. No new information is introduced in the conclusion. The conclusion effectively wraps up the project.	The student restates their thesis and most important points, but the conclusion could be more concise. New information may be presented.	The student restates their thesis and some of their main points, but the conclusion could be better organized. Some new information is presented.	The project lacks a coherent conclusion.
Citations and Annotations	The student includes all of their sources in the bibliography, and properly cites them using the required format. The bibliography is neat and organized, separating primary and secondary sources, listing the sources alphabetically, and clearly indicating the format (photograph, interview, article, etc.) or each source. Annotations are concise, indicating the main points of the source, why it was important to their project, and how they used it.	The student cites all of their sources with few errors, separating them into primary and secondary sources, and listing them alphabetically. Some bibliographic entries may neglect to indicate the format of the source. All of the sources have annotations, but some or them are not clear as to how the student used the source.	The student cites their sources, but the bibliography has errors and lacks organizations. Some sources lack annotations.	There may or may not be a bibliography, and if there is it is disorganized and generally lacks annotations.
Process Paper	The process paper clearly states how the student chose their topic, outlines the student's research process, explains which sources were most important and why, explains how the student's understanding of the topic has changed and how, describes how the students put their project together and what skills they learned/used, and how the topic relates to the annual theme. The process paper does not present new research and /or analysis that is not in the project itself.	The process paper answers all of the pertinent questions, but may be unclear or slightly unorganized in places. Some information is introduced in the process paper that is not in the project itself.	The process paper states how the student chose their topic and why, but neglects to answer some of the other pertinent questions effectively. New information is introduced that is not in the project itself.	There may or may not be a process paper, and if there is it is disorganized and fails to answer most (if any) of the pertinent questions.

Project Component	1- Superior	3- Excellent	2- Good	1- Needs Improvement
Topic Selection				
Thesis Statement				
Research Process				
Analysis				
Conclusions				T
Citations and Annotations				
Process Paper				

WEBSITE

MIDDLE SCHOOL

		4- Superior	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate			
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 			
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice			
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)			
	Uses <i>available</i> primary sources (sources from the time of the actual event)			
	Research is balanced (shows more than one perspective)			
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)			
	Demonstrates <i>significance of topic in history</i> & draws conclusions			
Clarity of Presentation (20%)	Presentation and written material original, clear, appropriate, organized, articulate			
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.			
Rules Compliance*	1200 Word Limit	YES	NO	
	Annotated Bibliography	YES	NO	
	Process Paper	YES	NO	
	Multimedia 3 minutes	YES	NO	

Rules Summary

- Must be constructed on NHDWebCentral platform
- Website contains no more than 1,200 student composed words
- Multimedia (optional) total run time is three minutes or less
- Visuals and quotes are credited on the website
- Website contain no links o external content
- Process paper and annotated bibliography are integrated into the website as a PDF
- Home page contains required information.

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in the student's voice.	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation and written material original, clear, appropriate, organized, articulate	Web pages are well organized with the title, sections divisions, and main message clear and easy to recognize. Multimedia is clearly captioned and enhances the message of the website. The entrant has master the technical skills required.	Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the website. Technical skills could be improved.	Entry shows evidence of organization, buy sections divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit.
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the website category.	Entry utilizes visual displays buy relies on text more than visual impact to communicate central points.	Entry utilizes visual display and text but images so not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual and multimedia impact.
Rules Compliance*	1200 Word Limit Annotated Bibliography Process Paper Multimedia 3 minutes	YES YES YES YES	NO NO NO NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

WEBSITE

HIGH SCHOOL

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 				
	Places topic in historical context, explains background, & short-term & long-term impacts in the student's voice				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses <i>available</i> primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates <i>significance of topic in history</i> & draws conclusions				
Clarity of Presentation (20%)	Presentation and written material original, clear, appropriate, organized, articulate				
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				
Rules Compliance*	1200 Word Limit	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	Multimedia 3 minutes	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Must be constructed on NHDWebCentral platform
- Website contains no more than 1,200 student composed words
- Multimedia (optional) total run time is three minutes or less
- Visuals and quotes are credited on the website
- Website contain no links o external content
- Process paper and annotated bibliography are integrated into the website as a PDF
- Home page contains required information.

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in the student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation and written material original, clear, appropriate, organized, articulate	Web pages are well organized with the title, sections divisions, and main message clear and easy to recognize. Multimedia is clearly captioned and enhances the message of the website. The entrant has master the technical skills required.	Web pages are organized with the title, section division, and the main message clear and easy to recognize; may have minor organizational issues. Most of the photographs, images, and supplemental information support the textual material. There may be a few images, etc. without captions or supporting textual information. The entrant has proficiency with the technical skills required.	Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the website. Technical skills could be improved.	Entry shows evidence of organization, buy sections divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit.
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the website category.	Entry is visually effective and uses images and artifacts to communicate central points. Entry may be improved by diversifying the types of images and artifacts used. The overall appearance is generally pleasing. The entry is appropriate to the website category.	Entry utilizes visual displays buy relies on text more than visual impact to communicate central points.	Entry utilizes visual display and text but images so not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual and multimedia impact.
Rules Compliance*	1200 Word Limit	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	Multimedia 3 minutes	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate			
	Shows analysis & interpretation <ul style="list-style-type: none">Has an obvious thesis statementEvidence supports thesis statement			
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice			
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)			
	Uses <i>available</i> primary sources (sources from the time of the actual event)			
	Research is balanced (shows more than one perspective)			
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)			
	Demonstrates <i>significance of topic in history</i> & draws conclusions			
Clarity of Presentation (20%)	Written material original, clear, appropriate, organized, articulate			
	Text is clear, with correct grammar and spelling. Entry is neatly prepared			
Rules Compliance*	1500-2500 Word Limit Annotated Bibliography and Process Paper	YES YES	NO NO	

- Rules Summary
- Individual only.
 - 1,500-2,500 words.
 - Entry includes citations
 - Process paper and annotated bibliography submitted
 - Process paper and Paper word counts are listed on the title page.

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains little obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Written material original, clear, appropriate, organized, articulate	Entry is well organized and logical. The sections and main points are easy to discern. The entry is best presented as an historical paper.	Entry text is understandable, but could be better organized (the sections and main points vary in clarity).	Entry presents information clearly in most cases and shows evidence of organization, but sections and main points are difficult to discern.
	Text is clear, with correct grammar and spelling. Entry is nearly prepared.	Citations are used properly. The text is clear, grammatical, correctly spelled, and neatly presented.	Entry text is, with some exceptions, clear. There are some grammar and spelling errors. There may be some inconsistency in citations.	The text's clarity, neatness, grammar, spelling, and the format of some citations could be improved.
Rules Compliance*	1500-2500 Word Limit Annotated Bibliography and Process paper	YES YES	NO NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

PAPER

HIGH SCHOOL

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 				
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses <i>available</i> primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates <i>significance of topic in history</i> & draws conclusions				
Clarity of Presentation (20%)	Written material original, clear, appropriate, organized, articulate				
	Text is clear, with correct grammar and spelling. Entry is neatly prepared				
Rules Compliance*	1500-2500 Word Limit Annotated Bibliography and Process Paper	YES YES	NO NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Individual only.
- 1,500-2,500 words.
- Entry includes citations
- Process paper and annotated bibliography submitted
- Process paper and Paper word counts are listed on the title page.

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains little obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Written material original, clear, appropriate, organized, articulate	Entry is well organized and logical. The sections and main points are easy to discern. The entry is best presented as an historical paper.	Entry is generally organized and logical, and may contain only minor organizational errors. The sections and main points are generally easy to discern, but could be more clear. The entry is appropriate for the paper category.	Entry text is understandable, but could be better organized (the sections and main points vary in clarity).	Entry presents information clearly in most cases and shows evidence of organization, but sections and main points are difficult to discern.
	Text is clear, with correct grammar and spelling. Entry is nearly prepared.	Citations are used properly. The text is clear, grammatical, correctly spelled, and neatly presented.	Citations are generally used properly. The text has few grammar and spelling errors, and is nearly presented.	Entry text is, with some exceptions, clear. There are some grammar and spelling errors. There may be some inconsistency in citations.	The text's clarity, neatness, grammar, spelling, and the format of some citations could be improved.
Rules Compliance*	1500-2500 Word Limit Annotated Bibliography and Process Paper		YES YES	NO NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

DOCUMENTARY

MIDDLE SCHOOL

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate			
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 			
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice			
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)			
	Uses <i>available</i> primary sources (sources from the time of the actual event)			
	Research is balanced (shows more than one perspective)			
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)			
	Demonstrates <i>significance of topic in history</i> & draws conclusions			
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate			
	Entry organized, visual impact appropriate to topic			
Rules Compliance*	10 minutes or less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO	

Rules Summary

- Time requirements: 10 minutes or less.
- Entry is student-produced
- Entry includes source credits at the end
- Process paper and annotated bibliography are submitted
- Process paper word count is listed on the title page.

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Entry is an original audiovisual production that is well organized and communicates the main message and the topic's significance. The script is clear, the visual images and sound are appropriate, and the entrant has mastered the technical skills required.	Entry utilizes images and audio, but relies mostly on narration to communicate the main message and central points. May also use long segments of other films or documentaries rather than creating an original audiovisual entry.	Entry utilizes images and audio, but they do not always explain central points. Text is used to communicate the main message and central points of images and sound. The majority of the entry is long segments of other films or documentaries, not the student's own original audiovisual entry.
	Entry organized; visual impact appropriate to topic	Entry utilizes multimedia (such as interviews, film footage, site visits) to communicate the main message and central points. The topic is best suited for the documentary category.	Entry utilizes images and audio, but relies mostly on narration to communicate the main message and central points.	Entry utilizes images and audio but they do not always explain central points. Text is used to communicate the main message and central points instead of images and sound.
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

DOCUMENTARY

HIGH SCHOOL

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 				
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses <i>available</i> primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates <i>significance of topic in history</i> & draws conclusions				
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate				
	Entry organized, visual impact appropriate to topic				
Rules Compliance*	10 minutes or less	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	Equipment Student Run	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Time requirements: 10 minutes or less.
- Entry is student-produced
- Entry includes source credits at the end
- Process paper and annotated bibliography are submitted
- Process paper word count is listed on the title page.

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Entry is an original audiovisual production that is well organized and communicates the main message and the topic's significance. The script is clear, the visual images and sound are appropriate, and the entrant has mastered the technical skills required.	Entry is an original audiovisual production that generally communicates the main message and topic's significance, but may have some minor organizational issues. The visual images and sound are appropriate, but the project could be improved by a greater variety of images and sounds. The entrant has mostly mastered the technical skills required.	Entry utilizes images and audio, but relies mostly on narration to communicate the main message and central points. May also use long segments of other films or documentaries rather than creating an original audiovisual entry.	Entry utilizes images and audio, but they do not always explain central points. Text is used to communicate the main message and central points of images and sound. The majority of the entry is long segments of other films or documentaries, not the student's own original audiovisual entry.
	Entry organized; visual impact appropriate to topic	Entry utilizes multimedia (such as interviews, film footage, site visits) to communicate the main message and central points. The topic is best suited for the documentary category.	Entry generally utilizes multimedia to communicate the main message and central points, but sometimes relies to heavily on narration. The topic is appropriate for the documentary category.	Entry utilizes images and audio, but relies mostly on narration to communicate the main message and central points.	Entry utilizes images and audio but they do not always explain central points. Text is used to communicate the main message and central points instead of images and sound.
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

PERFORMANCE

MIDDLE SCHOOL

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate			
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 			
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice			
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)			
	Uses <i>available</i> primary sources (sources from the time of the actual event)			
	Research is balanced (shows more than one perspective)			
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)			
	Demonstrates <i>significance of topic in history</i> & draws conclusions			
Clarity of Presentation (20%)	Presentation andw ritten material original, clear, appropriate, organized, articulate			
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.			
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO	

Rules Summary

- Time requirements: 10 minutes or less.
- Media devices (optional) are student operated
- Process paper and annotated bibliography are submitted
- Process paper word count is on title page.

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Entry is an original dramatic portrayal of a topic. Performance combines dramatic appeal with historical accuracy and effectively uses the 10 minutes allotted. Script is clear and creative.	Entry has moments when dramatic appeal is lost and the performance becomes more like an oral report. Script contains some errors of historical accuracy (language, for example). May run slightly over or slightly under the allotted 10 minutes.	Entry utilizes some methods of dramatic presentation, but is more like an oral report or just recites facts. 10 minutes is not used effectively.
	Performers show good stage presence; props/costumes are historically accurate.	Entry performers show good stage presence; props/costumes are historically accurate and an integral part of the presentation.	Entry performers could improve their project by working on their stage presence; costumes/props may have minor historical issues and are not always an integral part of the presentation.	Entry performers are sometimes stiff and/or hard to hear/understand; props/costumes have some historical inaccuracies and/or are not always an integral part of the presentation.
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

PERFORMANCE

HIGH SCHOOL

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 				
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses <i>available</i> primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates <i>significance of topic in history</i> & draws conclusions				
Clarity of Presentation (20%)	Presentation andw ritten material original, clear, appropriate, organized, articulate				
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Time requirements: 10 minutes or less.
- Media devices (optional) are student operated
- Process paper and annotated bibliography are submitted
- Process paper word count is on title page.

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Entry is an original dramatic portrayal of a topic. Performance combines dramatic appeal with historical accuracy and effectively uses the 10 minutes allotted. Script is clear and creative.	Entry is original, and for the most part maintains dramatic appeal throughout. Performance is generally historically accurate, with minor errors, and the script is creative and may contain only minor organizational errors. Effectively uses the 10 minutes allotted.	Entry has moments when dramatic appeal is lost and the performance becomes more like an oral report. Script contains some errors of historical accuracy (language, for example). May run slightly over or slightly under the allotted 10 minutes.	Entry utilizes some methods of dramatic presentation, but is more like an oral report or just recites facts. 10 minutes is not used effectively.
	Performers show good stage presence; props/costumes are historically accurate.	Entry performers show good stage presence; props/costumes are historically accurate and an integral part of the presentation.	Entry performers have generally good stage presence; props/costumes are historically accurate, and for the most part are an integral part of the presentation.	Entry performers could improve their project by working on their stage presence; costumes/props may have minor historical issues and are not always an integral part of the presentation.	Entry performers are sometimes stiff and/or hard to hear/understand; props/costumes have some historical inaccuracies and/or are not always an integral part of the presentation.
Rules Compliance*	10 Minutes or Less Annotated Bibliography Process Paper Equipment Student Run	YES YES YES YES	NO NO NO NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

EXHIBIT

MIDDLE SCHOOL

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate			
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 			
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice			
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)			
	Uses <i>available</i> primary sources (sources from the time of the actual event)			
	Research is balanced (shows more than one perspective)			
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)			
	Demonstrates <i>significance of topic in history</i> & draws conclusions			
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate			
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.			
Rules Compliance*	Maintains Size Requirement	YES	NO	
	Annotated Bibliography	YES	NO	
	Process Paper	YES	NO	
	500 (or less) student generated words	YES	NO	

Rules Summary

- Size Requirements: No large than 40 inches wide, 30 inches deep, and 6 feet high (measurements from furthest edges).
- Circular or rotating exhibits must be no more than 30 inches in diameter.
- Visuals and quotes are credited on the exhibit
- Media devices (optional) total run time is two minutes or less
- Process paper and annotated bibliography are submitted
- Process paper word count is included on the title page

		Superior	Good	Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Exhibit is well organized with the title, section divisions, and main message clear and easy to recognize. Photographs, images, and supplemental information are appropriate in terms of content and location, and are clearly captioned and enhance the message of the exhibit.	Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the exhibit.	Entry shows evidence of organization, but section divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit.
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the exhibit category.	Entry utilizes visual display but relies on text more than visual impacts to communicate central points.	Entry utilizes visual display and text but images do not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual impact.
Rules Compliance*	Maintains Size Requirement	YES	NO	
	Annotated Bibliography	YES	NO	
	Process Paper	YES	NO	
	500 (or less) student generated words	YES	NO	

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

EXHIBIT

HIGH SCHOOL

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 				
	Places topic in historical context, explains background, & short-term & long-term impacts on student's voice				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses <i>available</i> primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates <i>significance of topic in history</i> & draws conclusions				
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate				
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				
Rules Compliance*	Maintains Size Requirement	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	500 (or less) student generated words	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Size Requirements: No larger than 40 inches wide, 30 inches deep, and 6 feet high (measurements from furthest edges).
- Circular or rotating exhibits must be no more than 30 inches in diameter.
- Visuals and quotes are credited on the exhibit
- Media devices (optional) total run time is two minutes or less
- Process paper and annotated bibliography are submitted
- Process paper word count is included on the title page

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement 	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts in student's voice	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed.	Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses <i>available</i> primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates <i>significance of topic in history</i> & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate	Exhibit is well organized with the title, section divisions, and main message clear and easy to recognize. Photographs, images, and supplemental information are appropriate in terms of content and location, and are clearly captioned and enhance the message of the exhibit.	Exhibit is organized with the title, section division, and the main message clear and easy to recognize; may have minor organizational issues. Most of the photographs, images, and supplemental information support the textual material. There may be a few images, etc. without captions.	Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the exhibit.	Entry shows evidence of organization, but section divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit.
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the exhibit category.	Entry is visually effective and uses images and artifacts to communicate central points. Entry may be improved by diversifying the types of images and artifacts used. The overall appearance is generally pleasing. The entry is appropriate to the exhibit category.	Entry utilizes visual display but relies on text more than visual impacts to communicate central points.	Entry utilizes visual display and text but images do not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual impact.
Rules Compliance*	Maintains Size Requirement	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	500 (or less) student generated words	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

Frequently Asked Questions

How much time does a History Day project take?

There is no perfect amount of time required to create a great History Day project. Highly organized and motivated students can create a high quality (and winning) project in a month. Other students require more time and guidance and oversight from teachers. Teachers should understand students' abilities and create an appropriate timeline.

How many sources should a student use?

There is no required amount, but we recommend a minimum of 15-20, with twice as many primary as secondary. Sources should be diverse. The strongest projects' use diverse sources include: articles, films, interviews, internet, books, museums, etc. Students should use enough to ensure their research is balanced.

Which category is the easiest?

All projects require the same amount of research and the same essential elements. Because all great History Day projects are essentially a persuasive paper, some think the paper category is easiest. Exhibits and websites are similar in that the essential elements can easily be laid out in an organized and compelling fashion. Because performances require a script, props and costumes, they may be more challenging. Documentaries also require a script and sophisticated technology, and can be prohibitive for some students.

I teach at a high poverty school. Which category costs the least amount of money?

All projects can be researched on computers at school, home or at local libraries. Papers are virtually cost-free if students can print them at school. Websites can be built without cost on school, home, or library computers. Exhibits can be made from odds and ends and on poster board, though most students purchase display boards and craft materials. Most props and costumes for performances can be found at school or home. Documentaries require computer hardware and software that may be available at schools and homes.

My school has limited technology. Which project requires the least amount of technology?

Computers are needed for research, typing and for the development of documentaries, websites, and papers. If students do not have access to computers, they can use public library computers. Documentaries and websites require computers to create the projects.

Do students have to compete at a contest?

Participation at contests is not required, but encouraged as they are fun, exciting and motivating.

I'm homeschooled/my school does not participate, can I come to the regional contest?

Absolutely! Contact the appropriate regional coordinator (based on county) for details.

What if there are too many students at my school to go to the regional contest?

Some regional contests limit the number of students from each school (ask your regional coordinator if this applies to your school). Schools can have in-house contests to determine which students can go to the regional contest.

What if a student cannot attend the contest due to a prior commitment?

In order for students' projects to be judged at a contest, **students are required to attend and be present for the interview.** If a student cannot attend, he/she must notify the contest coordinator so that an alternate may be sent in his/her place. **For group projects, attendance is mandatory for at least one group member.**

How can my students win?

Teachers and students should view examples of national winning projects. Many are available on our website, nhd.org, and on other state's History Day websites. State and national winners have all of the essential elements of a great project. They have a higher level of analysis, extensive bibliographies, and are usually very creative. The NHDC office can also provide feedback through Winners Workshops.



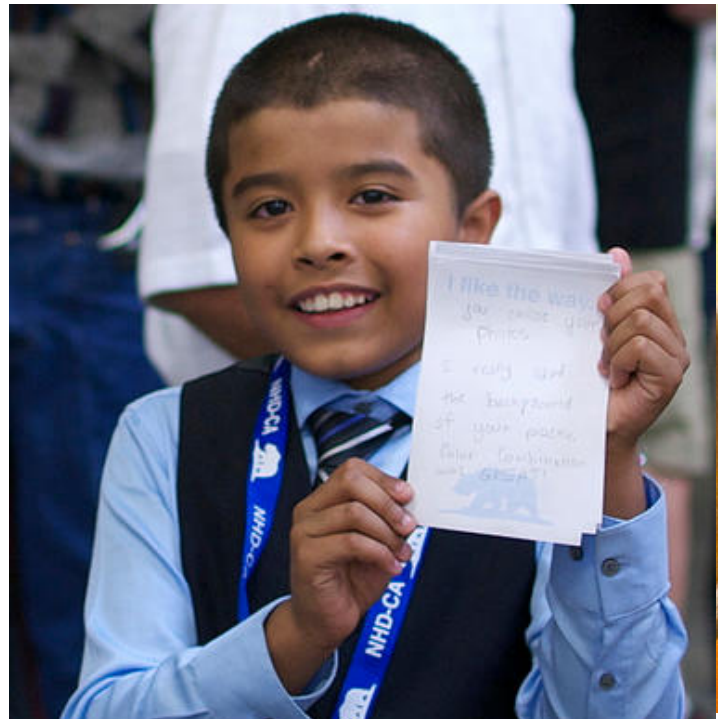
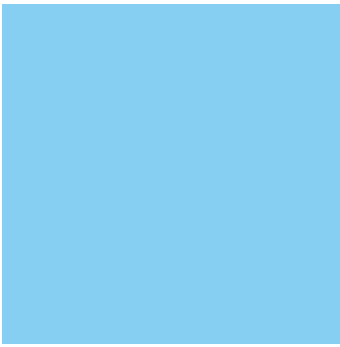
SECTION II:

Poster Contest Guide



+ 4th and 5th Grade Poster Contest

A Social Studies and Literacy Program



+ The Poster Contest

An Introduction to National History Day

The Poster Contest is a scaled-down version of the History Day exhibit category, and is specifically designed to prepare students in the upper grades of elementary school to complete History Day projects in middle and high school. The contest is open to 4th and 5th graders, and must be done on a Colorado History topic that relates to the following year's theme. Completing a poster allows students to pursue topics that interest them, learn how to write thesis statements regarding those topics, and then demonstrate the significance of their topic in history and its relation to the theme through evidence. Students accomplish this by investigating primary sources of various formats (e.g. photos, interviews, newspaper articles, maps, quotations, etc.), as well as secondary sources. Ultimately, when students construct their final posters, they should incorporate their evidence into their own words, while using

meaningful quotations and other primary source text in order to support their thesis statement. It should be noted that the poster is not included in any of the middle and high school CU Denver National History Day in Colorado Contests.





How It Works



Students will begin working on their projects at the teacher's discretion, but no later than March or April. They will have their projects completed by May.

An in-school contest will then be held to select the most concise and well-rounded posters.

The winners from each classroom (top 3) will have their posters displayed at a museum or university in their vicinity on Colorado Day, August 1st.

Those posters will also be displayed at the annual Luncheon alongside middle and high school History Day projects. Luncheon attendees will choose a grand prize winning poster to be presented at the luncheon.

Poster Design Parameters

Students will create their poster on a standard 30"x 40" poster board, in either portrait or landscape orientation.

The poster must be a Colorado topic that relates to the theme for the upcoming year.

The front of the poster should be creative, colorful, and fact-filled.

The back should be a process paper that details how the students chose their topic, conducted research, and constructed their project.

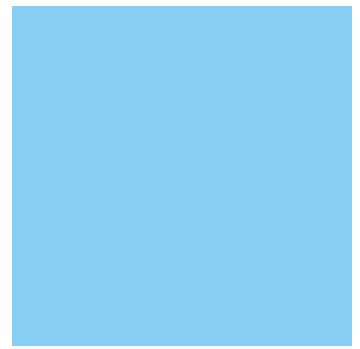
The project must utilize and analyze at least 3 primary sources and 5 sources total.

There are no limits to what can go on the poster, but the components must hang and stay on the poster.

Posters should...

- Have a thesis statement and evidence to support it.
- Demonstrate an understanding of the topic and theme.
- Explain why it matters in the context of history.
- Use a variety of source formats including: quotes, photos, maps, interviews, newspaper articles, videos, etc.
- Have a list of sources used, organized in a simple, MLA-type format.





THE BASICS: A BREAKDOWN

Size Requirements	<ul style="list-style-type: none"> • Standard size 30"x 40" poster board. • Either portrait or landscape orientation.
Construction & Design	<ul style="list-style-type: none"> • There are no limits to the components that may be added to the poster, but they must hang and stay on the poster. • Front side: Creative, colorful, fact-filled components that relate to a Colorado topic. • Back side: Process paper.
Required Components (Front)	<ul style="list-style-type: none"> • A thesis statement. • A Colorado History topic • Relation to the theme. • At least 2 primary sources. • At least 5 total sources. • Analysis/interpretation of sources demonstrates the significance of the topic in history.
Process Paper (Back)	<ul style="list-style-type: none"> • Includes a student narrative that addresses the following: topic choice, research methods, project creation, how the topic connects to the theme, and the topic's historical importance in history. • Written in complete paragraphs using "I" statements. • No longer than 500 words.
Crediting Sources	<ul style="list-style-type: none"> • Sources listed in a simple MLA-type format.

Primary vs. Secondary Sources

Primary Sources: From the time period being studied. A primary source is a document or physical object, which was written or created during the time that an event took place, a person lived, and/or an idea was spread. A primary source could also be a source produced by someone who lived during the time period being researched. Primary sources are as close to the actual historical event or person that you can get.

Examples:

- Diaries or journals
- Newspapers
- Speeches
- Letters
- News footage, films, cartoons, etc.
- Interviews
- Poems
- Books or articles
- Autobiographies
- Plays, music, or art
-



Secondary Sources: Written several years after the time period being studied. A secondary source interprets and analyzes the event, person, and/or idea being studied, as well as the primary sources.

Examples:

- A textbook
- A book or article about the effects of an event, for example WWI
- A book or article that interprets previous findings
- Encyclopedias





A Guide to Process Papers

One of the last items you will complete on your poster is the Process Paper. Judges read the Process Paper to learn how you chose your topic, how you conducted your research, how you created your project, and how your topic connects to the theme. Your paper should be written in full paragraphs, you should provide details of your work, and use “I” statements. The chart below is meant to help you compose your sentences and put together your Process Paper. Remember that your process paper cannot be longer than 500 words.



Required Responses	Ideas to Consider & Details to Include	Sample Sentence Frames
How did you choose your topic?	<ul style="list-style-type: none">• State your topic.• Describe how you chose that topic.• State any other topics you may have considered.	I've always been interested in... When I heard the theme this year, I thought about... I brainstormed possible topics and the one I liked the best was... because... I decided to research... to learn more about... I started researching... and then I discovered...
How did you research your topic?	<ul style="list-style-type: none">• Where did you do your research? Online? In a library? In an archive? Did you use/conduct interviews?• Were you looking for anything specific? Did you find anything unexpected?• What was your best source(s)?	I began my research by... I used... to do my research... Then I... My primary sources included... My best primary source was... My best secondary source was...
How did you create your project?	<ul style="list-style-type: none">• Why did you decide on the design, layout, colors, pictures, etc.?• How did you incorporate your primary sources?	I decided to design my poster like... because... The colors symbolize... The layout of my information shows... The contents of my board are apply to the theme... I incorporated my primary sources by...
How does your topic connect to the theme?	<ul style="list-style-type: none">• Use the theme words to relate the theme to your thesis.• How is your topic in relation to the theme historically significant?	(Insert topic) fits this year's theme because... My research and primary sources provide evidence that (topic) was significant in history because... This was significant because...

Colorado State Academic Standards in Social Studies

*Common Core Standards: Literacy (Reading and Writing) in History/
Social Studies Achieved Through History Day Participation*

Subject	Standard Met
Reading	<ul style="list-style-type: none"> ✓ Key ideas and details ✓ Craft and structure ✓ Integration of knowledge and ideas ✓ Range of reading and levels of text complexity
Writing	<ul style="list-style-type: none"> ✓ Text types and purposes ✓ Production and distribution of writing ✓ Research to construct and present knowledge ✓ Range of writing

*Colorado Essential Skills
(Previously 21st Century Skills)
Achieved Through History Day Participation*

Skill	Standard Met
Civic/Interpersonal Skills	<ul style="list-style-type: none"> ✓ Global and Cultural Awareness ✓ Civic Engagement, Collaboration/Teamwork, Communication
Entrepreneurial Skills	<ul style="list-style-type: none"> ✓ Critical Thinking/Problem-Solving ✓ Inquiry / Analysis
Personal Skills	<ul style="list-style-type: none"> ✓ Adaptability/Flexibility, Perseverance/Resilience ✓ Self-Awareness, Personal Responsibility
Professional Skills	<ul style="list-style-type: none"> ✓ Self-Advocacy, Information
Strategic Learning	<ul style="list-style-type: none"> ✓ Critical Thinking and Problem Solving

Colorado State Academic Standards in 4th & 5th Grade Social Studies

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
4th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado. ✓ The historical eras, individuals, groups, ideas and themes in Colorado history and their relationship to key events in the United States within the same historical period. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to research and answer questions about Colorado geography. ✓ Connections are developed within and across human and physical systems. • Economics <ul style="list-style-type: none"> ✓ People respond to positive and negative incentives. ✓ Determine the opportunity cost when making a choice (PFL). • Civics <ul style="list-style-type: none"> ✓ Identify, investigate, and analyze multiple perspectives on civic issues. ✓ The origins, structures, and functions of the Colorado government.
5th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history. ✓ The historical era, individuals, groups, ideas, and themes in North American from European colonization through the establishment of the United States government. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to research and answer questions about United States geography. ✓ Causes and consequences of movement. • Economics <ul style="list-style-type: none"> ✓ Trade shaped the development of Early America. ✓ Examine how individuals use financial institutions to manage personal finances (PFL). • Civics <ul style="list-style-type: none"> ✓ Construct an understanding of the foundations of citizenship in the United States. ✓ The origins, structures, and functions of the United States government.

Colorado State Academic Standards in 4th & 5th Grade

Reading, Writing, and Communicating

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
4th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Pose thoughtful questions after actively listening to others. ✓ Create a plan to effectively present information both informally and formally. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Apply strategies to comprehend literary texts. ✓ Apply strategies to comprehend and interpret informational texts. ✓ Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words. • Writing and Composition <ul style="list-style-type: none"> ✓ Write opinion pieces on topics or texts supporting a point of view with reasons and information. ✓ Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary. ✓ Write engaging real or imagined narratives using descriptive details and dialogue to convey a sequence of related events. ✓ Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Use a variety of resources to build and communicate knowledge related to open-ended research questions.
5th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Collaborate in discussions that serve various purposes and address various situations. ✓ Present to express an opinion, persuade, or explain/provide information. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Apply strategies to interpret and analyze various types of literary texts. ✓ Apply strategies to interpret and analyze various types of information texts. ✓ Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. • Writing and Composition <ul style="list-style-type: none"> ✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. ✓ Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. ✓ Write engaging real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events. ✓ Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Research to locate, summarize, synthesize, and document information from print and digital sources, and communicate findings appropriately.

Poster Contest
Resource Appendix

Artifact/Object Analysis Sheet

Name: _____

What is the object made out of? Circle all that apply



Bone



Paper



Rock/Stone



Wood



Glass



Leather



Metal



Ceramic/Pottery



Plastic



Fabric/Cloth

Other

How do you think the object feels? Circle all that apply



Heavy



Light



Smooth



Hard



Soft

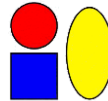


Rough

What color is the object?



What is the shape of the object?



What size is the object?

Small



Medium



Big



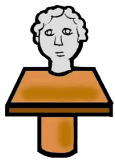
What questions do you have?

What do you think the object was used for?

Who do you think would have used the object?

Could it still have a purpose today?

What does the object tell us about the time period when it was made and used?



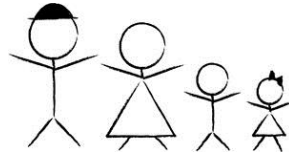
Artwork Analysis Sheet



Name: _____

What do you see?
What details are in the foreground? Background?

What is the main subject of the artwork?
People? Objects? Landscape?



People



Objects



Landscape

Describe the artwork. What colors and shapes do you see?

What is the texture?



What do you think is happening in this artwork?



Does this artwork remind you of a place you've been, or people you've met?



Do you think the artwork tells a story? If so, what is the story?



What questions would you ask the artist?



Written Document Analysis Sheet



Name: _____

Are there any special markings on the document?



Stamp



Postmark



Official Seal



Special Letterhead

Other: _____

Who wrote the document?



Who received the document?

How important is this document in our history?

Are there any words that you don't know?

If so, look them up in the dictionary to learn what they mean.



What is the date of the document?



Is the document:

Handwritten



TYPED



Cursive or printed?

What is the main idea/topic of the document?



Cite Evidence

List 2 quotes from the text that supports the main idea:

1.

2.

What questions do you have about the document?



Film/Video Analysis Sheet



Name: _____

Describe what you see.
How does it make you feel?



Do you see live action or animation?
Or both?



Live action



Live action and
animation



Animation

Describe what you hear



Do you think it was filmed on location or was there a stage set?



On location



Film set

How do you know?

How did the music or sounds
make you feel?

Surprised Nervous Sad
Happy Angry Scared

What is the purpose of
the film?

Entertain Persuade
Inform EDUCATE

What is the main idea
of the film?

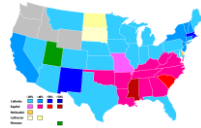


Who produced (made)
the film?



What questions do you
have about the film?

Map Analysis Sheet



Name: _____

What type of map is it? Check all that apply.

☐

Bird's Eye View

☐

Physical Map

☐

Hand Drawn Map

☐

Topographic Map

☐

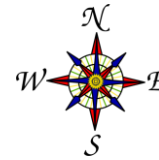
Political Map

☐

Weather Map

Other: _____

What place(s) does the map show?



What geographic features does the map show? Circle all that apply.



Mountains



Plains



Oceans



Lakes



Rivers



Cities/Towns

What geographic tools are on the map? Circle all that apply.

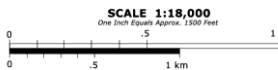


Compass Rose

Map Key



Map Scale



Is there anything strange or unfamiliar about the map?

What did you learn from the map?

When was the map created?

What questions do you have about the map?



Newspaper Analysis Sheet



Name: _____

Describe what you see.
What text do you notice first?



Who wrote the article?



Who do you think was the audience for this article?

Are there any words that you don't know?

If so, look them up in the dictionary to learn what they mean.



What is the date of the article?



How important is this article in telling about our history?

What is the main idea/topic of the article?



Cite Evidence

List 2 quotes from the article that supports the main idea:

1.

2.



What questions do you have about the article?



Oral History Analysis Sheet



Name: _____

What type of recording is it?

- _____ Audio
- _____ Film or video
- _____ Written document
- _____ Other



What time period did this story takes place?



How do you know?

Who is telling the story?

What is their point of view?

**What's
Your
Story?**

Where was this recording made?

STUDIO

Home

Other: _____

What do you notice about the person telling the story?

- _____ They have an accent
- _____ They are old
- _____ They are young
- _____ They use words I don't know

Why are they telling the story?
What's the purpose?



What did you learn from listening to this person's story?



If you could ask this person a question what would it be?



Picture/Photograph Analysis Sheet



Name: _____

What do you see?



Are there people or objects in the picture? Or both?



People



Object



People and
Objects

Describe the object(s) in the picture. What is it made of?
Color?

What are the people doing in the photograph?

Where do you think the photo was taken?



Other: _____

How does this photograph make you feel?

Surprised Nervous Sad
Happy Angry Scared

Is there any writing? Can you read it? If so, what does it say?

How does this photo compare to today?



What questions do you have?





Poster Analysis Sheet

Name: _____

What are the main colors in the poster?



What symbols are used in the poster?



Are there any words you don't know?
If so, write them here:

Look them up in the dictionary to learn what they mean.



What grabs your attention first when you look at the poster?

COLOR(S)

Word(s)

PICTURE(S)

Other: _____

How does the poster make you feel?

What is the main idea of the poster?



What is the purpose of the poster?

What time period is the poster from?

Who designed the poster?



What questions do you have?





SECTION III:

Teacher Workbook

History Day 101

National History Day in Colorado has created an eleven-step curriculum that allows educators and sponsors to implement the program easily and effectively in their classroom. These eleven steps can be adapted to fit almost any subject area, age group, learning level and style, time frame, and format. While each step will be discussed in depth, below are the “BIG 3” for each one... the three things that are crucial for effective implementation.

I. Incorporating NHDC into Your Classroom

1. **Format**—How will you incorporate NHDC? In the classroom on a regular basis, as a capstone, as an after-school club?

My format: _____

2. **Timeline**—How long and often will you work on NHDC? One day a week, one semester, two semesters, as an independently-paced project?

My timeline: _____

3. **Competition**—Will your students compete in the contest cycle? Competition is not required, but it is encouraged to introduce students to public speaking and presentation.

Will my students compete?: _____

II. Step 1: The Topic Selection Process

1. **Topic Restrictions**—Will you restrict the time period and geographic location of your students’ topics? Remember NO topic is too small or insignificant. Students are encouraged to pursue local topics and even family histories, as long as they connect them to the larger cultural and societal tensions and movements of the day.

Topic Restrictions?: _____

2. **Be Specific!**—It is absolutely vital that students select topics that are specific enough that they can create unique projects and draw specific claims. More on this later...

3. Draw Long-Term Impacts—There is not a specific timeframe regarding how old a topic must be, however the rule of thumb is roughly 20-25 years. However, topics that are slightly more recent are still fair game. For example, September 11—students were not alive for this event. The question you must force your students to ask is, “Does my topic have long-term impacts?” If not, it is probably a current event, not a historical topic.

III. Step 2: Becoming an “Expert”: Identifying Context

1. Identify the 5 Ws—Identify the “who,” “what,” “when,” “where,” and “why” for the topic. This will help when writing the thesis paragraph and is vital to understanding the basic information about a selected topic.
2. Before, During, & After—What happened before, during, and after? Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?
3. Where in the World!?—What else is happening in the world that might help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin’s research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

IV. Step 3: The Thesis Statement

1. The 5 Ws—When we write thesis statements, we are really writing thesis paragraphs that help us identify our topic and exactly what we will be exploring in the project. Thus, we must have our 5 Ws (see above).
2. Theme—Our thesis statement must identify the annual theme. It is the quickest and best way to connect a particular topic to the theme.
3. Impacts—This is where our argument comes in—what short-term and long-term impacts are we focusing on and arguing in our project? They need to be in our thesis statement.

V. Step 4: The Research Process

1. Take Notes!—There’s nothing worse than trying to retrace your steps to find sources again later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.
2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics and those with limited sources translated from a foreign language might be instances in which a student has fewer primary than secondary sources.
3. Verifying the Integrity of Sources—Students must evaluate and use legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources: *History Channel*, *quotes.com*, *Encyclopedia Britannica*, *Wikipedia.com*, etc.

VI. Step 5: Making Sense of Your Research and Outlining Your Argument

1. Outline Your Essay—What if I am not writing an essay, you say? That’s ok! Ideally, students will not yet have chosen a format and all History Day projects are essentially a five-paragraph, argumentative essay. First, outline your project as a five paragraph essay. More on this later in the workbook...
2. Exhibit Map—Now, let’s layout our project on the exhibit map. What if I’m not doing an exhibit, you say? Again, that’s ok! Using the exhibit map helps us visualize what we might have missed in our research and where we need to revisit before we execute our project construction. More on this later as well...
3. Project Layout—Now, let’s consider what project format we might want to complete and explore what goes into executing it.

VII. Step 6: Choosing a Category

1. What Category Appeals to You?—This is important because students

need to choose a category that they enjoy and that suits their strengths.

2. What Category Best Suits Your Topic?—Some Topics lend themselves to some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that websites have multimedia, which will be tough to find regarding Julius Caesar.
3. Do You Have the Tools You Need?—Some formats are more technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

VIII. Step 7: Groups or Individuals?

1. Group Contract—Group projects are the best way for students to lose friends. We recommend requiring a group contract, signed by students and parents.
2. Group Size—Students can work in groups of up to five. However, this is likely too many individuals for most of the formats, except perhaps the performance category, which may require many actors. The “sweet spot” for group sizes is 2-3.
3. Dividing the Work—It is important that students engaged in group work divide the work equally. This does not mean that one student researches and one assembles the exhibit board. All students need to be involved in all steps of the process.

IX. Step 8: Project Creation and Rules Summary

1. Word and Time Limits—Pay close attention to the word and time limits for each category. Students need to get as close to the word or time limits as possible without going over.

Word Limits:

Exhibit: 500 student-generated words

Website: 1,200 student-generated words

Paper: 2,500 words (not including endnotes/footnotes)

Time Limits:

Documentary: 10 minutes

Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as well—there is a time limit regarding media clips for some formats. Additionally, there are some “unwritten rules” for documentaries in terms of media types.

Multimedia Limits:

Exhibit: 3 minutes total across exhibit

Website: 4 minutes total across website

Paper: Photos must be in an appendix, not within text

“Unwritten Rules”:

Documentary:

- Video clips should be short and interspersed—clips should not detract from a student’s work, but rather lend to it overall.
- Be sure not to re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on exhibit boards, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

X. Step 9: The Process Paper

1. First Person—The Process Paper can absolutely be written in the first person.
2. No Research or Analysis—The Process Paper cannot contain any additional research or analysis. If this information is in the process paper, it cannot be counted in the final evaluation. All research and analysis must be on or within the project itself.
3. Process Detail—Remember, this step is nothing more than a student’s detailing of their process. How did they choose the topic? How did they do their research?

XI. Step 10: Citations and the Annotated Bibliography

1. Chicago Style—While MLA-style annotations are allowed, in competitions

and especially in the paper category, Chicago citations are preferred.

2. Separated into Primary and Secondary—The annotated bibliography must be separated into sections of primary and secondary sources.
3. Annotations—All sources must be annotated with annotations of 3-7 sentences in length at least. Follow this formula:
 1. What is the source and where did you find it?
 2. What is the main point/argument/thesis of the source?
 3. How did you use the source and how does it support your thesis?

XII. Step 11: The Contest

1. Practice the Interview—Remember, students do not need a presentation for the interview. They simply need to answer the judges' questions. Preparation is important.
2. Be on Time—Projects are not eligible for competition unless students complete the interview in the preliminary round.
3. Have Back-Up—Remember to bring back-ups for anything that could go wrong. Bring scissors and glue to touch-up exhibits, upload your documentary and bring it backup up on a flash drive, double-check that your website is published, bring extra copies of bibliographies and process papers. Plan ahead!

Step 1: Topic Selection

Topic selection is crucial to the NHD process. A topic that is too broad simply will not produce a good project, as it will not have the focus and analytical elements more focused projects will have. A topic that is too narrow will make it difficult to fulfill word and length requirements, which will also hinder a project from being competitive.

The BIG 3:

1. Topic Restrictions—Will you restrict the time period and geographic location of your students' topics? Remember NO topic is too small or insignificant. Students are encouraged to pursue local topics and even family histories, as long as they connect them to the larger cultural and societal tensions and movements of the day.
2. Be Specific!—It is absolutely vital that students select topics that are specific enough that they can create unique projects and draw specific claims.
3. Draw Long-Term Impacts—There is not a specific timeframe regarding how old a topic must be, however the rule of thumb is roughly 15-20 years. However, topics that are slightly more recent are still fair game. For example, September 11—students were not alive for this event. The question you must force your students to ask is, "Does my topic have long-term impacts?" If not, it is probably a current event, not a historical topic.

Topic Selection: Self-Questioning

This year's NHD theme: _____

My general area(s) of interest: _____

People/Places/Groups Involved: _____

What changed because of my topic?: _____

My topic represents a change in:

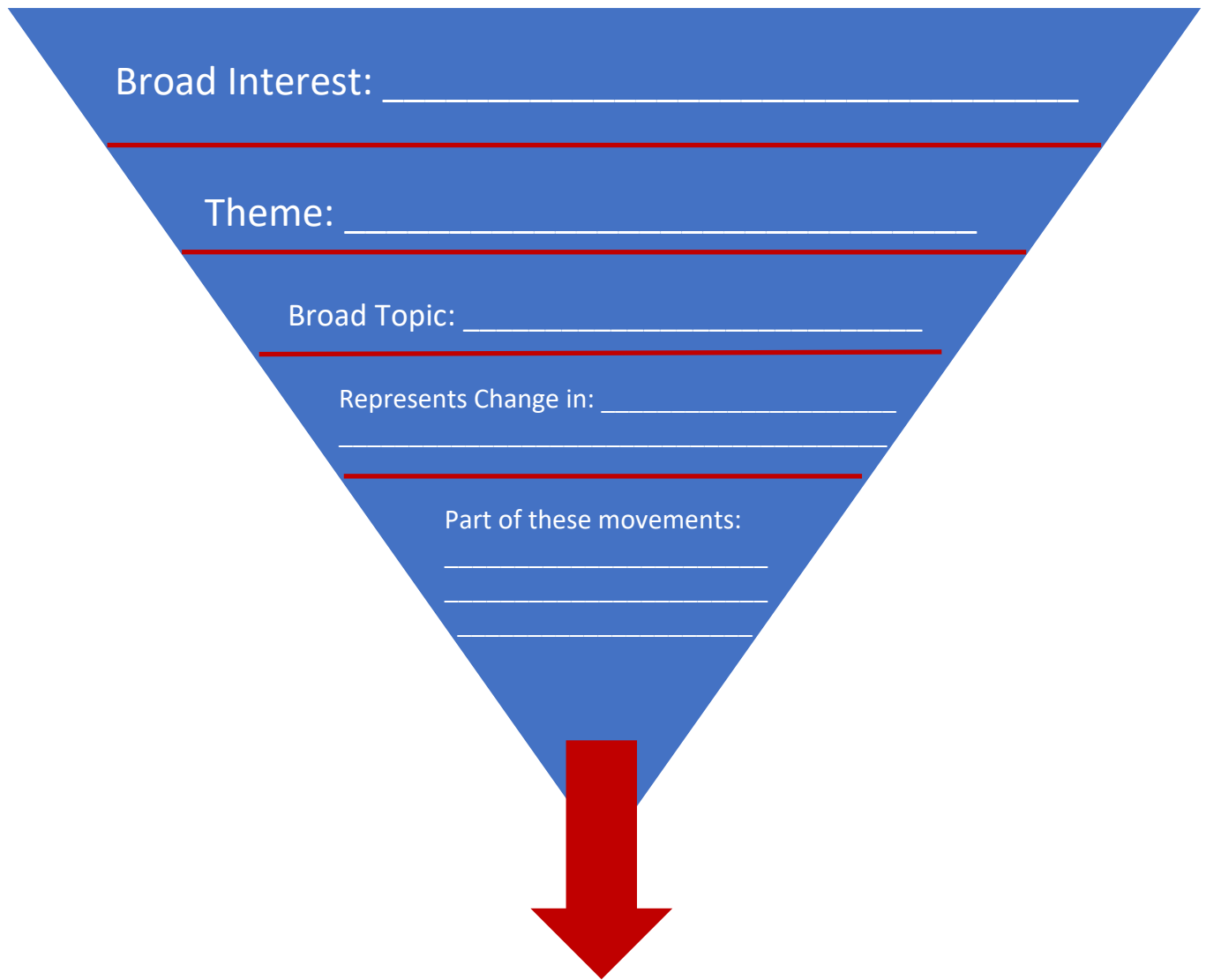
_____ technology	_____ medical practices
_____ political thought or practice	_____ military practices
_____ social beliefs or practices	_____ religious practices
_____ economic practices	_____ transportation
_____ scientific practices	_____ other: _____

My topic fits into one or more of these historical movements or issues:

_____ war	_____ political conflict	_____ racial issues
_____ women's issues	_____ civil rights	_____ immigration
_____ revolution	_____ economics	_____ labor
_____ environmental	_____ human rights	_____ Marxism
_____ colonization	_____ nationalism	_____ agriculture
_____ democracy	_____ populism	_____ children's issues
_____ urbanization	_____ religion	_____ health issues
_____ education	_____ community	_____ socialism
_____ native groups	_____ expansionism	_____ leadership
_____ communism	_____ cultural change	_____ other: _____

Has _____ made a difference in the way people view the larger movement/issue?

Topic Selection: Narrowing



Narrowed Topic: _____

Short-Term Impact: _____

Long-Term Impact: _____

Topic Selection: Additional Topic Ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Step 2: Becoming an Expert & Step 3: The Thesis Statement

Thesis statements are almost always the difference between a good project and a great project. In a thesis statement, the student must make a claim and identify what they intend to prove throughout the rest of their project. While a thesis statement is 1-2 sentences, the best projects begin with a thesis paragraph that provides all the introductory information they need to adequately introduce the audience to their topic. A thesis paragraph, or an introductory paragraph is typically 5-10 sentences long and ends with the thesis statement—the 1-2 sentences that contains the actual argument. A thesis statement can be easily composed via...

The BIG 3:

1. The 5 Ws—When we write thesis statements, we are really writing thesis paragraphs that help us identify our topic and exactly what we will be exploring in the project. Thus, we must have our 5 Ws.
2. Theme—Our thesis statement must identify the annual theme. It is the quickest and best way to connect a particular topic to the theme.
3. Impacts—This is where our argument comes in—what short-term and long-term impacts are we focusing on and arguing in our project? They need to be in our thesis statement.

But first, we need to become an expert on the topic. We can't write a well-informed thesis before we understand the context of the topic in question. Let's recall to become an expert, we need...

The BIG 3:

1. Identify the 5 Ws—Identify the “who,” “what,” “when,” “where,” and “why” for the topic. This will help when writing the thesis paragraph and it vital to understanding the basic information about a selected topic.
2. Before, During, & After—What happened before, during, and after? Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?
3. Where in the World!?—What else is happening in the world that might help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin's research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

Becoming an “Expert”: Contextualization is Crucial

Let’s take our narrowed topic from the previous section and answer the following questions:

- **Who?** Who are the primary actors involved in this topic?
- **What?** What is the main crux of our topic? What happened?
- **Where?** Where did it happen?
- **When?** When did it happen?
- **Why?** Why did it happen? What events created the conditions for our topic to become possible?

Who? _____

What? _____

Where? _____

When? _____

Why? _____

Next, we need to identify the events that happened before, during, and after our specific topic. Identify three major events for each. We likely will not use all of these for our thesis, but they will help us flesh out the context section of our project later on.

Before

1. _____

2. _____

3. _____

During

1. _____

2. _____

3. _____

After

1. _____

2. _____

3. _____

What else is happening that might not be directly related to the specific topic, but is important to understand the social and cultural atmosphere of the topic?
Identify 3-5 of these additional contextual points.

1. _____

2. _____

3. _____

4. _____

5. _____

Becoming an “Expert”: Building-Your-Own *Wikipedia* Page

Should students be citing *Wikipedia* in their annotated bibliographies? Absolutely not. For one, it’s a tertiary source and tertiary sources should never be included in an annotated bibliography. It’s also not peer-reviewed, which makes it a weak source. Notice, I did not say an unreliable source—it is overall, reliable—however, we want to stick with strong, legitimate sources in our bibliographies.

Nonetheless, students should **ABSOLUTELY** use *Wikipedia* as a tool for learning about their topic, especially as it related to context. It’s also a great place to start for sources in regard to those cited in each *Wikipedia* article.

To grasp and organize content, we will build our own *Wikipedia* page.



WIKIPEDIA
The Free Encyclopedia

Topic: _____

Summary (5 Ws): _____

Contents

1. Background: _____
 - 1.1. _____
 - 1.2. _____
 - 1.3. _____

2. Lead-Up Events: _____

2.1. _____

2.2

2.3

3. Concurrent Events: _____

3.3 _____

3.4 _____

3.5 _____

4. Aftermath: _____

4.1 _____

4.2

4.3 _____

1. Background: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Lead-Up Events: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

3. Concurrent Events: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

4. Aftermath: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Thesis Statement: What It Is and Is Not

A Thesis Statement is NOT...

- **A statement of what is already generally known.**
“George Washington broke barriers as a founding father.”
- **A catch-all.**
“Since the beginning of time, there have been religious conflicts.”
- **A grandiose claim.**
“The Great Depression was the worst economic disaster in human history.”
- **A counter factual (what-if statement).**
“If Hitler had not been defeated, he would have conquered the United States.”

A Thesis Statement IS...

- **A hypothesis**
Just like a hypothesis, a thesis statement makes a claim that can be proven or disproven with data and evidence.
- **The “SO-WHAT”**
The “so-what” factor informs the audience why the topic is significant in history.
- **Falsifiable**
Thesis statements, like hypotheses, have to have the possibility of being refuted.
- **Supported by primary and secondary sources.**
All thesis statements must be proven with primary sources. Secondary sources are used to help interpret primary sources.

Using this information, identify why the following are not thesis statements, or are very weak thesis statements:

1. "During the Revolutionary War, the Founding Fathers changed the world."

What is wrong with this statement? _____

2. "Rachel Carson wrote *Silent Spring* in 1962."

What is wrong with this statement? _____

3. "The Ku Klux Klan ruled Colorado in the 1920s."

What is wrong with this statement? _____

4. "The United States was the first country to go to the moon."

What is wrong with this statement? _____

5. "Oskar Schindler saved Jews during the Holocaust."

What is wrong with this statement? _____

The Thesis Statement: Composition

Our thesis statement must include 5 components:

1. Narrowed topic
2. The 5 Ws
3. The Theme
4. Short-Term Impact
5. Long-Term Impact

We already have a narrowed topic and our 5 Ws. We wrote a paragraph including these components when we wrote the summary portion of our *Wikipedia* page.

Let's rewrite/revise that summary here. It will serve as the introductory information for our thesis paragraph.

Summary that describes our narrow topic and includes the 5 Ws:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Now, re-read the above sentences. Are they specific, for example, let's say we are discussing the Marshall Plan. We could identify the time period as "the 1940s," but it could be more SPECIFIC to say "1947, post-World War II Europe." We could identify the location as "Europe," but it would be more SPECIFIC to say "Western Europe." We could identify the major players in this event as "Harry Truman and George Marshall," but it would be more SPECIFIC to say "President Harry Truman and Secretary of State George Marshall."

Make any necessary revisions or additions.

Now we need to compose the argumentative portion of our thesis paragraph, or the 1-2 sentence thesis statement, if you will. Remember, it is hard to make sense of a thesis statement without the introductory information we just composed.

Let's identify our impacts:

Short-Term Impact: _____

Long-Term Impact: _____

Finally, let's go back in and add the theme words to our impact sentence. Where can you reasonably swap out language and replace it with "breaking barriers?"

Make these revisions.

Finally, let's combine our introductory information sentences with our argument sentences to create our thesis paragraph.

Thesis Paragraph: _____

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Now, check your thesis statements for all the necessary components.

REMEMBER: your thesis statement can change over the course of the project, and in fact it should! Don't be afraid to make edits that will improve your thesis.

Here is an example to reference:

In 1947, post-World War II (WWII) Europe saw the growing threat of communism and declining economies. This economic and political environment caused President Harry Truman and Secretary of State George Marshall to devise the European Recovery Plan, or ERP. The ERP was an economic stimulus program that injected over \$13 billion into the struggling economies of Western Europe. This program, now referred to as the "Marshall Plan," marked a *turning point* in American foreign policy. It was a reversal from post-World War I (WWI) isolationism and generated long-lasting relations with other nations.

-Alexander Weissman
2013 National Junior Paper Gold Medalist

- The 5 W's
 - **Who?** President Harry Truman, Secretary of State George Marshall, United States, Western Europe. Notice how all the major players are specifically identified. Notice how titles are included to help identify specific people.
 - **What?** The European Recovery Plan (ERP), later known as the Marshall Plan.
 - **Where?** The United States and Western Europe—Money is coming from the U.S. and being injected into Western European economies.
 - **When?** In 1947, post-World War II Europe.
 - **Why?** To inject money into the struggling economies of Western Europe.
- **Theme:** The theme in 2013 was *Turning Points in History*. Alexander says, "This program, now referred to as the "Marshall Plan," marked a **turning point** in American foreign policy.
- **Topic:** Alexander clearly narrowed his topic from a general interest in the consequences of WWII, and the broad topic of post-war economics before he landed on the Marshall Plan.
- Impacts
 - Short Term: What happened immediately after?
"It was a reversal from post-World War I (WWI) isolationism..."
 - Long-Term: Why do we care about it today? So what?
"...generated long-lasting relations with other nations."

Step 4: The Research Process

Now, we dive into research. Remember, your research must support your thesis statement. If you begin your research and find that your thesis statement is, perhaps, incorrect, DO NOT try to make your research fit. Revise your thesis statement. Let the research guide the process. And remember...

The BIG 3:

1. Take Notes!—There's nothing worse than trying to retrace your steps to find sources later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.
2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics and those with limited sources translated from a foreign language might be instances in which a student has fewer primary than secondary sources.
3. Verifying the Integrity of Sources—Students must evaluate and use legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources: *History Channel*, quotes.com, *Encyclopedia Britannica*, Wikipedia.com, etc.

Also, remember to note the difference between primary and secondary sources:

Primary Source: immediate, first-hand accounts of a topic from people who had a direct connection with it.

Examples: diaries, contemporary newspaper articles, maps, paintings, songs, government documents, poems, books

Secondary Source: generally interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may also contain pictures, quotes, etc. that are primary sources.

Examples: scholarly books and articles

Research Process: Verifying the Integrity of Sources

Verifying sources and selecting credible ones can be challenging, especially in terms of online sources. For the most part, the most reliable online sources are from sites that end in .org, .edu, .gov. There are, of course exceptions for each of these.

Pick a site from a Google search related to your topic and answer the following questions.

What is the URL ending?

Can you tell who created this site? If so, who?

Is this site affiliated with a reliable institution? If so, what institution?

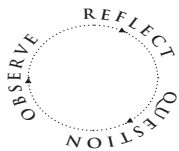
Does the site look professionally designed and managed?

Does the site list an author and date of publication?

Does the article or piece in question cite the information it uses?

Can you discern any noticeable bias right away? If so, is this still a reliable piece of information in that it demonstrates a particular perspective?

Finally, based on this evaluation, is this source reliable?



PRIMARY SOURCE ANALYSIS TOOL

Available from: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

After a preliminary evaluation of the source, answer the following questions:

1. Who created the source? What is the source about?
2. What is the purpose of the source?
3. When was the source created? Is the source also referring to another time period?
4. Where is this source most pertinent to? What country is it from? What entity produced or sponsored it?
5. Why was this source created?
6. What makes this source unique?
7. What kind of language is used (if applicable)?
8. What are the expectations of the author/creator?
9. Who is the intended audience of this source?
10. What additional information is important about this source?

Now, complete this process for three sources that pertain to your narrowed topic.



PRIMARY SOURCE ANALYSIS TOOL

Available from: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

1. Who created the source? What is the source about?
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[illegible]

1. Who created the source? What is the source about?
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8. What are the expectations of the author/creator?
9. Who is the intended audience of this source?
10. What additional information is important about this source?

Research Process: Tracking Sources

As you begin researching, it is critical that you track your sources in a meaningful way. Track the three sources that pertain to your topic in the diagram below. Remember, how you categorize your sources may change as you accumulate them.

Source	Format (i.e. article, photo, etc.)	Chicago Citation	Which part of the project do you foresee using this for? (i.e. background, thesis, etc)	How does this support your argument?
1.				
2.				
3.				

Step 6: Choosing a Category & Step 8: Project Creation and Rules Summary

Choosing the appropriate category for your particular topic is absolutely vital to creating a successful project. Each project format requires that you convey your information in certain ways. Consider what types of sources you have and if you can use the tools available to you for each individual format to appropriately communicate those sources.

Remember...

The BIG 3:

Step 6: Choosing a Category

1. What Category Appeals to You?—This is important because students need to choose a category that they enjoy and that suits their strengths.
2. What Category Best Suits Your Topic?—Some Topics lend themselves to some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that websites have multimedia, which will be tough to find regarding Julius Caesar.
3. Do You Have the Tools You Need?—Some formats are more technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

Step 8: Project Creation and Rules Summary

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Word Limits:

Exhibit: 500 student-generated words

Website: 1,200 student-generated words

Paper: 2,500 words (not including endnotes/footnotes)

Time Limits:

Documentary: 10 minutes

Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as well—there is a time limit regarding media clips for some formats. Additionally, there are some “unwritten rules” for documentaries in terms of media types.

Multimedia Limits:

Exhibit: 3 minutes total across exhibit

Website: 4 minutes total across website

Paper: Photos must be in an appendix, not within text

“Unwritten Rules”:

Documentary:

- Video clips should be short and interspersed—clips should not detract from a student’s work, but rather lend to it overall.
- Be sure not to excessively re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on exhibit boards, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

Project Categories: The BIG 3

Just like each step of the NHDC process, each category has a BIG 3 things that cannot be forgotten. There is obviously much more for each category, but these three things are often forgotten. Each format also has a particular strength and exploits certain kinds of sources.

Exhibit:

1. Captions on photos, figures, etc.—All visual material on an exhibit board **MUST** be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year.
2. Clear and easy-to-read headings—Exhibit boards tend to have a lot of information on them. Therefore, it is imperative that you include clear section headings to guide your audience.
3. 500 student-generated words—Remember that exhibits only allow for 500 student-generated words. Direct quotations and captions do not count.

Strength of the Exhibit Category: Because you only get 500 student-generated words, an exhibit is great for displaying projects with many types of visual source material. Maps, diagrams, photos, newspaper headlines, and direct quotations will all be necessary to prove your argument and supplement your maximum allowable number of words.

Website:

1. Captions on photos, figures, etc.—All visual material in the website **MUST** be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year.
2. Multimedia—Websites must include multimedia. If a student chooses to select a website, this tool must be used. This includes the 4 minutes allotted for video and/or music. Slideshow should also be utilized, along with interactive diagrams, if available.
3. 1200 student generated words—The website category also has a word limit, though it is much more substantial than the exhibit board. This means that students need to use multiple pages within their site and use their multimedia and photos to complement their own words.

Strength of the Website Category: The strength of the website category is its ability to showcase many different kinds of multimedia in one place. Topics that lend themselves to the utilization of interactive items and video evidence are great for the website category.

Paper:

1. Chicago-style citations—In the paper category, Chicago footnotes and/or endnotes are strongly preferred over in-text citations.
2. Direct Quotations—Direct quotations are important in a paper, but don't overdo it. You should directly quote anything that is particularly unique in the way it was worded, or notable as it relates to your topic. Paraphrase everything else.
3. 2,500 word count—It is vital that you hit the word count. Anything less than 2,500 words will not be competitive.

Strength of the Paper Category: The paper category is great for topics that are text heavy. If your project is largely built around newspaper articles, diary entries, letters, etc., the paper category will suit your needs as you can exploit the power of direct quotations.

Documentary:

1. Photos Galore—The documentary category requires between 100-250 photos, depending on how much video evidence is used. You want to limit, or if possible eliminate, the repetition of images in a documentary.
2. End Credits—The end of the documentary should include brief credits that quickly scroll through the images and videos used in the documentary—these do not need to be full citations, but can be.
3. 10-minute time limit—Documentaries must be as close to ten minutes long as possible.

Strength of the Documentary Category: The documentary category is great for topics with heavy visual evidence, especially photos and videos. Note: be careful when using video clips. You only want to use short segments, otherwise you are just using someone else's documentary.

Performance:

1. Costumes and Props—Costumes and props should be historically accurate to the time period. Renting costumes is a great option for the performance category.
2. Movement—Scripts should facilitate dynamic movement on the stage. Avoid a ten-minute soliloquy.
3. 10-minute time limit—Performances must be as close to ten minutes long as possible.

Strength of the Performance Category: Performance categories have a special creative element in that you can compose your own scripts. Topics with heavy textual elements and that lend themselves to story-telling are great for the performance category.

Project Categories: Notes

Exhibit

This image shows a single page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Website

[illegible]

Paper

[illegible]

Documentary

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Performance

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Which category works best for your particular topic? Why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Step 10: Citations and the Annotated Bibliography

While citations and the annotated bibliography may seem like an afterthought at times, the annotated bibliography is another major element that can take a project from good to great. At the National Contest, only one project is chosen from each heat to move onto final rounds. Often, the difference between the top two or three projects lies in an element of the annotated bibliography.

Don't forget...

The BIG 3:

1. Chicago Style—While MLA-style annotations are allowed, in competitions and especially in the paper category, Chicago citations are preferred.
2. Separated into Primary and Secondary—The annotated bibliography must be separated into sections of primary and secondary sources.
3. Annotations—All sources must be annotated with annotations of 3-7 sentences in length at least. Follow this formula:
 1. What is the source and where did you find it?
 2. What is the main point/argument/thesis of the source?
 3. How did you use the source and how does it support your thesis?

Citations: Chicago Style

Below are some examples of citations for common source formats. The best place to find additional citation format examples is the Online Writing Lab at Purdue (owl.purdue.edu). Please note, sites like *EasyBib* that generate citations are RARELY correct. Students should not be using these.

Books:

Bibliographic Entry:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of publication.

Endnote/Footnote:

First name Last name, *Title of Book* (Place of Publication: Publisher, Year), page number.

Journal Article:

Bibliographic Entry:

Last name, First name. "Title of Article." *Title of Journal* vol. #, issue # (Year): page number-page number.

Endnote/Footnote:

First name Last name, "Title of Article," *Title of Journal* vol. #, issue # (Year): page number.

Newspaper:

Bibliographic Entry:

Last name, First name. "Headline." *Newspaper Title* (City, State), Month Day, Year.

Endnote/Footnote:

First name Last name, "Headline," *Newspaper Title* (City, State), Month Day, Year.

Online Sources:

Bibliographic Entry:

Last name, First name. "Title of Web Page." *Publishing Organization or Name of Website*. Publication date/last updated date. Shortened URL.

Endnote/Footnote:

First name Last name, "Title of Web Page," *Publishing Organization or Name of Website*, publication date/last updated date, shortened URL.

Interviews:

Bibliographic Entry:

Interviewee Last Name, Interviewee First Name. Affiliation. First and Last Name of Interviewer. Medium (i.e. email, verbal, phone). Month Day, Year.

Endnote/Footnote:

Interviewee First and Last Name, Affiliation, interviewed by Interviewer First and Last Name, medium, Month Day, Year.

Legal Documents:

Bibliographic Entry:

Last name, First Name. "Title of Document." Type of Source, Place of Publication, Year of Publication.

Endnote/Footnote:

First Name Last Name, "Title of Document" (type of source, Place of Publication, Year), page number.

Photograph:

Bibliographic Entry:

Last Name, First Name. *Title of Work*. Format. City: Publishing Company, copyright date. Source, Collection. URL.

Endnote/Footnote:

First name Last name, *Title of Work*, format, City: Publishing Company, date, Source, Collection, url.

Manuscript:**Bibliographic Entry:**

Last Name, First Name. *Title of Work*. Format. City: Publishing Company, date.
Source, Collection.

Endnote/Footnote:

First Name Last name, *Title of Work*, format, City: Publishing Company, date,
Source, Collection.

Rules, Tips, and Tricks for Citations

1. Think of the endnote/footnote format as a long sentence, separated by commas, unlike the bibliographic entries that are made up on short sentences separated by periods.
2. If you are citing two sources in one sentence, do not use two footnotes. Separate the sources with semicolons (;) in a single footnote.
3. The first time you cite a source, include all the bibliographic information in the footnote/endnote. After that, you can use a shortened citation that follows this format: Author Last Name, *Shortened Title*, page number. Note that the title for some sources will be in quotation marks, rather than italicized.
4. If you cite the same source twice in a row, DO NOT use *Ibid.*, use the shortened citation.
5. Bibliographies must be alphabetized. Separate your bibliography into primary source and secondary source sections, and then alphabetize each section.
6. Remember to format bibliographic entries with a hanging indentation.
7. Do not include ridiculously long URLs. Most of the time, these URLs are constantly changing, and the extended URL will not lead your reader back to your source. Just include a shortened URL to direct the reader to the site you used, for instance, loc.gov. Additionally, some scholarly articles and books online have a Digital Object Identifier, or a doi. This is generally a series of numbers that unlike a URL, will never change. If a doi is provided, instead of listing the URL, list the doi. Example: doi:12345678.

Now, take the three sources you identified in your research section, and cite them properly in both bibliographic format and endnote/footnote format. Remember to cite them alphabetically.

1. Bibliographic Entry:

Endnote/Footnote:

2. Bibliographic Entry:

Endnote/Footnote:

3. Bibliographic Entry:

Endnote/Footnote:

2. _____

3. _____

Notes
