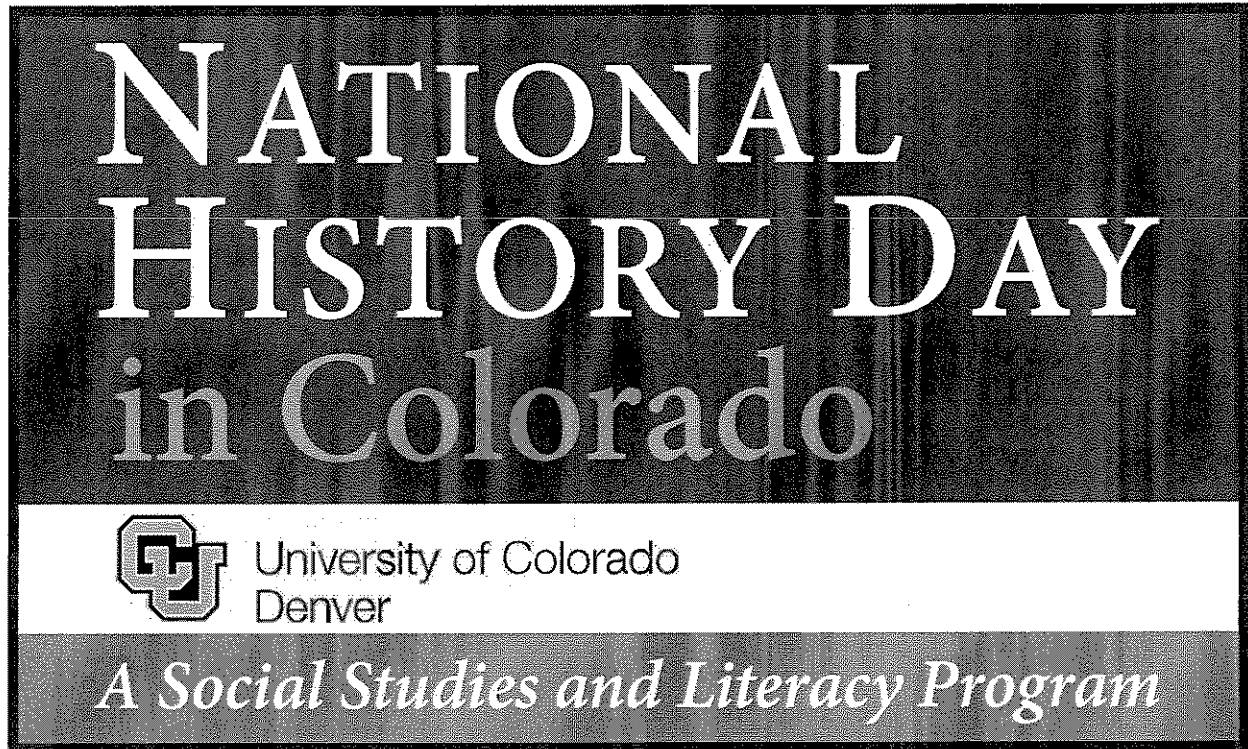


# Workshop Wednesdays



Developed by Kory Franken  
Greater Denver Metropolitan Regional Coordinator

## **Workshop Wednesdays**

### **Implementing National History Day using a workshop model**

Classrooms are busy places full of expectations. School administrators expect teachers to meet state or district standards. Colleges expect teachers to help students develop skills that will prepare them for the rigors of university study. Parents expect students to be engaged in learning. Students expect teachers to provide an environment that is stimulating and meaningful. Adding one more thing to this load may seem like an impossibility. But there is GREAT news for social studies teachers! Implementing National History Day into your classroom can accomplish all of these things and more. The purpose of this publication is to aid teachers in using the National History Day curriculum in the classroom without giving up precious instructional time.

NHD is a project-based curriculum which teaches student 21<sup>st</sup> Century skills at an age and ability appropriate level. The program is fun and flexible. It integrates the arts, sciences, literacy and interpersonal development into the history or social studies classroom. NHD meets all Common Core English Language Arts Standards in History/Social Studies and Writing. In addition, it leads students to develop skills in research, writing, analysis and critical thinking, and presentation.

The Workshop Wednesday methodology is an innovative way to integrate NHD into the history or social studies classroom. Each week for 20 weeks, one class period will be dedicated to a skills lesson and practice. Samples that are appropriate for National History Day are included; however, teachers are encouraged to teach the skills using material that is relevant to their current class subject. Students will then put that skill into practice with the NHD topic of their choosing. Each workshop includes a short lesson based on a skill, such as discerning between primary and secondary sources or writing a thesis statement. Students will practice the skill in a guided environment, and then put that skill to use on their NHD project. Class time will be spent on skills instruction and practice; the majority of work on the actual project will happen outside of class. Work days may be added according to the needs of the class.

This publication is intended to be flexible. Teachers may adapt it as needed. The format is written with one day each week for 20 weeks in mind. It could instead be presented over 10 weeks, using 2 days a week. Classrooms that utilize a block schedule may wish to combine lessons. A teacher who only wishes to spend a short period of time on NHD could teach one lesson every day and finish the curriculum in 3 weeks.

In addition, teachers can pick and choose the workshops they wish to teach. Each workshop teaches a particular, valuable skill. If there is a skill that the class already understands or a topic the teacher does not wish to address, that workshop can simply be skipped. While a practice “assignment” is included with many of the workshops, the classroom teacher may substitute lesson and practice materials with examples that are relevant to their particular class or course of study. In addition, teachers can set their own parameters for the National History Day project, as long as they remain within the established contest guidelines.

National History Day has the potential to transform: transform your classroom, transform your teaching, and transform your students! Best of luck!

## Workshop Wednesdays Curriculum Notes

- There are many different resources available from National History Day in Colorado. This is simply to give you lots of choice in how you present National History Day. Don't worry...there is no expectation that you use all of the materials that are available!
  - A good example of this is the NHDC playbook. It is a great resource and how-to guide. This workshop simply expounds and organizes the materials offered in the Playbook for your classroom use.

### 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 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

### Workshop Wednesdays curriculum

- Workshops 1 and 2
- Workshop 3
- Workshops 4-10
- Workshops 11-16
- Workshop 17-20

While these two processes are not exactly the same, they do follow the same structure. One is simply more in depth

- This curriculum is divided into 20 workshops. Each workshop has a folder on the flash drive.
  - In each folder you will find the workshop lesson. The lesson is designed as a 15-20 minute presentation, but some may take longer depending on how detailed you want to get with the lesson or how much practice your class requires.
  - You will also find worksheets and handouts in the each folder. The use of these worksheets will be referred to in the workshop text. You may also wish to create your own using the ones on the flash drive as templates.
  - There are also supplemental materials in some of the folders. Please do not simply hand out all of the supporting documents to your students. Some are only appropriate for higher level classes, while some will benefit a younger classroom.
- Often in the text of the workshops you will find links to online activities or websites that have been referenced.
  - The primary and secondary source pre-assessment is available on the flash drive. Please, however, consider having your student complete this short



quiz online. The links are in workshop 5, and online at [www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org) on both the “teachers” and “student help” pages. Having your students complete this activity online will include their answers (anonymously, of course) in a study of student understanding of primary and secondary sources. They will be asked to take a similar assessment at the end of the workshop to gauge growth. Your class’ results will be emailed to you. Later in the curriculum, your students will be asked to take a post assessment to determine growth. Those results will also be emailed to you.

- Also for lesson 5, there is an online option for the practice activity. The link is available in the lesson, and on the website mentioned above. This practice is much more in depth than the one that is available on the jump drive.
- Feel free to locate and use your own website examples as you present the workshops.
- You can distribute materials to your students in a number of ways. If you prefer, you can print materials from the flash drive. If using this method, it is best for students to have a binder in which to keep all of their materials and notes. You may wish to go completely digital. In this case, feel free to post documents and website links on your website, or email information to your students. If you are using this method, students should create a National History Day folder on their computer as a storage space for notes, documents, assignments, etc. Or, you could use a combination of the two. Do what works for you!
- There are weeks toward the end of the workshops that are “work days”. This will be an opportunity for you to work with individuals or groups as need be, and offer evaluation and feedback.
- Check with your regional coordinator about contest schedules, registration deadlines, entry fees, attendance requirements (i.e., if only 3 of a 5 member group can attend the contest, will the entry be disqualified), etc. You may need to adjust the order of the workshops to suit your needs. For instance, the topic selection worksheet is number 15. Depending on the registration date for your contest, you may need to complete this workshop earlier in the curriculum. Just be aware of any overlap between workshops.
- You know your class best. Do what is appropriate and helpful for them. The flexibility in this course allows you to make accommodations.

- There are many, many great research sites for students to use. The more familiar you are with these sites, the more easily you can direct your students in their use. Just a few are
  - Teaching with Primary Sources and the Library of Congress
  - History!Colorado Stephen Hart Library
  - The National Archives
  - Colorado Historic Newspaper Collection
  - Chronicling America
  - Denver Public Library's Western History Collection
  - American Journeys
 Just to name a few.
- This is a work in progress. Your suggestions and evaluation would be very welcome. Please feel free to contact me at any time with questions, clarifications, or suggestions. My email address is [greaterdenvermetronhd@gmail.com](mailto:greaterdenvermetronhd@gmail.com). If you come across any great research sites, let me know!

#### **A few points to stress:**

- With the exception of following the published rules, there is no right or wrong way to do NHD. As long as your students are learning, you are doing to right!
- Plagiarism is grounds for disqualification.
- Students may not re-use a topic from a previous year. This, too, is grounds for disqualification.
- Wikipedia and Google should not be listed in the bibliography, even though both are used for activities in this curriculum.
- Students who seek unique topics or perspectives, stay organized, take notes, and create a running bibliography will be the most successful with NHD.
- Students will need to decide if they are going to work as individuals or in groups. This can be a difficult step for some students. Be sure your students know that you hold ultimate veto power. Also, give students the opportunity to ask for your help if they need to. Sometimes a student might know that a classmate who has asked to be their partner will not be a good fit. They need to be able to come

to you and express that. Students who wish to work alone but don't want to hurt someone's feelings might also need your help.

- Students are NOT required to compete in the NHD contest. Encourage your students to do so, but do not require it.
- It's not about winning! Ultimately, National History Day is a literacy and history curriculum. The competition phase is fun and challenging, but the real "win" comes in the skills your students have gained in the weeks leading up to NHD.

# THE NATIONAL HISTORY DAY PROGRAM

*Think history is boring? Try National History Day in Colorado and think again!*

The National History Day (NHD) program is an exciting social studies and literacy curriculum designed for students in grades 6-12. All types of students participate in History Day—public, private, parochial, and home-school students; urban and rural students.

Throughout the school year, students conduct research of primary and secondary resources to prepare presentations based on an annual theme. The annual theme is broad enough in scope to encourage investigation of topics ranging from local and state history to national and world history.

National History Day in Colorado has two divisions:

- Junior Division (grades 6-8)
- Senior Division (grades 9-12)

Students can enter one of the following categories:

- Historical paper—a tradition research composition 1500-2500 words in length; individual entries only.
- Exhibit—similar to a museum exhibit; individual or group entries.
- Performance—a dramatic portrayal of a topic; individual or group entries.
- Documentary—a multi-media production created to detail a topic; individual or group entries.
- Website—a website designed to explore a topic in detail; individual or group entries.

Groups can consist of two to five students.

Students compete at several levels of competition:

- Local—a school may hold an event to highlight student accomplishments and narrow down regional participants, if necessary.
- Regional—Colorado is divided into 11 regions. Regional competitions are held in the spring. Students must compete on the regional level, with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place in each category advancing to state.
- State—the state contest is held in early May. 1<sup>st</sup> and 2<sup>nd</sup> place finishers win the right to compete at the national level.
- Nationals—Nationals are held at the University of Maryland, College Park in June.

National History Day in Colorado reinforces classroom teaching by rewarding students of all abilities for their scholarship, individual initiative, creativity, and cooperative learning. Students grow academically and intellectually as they discover skills in research, presentation and speaking. NHDC integrates social studies, the arts, sciences, and other disciplines into historical presentations. The beauty of NHDC is students are encouraged to find a topic of personal interest that relates to a broad theme, practice research and evaluation skills, and create a presentation that is personally meaningful.

Find more information:

NHD website: [www.nhd.org](http://www.nhd.org)

Executive Director, National History Day: Dr. Cathy Gorn

Colorado NHD website: [www.coloradohistoryday.org](http://www.coloradohistoryday.org)

State coordinator, National History Day in Colorado: Kendra Black

National History Day  
**EDUCATIONAL PROGRAM OBJECTIVES**

The National History Day program aims to:

- Provide teachers with an innovative teaching tool.
- Assist teachers and schools in meeting educational standards by encouraging student participation in portfolio-building and outcomes-based learning.
- Provide a framework for hands-on, student centered learning that guides classroom teaching as well as continuous professional development.
- Develop critical thinking and problem-solving skills that will help students manage and use information effectively now and in the future.
- Build a classroom community, encourage shared responsibility for classroom management and learning, and promote an understanding of demographic ideals.
- Encourage students to develop a sense of history as a process of change, a multifaceted development over time that affects every aspect of human life and society.
- Encourage the study of social studies by guiding students to express themselves creatively through presentations of historical topics in various formats.
- Interest students in learning about history by integrating the materials and methods of social studies, art, drama, sciences, literature, language, and music into their presentations.
- Celebrate and build on the strengths of students as creative, capable learners.
- Provide students with the opportunity to work with and analyze historical documents and other primary source materials.
- Use compelling themes to develop the multiple intelligences of children, making the academic curriculum more meaningful and accessible to all students.
- Develop student research and reading skills and refine student presentation skills in writing, visual projects, and performances.
- Encourage students to move beyond the classroom and into the community to investigate history.
- Motivate students through the excitement of competition and through recognition of their work.
- Involved parents and other members of the community in students' education.
- Expose students to exciting educational environments by holding contests on college campuses and at historical sites.

# NATIONAL HISTORY DAY IN COLORADO

## LEARNER OUTCOMES

National History Day requires the student to master many skills. Many of these skills dovetail with current Learner Outcomes defined by the State Department of Education.

### ***Through participation in History Day the student will:***

***Demonstrate an understanding of history*** by creating a History Day entry on a specific topic, and understand its relationship to other events.

***Develop and use skills involved in critical thinking*** in these areas:

- |   |  |
|---|--|
| • <b>Comprehension</b>                        | • <b>Decision making</b>                     |
| • identifying events in sequence              | • developing objectivity and open-mindedness |
| • discriminating between fact and opinion     | • defining problems                          |
| • recognizing cause and effect                | • considering alternatives                   |
| • drawing inferences and reaching conclusions | • drawing conclusions                        |
| • recognizing attitudes and emotions          | • clarifying values                          |

***Develop and use creative ways to solve problems by:***

- identifying the central problem
- locating sources of information and evaluating their reliability
- organizing, analyzing, and interpreting information
- using information to test hypotheses, draw conclusions, and offer solutions

***Use library resources effectively by:***

- |  |                                    |
|--|------------------------------------|
| • organizing and classifying related facts | • skimming for information         |
| • using primary and secondary sources      | • using a glossary and an index    |
| • using reference materials                | • developing work and study skills |

***Develop technical skills through:***

- internet research and evaluation
- presentation of materials

***Place his/her project in historical context*** by finding out what happened before and after a specific event, and what other events impacted it.

***Present a balanced interpretation*** through critical use of available resources.

***Demonstrate an understanding of writing mechanics by:***

- using clear, grammatical, and correctly spelled written materials
- building an annotated bibliography
- outlining a topic's presentation
- learning effective essay/paragraph writing

***Develop personal and interpersonal skills by:***

- developing an effective method of time management for independent study
- learning to work with others as a team to produce an entry
- developing methods of presenting self and information in an effective manner

# TOP TEN REASONS TO PARTICIPATE IN NHD

## **1. Teaches History**

- Builds an understanding that history is not static and contains multiple perspectives
- Encourages students to examine all sides and consequences of their topic

## **2. Engages Students**

- Excites students by asking them to choose a topic that is personally meaningful
- Students explore resources beyond the school textbook

## **3. Energizes the Curriculum**

- Provides a framework for hands-on, student-centered learning
- Allows students to take ownership of their learning

## **4. Promotes High Academic Standards**

- Assists teachers and schools in meeting educational standards
- Studies show participating students are better prepared for college

## **5. Encourages Literacy**

- Note-taking, writing, organizing information, and presenting an annotated bibliography are a part of the NHD experience

## **6. Enhances Assessment**

- Provides a multilayered performance-based assessment tool
- Can be adapted to fit into a particular curriculum, i.e. American History, US Government

## **7. Teaches Critical Thinking**

- Promotes life skills, analytical skills, comparative perspectives and models of critical judgment—essential for work in any field
- Encourages students to go beyond simple research to synthesis of information into new ideas and evaluations

## **8. Inspires Curiosity**

- Ignites student interest in learning about history by integrating social studies, art, sciences, literature, language, and music into their presentations

## **9. Recognizes the Student Strengths**

- Offers a wide variety of formats to accommodate many areas of ability
- Allows students to become experts
- Allows students to investigate an area they might already find interesting

## **10. Activates Civic Engagement**

- Encourages students to become involved in their communities
- Allows the community a chance to be encouraged by the work of students

# **Workshop Wednesdays**

## **Implementing National History Day using a one-day-a-week workshop model**

1. Introduction to National History Day (RH7, WHST 6, SL1, SL5)\*\*
  - Students will view sample projects and complete a web quest
2. Working with a theme (RH1, RH4, RH7, RH10, WHST6, SL1)
  - Students will learn about working with a theme and complete a word study of key terms in the NHD annual theme
3. Narrowing a topic and writing a preliminary thesis (RH4, RH3, WHST7, SL1)
  - Students will consider the topic for their project and begin preliminary research
  - Students will write a working thesis statement
4. Note taking skills (RH4, RH7, WHST6, WHST7)
  - Students will be exposed to several methods of taking notes which they will implement in the coming weeks
5. Understanding source types (RH1, RH2, WHST7, WHST8)
  - Students will learn to discriminate between primary, secondary and tertiary sources
6. Evaluating and analyzing secondary sources (RH1, RH2, RH3, RH5, RH6, RH10 WHST7, WHST8, WHST9, SL3, SL5)
  - This lesson can be done as a library field trip
  - Students will begin their research using secondary sources
7. Discovering and analyzing primary sources (RH1, RH2, RH3, RH5, RH6, RH10 WHST7, WHST8, WHST9, SL3, SL5)
  - Students will discover how secondary sources can lead to primary sources
  - They will continue researching using primary sources.
8. Using the internet as a research tool (RH6, RH7, WHST6, WHST7, WHST8, SL2, SL3, SL5)
  - Students will learn to use the Annotated Resource Set (ARS) as a system for tracking internet research
  - Students will learn to evaluate the credibility of websites and use tools such as Google for research purposes.
9. Evaluating maps and pictures (RH1, RH2, RH3, RH5, RH6, WHST7, WHST8, SL5)
  - Students will use a political cartoon and a map to learn tools for analysis.
10. Evaluating primary source writing (RH1, RH2, RH3, RH5, RH6, WHST7, WHST8, SL5)
  - Students will analyze a letter and a newspaper article



11. Evaluating Historical Cause and Context (RH3, RH5, RH6, RH8, WHST7, WHST8)
  - Students will learn about historical cause and context. They will create a timeline for their project and its place in history.
12. Writing a thesis statement (RH2, RH3, RH7, RH8, WHST1, WHST2, WHST3, WHST4, WHST9, WHST10, SL4)
  - Students will identify poor and good thesis statements and revise their working thesis for their project
13. Outlining and writing a thesis paper (RH7, RH9, WHST1, WHST2, WHST4, WHST5, WHST9, WHST10, SL2)
  - Students will organize their research thus far into an outline
  - Students will incorporate both informative and argumentative writing into a preliminary essay using research they have gathered
14. Conducting an Interview (RH6, RH8, WHST7, WHST8, SL1, SL2, SL3)
  - Students will learn to conduct an interview to gain historical information
15. Choosing a format (RH7, WHST4, WHST6, SL1, SL2, SL4) and creating a project (RH7, RH9, WHST1, WHST2, WHST4, WHST5, WHST6, WHST8, WHST10, SL5)
  - Students will evaluate the format options for their project and choose a format.
  - Students will begin working on their actual project. (This step will be on-going)
16. Organizing the NHD project (RH6, RH7, WHST6, WHST7, WHST8, SL4, SL5)
  - Students will complete a graphic organizer or other layout for their project
17. Work week—Mid-project evaluation
  - Teachers will conference with students and offer feedback on the project
18. Writing a process paper (RH7, WHST1, WHST2, WHST4, WHST10) and Creating your annotated bibliography (RH9, WHST2, WHST6, WHST7, WHST8, WHST10)
  - Students will learn the requirements of the process paper and begin writing
  - Students will examine a properly created annotated bibliography and begin to organize their own
19. Work week—Quality Control
  - Teachers will proof projects and require revisions where necessary
20. Project Presentation and Contest Preparation (WHST5, SL1, SL4, SL6)
  - Students will present and evaluate projects
  - Students will practice answering judge interview questions

\*\* Correlated Common Core State Standards are listed with each lesson.

RH—Reading/History

WHST—Writing in History/Social Studies, Science and Technology

SL—Speaking and Listening

## **Workshop 1**

### **Introducing National History Day**

The best method of introducing students to National History Day in Colorado is to simply show them projects. The most accessible way to do this in the classroom is to begin by watching a winning documentary. There are many online at [www.nhd.org](http://www.nhd.org). As you choose which documentary you wish to share, keep in mind that showing something that won at nationals might overwhelm your class before they even begin. Consider looking for something that will not make your students feel like this is beyond their abilities. If time permits, you may even wish to show your students two films of varying quality and have them compare and contrast the two. You will find documentary samples like this at the National History Day in Colorado website at [www.nationalhistorydayincolorado.org](http://www.nationalhistorydayincolorado.org).

#### **Opening:**

Before showing the documentary, give the students a copy of the documentary evaluation sheet or the NHD judging sheet, both found on the flash drive. While the NHD judging sheet is the exact form the judges use for competitions, it contains vocabulary beginning NHD students might not understand. The documentary evaluation sheet is set up in the same format as the judging sheet, but it is directed toward this introduction lesson. You will need to evaluate which is appropriate for your class.

#### **Mini-lesson:**

Ask students to evaluate the documentary.

- What was the main point (thesis) of the documentary?
- What points supported the thesis?
- What was done well?
- What could have been improved?
- Were you left with questions?
- Do you think the “producer” gave a balanced account?

Discuss the student’s evaluation of the documentary. Ask such questions as

- Did you find the information presented to be interesting?
- Did you learn something you didn’t know before?
- How do you think the “producer” came up with the idea for this film?
- Where do you think they found the information that was included?

#### **Work time:**

As individuals or in groups of 2-3, send students on a web quest. A copy is available on the flash drive. They must find the following:

- Answer the question: What is National History Day?
- One National History Day paper to read
  - Record the name of the paper, identify the thesis and 2 main points
- One NHD website to examine
  - Record the URL, identify the thesis and note 2 things learned
- One NHD performance to watch
  - Record the title, identify the thesis and record 2 things learned
- 3 NHD exhibits to look at
  - Record the titles and thesis, and note where they found the pictures
- Answer the question: What is the NHD theme for this year?

You might suggest they look at [www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org), [www.nationalhistorydayincolorado.org](http://www.nationalhistorydayincolorado.org), or [www.nhd.org](http://www.nhd.org) to help them locate samples and answer the questions.

### **Wrap-up:**

Bring the students back together for a short discussion of what they found. If they did not complete their web quest, or if you have issues with YouTube being blocked out at your school, then students should complete the web quest as homework for the following week.

### **Requirements for next workshop:**

- Complete web quest
- Have a 1" 3-ring binder to house your NHD materials. If you wish to have students work digitally, they should have a folder set up for easy access on their computer desktop, or in Google Drive or a similar program. **Only use this option if your students have access to this file every day, and if you plan to provide hand-outs and homework assignments digitally.**

# National History Day

## Web Quest

Answer this question: What is National History Day?

Find one National History Day paper to read. Record the name of the paper, the thesis (what the paper is trying to prove), and 2 main points.

Title \_\_\_\_\_

Thesis \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

Find one NHD website to examine. Record the URL, the thesis (what the website is trying to prove), and 2 things you learned.

URL \_\_\_\_\_

Thesis \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

Find one NHD performance to watch. Record the title, the thesis (what the performance is trying to prove), and 2 things you learned.

Title \_\_\_\_\_

Thesis \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

Find three NHD exhibits to look at. Record the titles and where you found the photos.

Title \_\_\_\_\_

Photo found at \_\_\_\_\_

Title \_\_\_\_\_

Photo found at \_\_\_\_\_

Title \_\_\_\_\_

Photo found at \_\_\_\_\_

Answer this question: What is the National History Day theme for this year?

Check out these websites for a little help:

[www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org)

[www.nationalhistorydayincolorado.org](http://www.nationalhistorydayincolorado.org)

[www.nhd.org](http://www.nhd.org)

# Documentary Evaluation Sheet

This is NOT the same form used by the judges at a NHD contest

Documentary Title:

JUDGING CRITERIA	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

Comments:

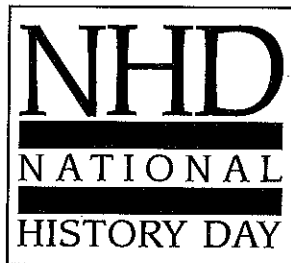
1. What was the main point (thesis)?

2. What was done well?

3. What could have been improved?

4. What questions did you have after the film?

Content				
The documentary showed a strong main point or thesis				
The documentary gave supporting facts and information to prove the thesis				
The documentary was clearly related to a theme				
The documentary gave a balanced account of the event				
I learned something I didn't know before from this documentary				
Quality				
The pictures and sound were clear and easy to understand				
The information was presented in an interesting manner				
The information presented was well organized				
The documentary answered all of my questions				



# DOCUMENTARY

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Presentation, written material is original, clear, appropriate, organized and articulate							
• Entry is organized, visual impact is appropriate to topic							

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		

## Workshop 2

### Working with a theme

Projects created for National History Day must adhere to an annual theme. Past themes include *The Individual in History* and *Conflict and Compromise in History*. Throughout their high school and college careers, students will be called upon to research and write on an assigned theme. Consider the ten themes identified by NCSS as integral to the study of social sciences:

- |   |  |
|---|--|
| 1 CULTURE                               | 6 POWER, AUTHORITY, AND GOVERNANCE         |
| 2 TIME, CONTINUITY, AND CHANGE          | 7 PRODUCTION, DISTRIBUTION AND CONSUMPTION |
| 3 PEOPLE, PLACES, AND ENVIRONMENTS      | 8 SCIENCE, TECHNOLOGY, AND SOCIETY         |
| 4 INDIVIDUAL DEVELOPMENT AND IDENTITY   | 9 GLOBAL CONNECTIONS                       |
| 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS | 10 CIVIC IDEALS AND PRACTICES              |

Students must be taught the skill of identifying and understanding a theme, and then focusing and creating writing or projects based on that theme. This workshop will help students understand the National History Day theme for the current school year.

#### Opening:

Review last week's workshop introduction to NHD and collect the web quest homework. Check to see that each student has a small 3-ring binder or digital folder set-up for NHD materials.

#### Mini-Lesson:

Provide students with the matching game worksheet found on the flash drive, or project it on your screen. This activity lists eight former NHD project titles, and asks students to try to determine what that year's theme was:

- The Secret Innovation of War Communication (Innovation in History)
- Bay of Pigs Invasion: The United States Reaction to Castro's Revolution (Revolution, Reaction, and Reform)
- Failed Compromise Leads to Conflict: The Sand Creek Massacre (Conflict and Compromise in History)
- The Oregon Trail: Populating the American West (Migration)
- Clara Lemlich: Taking a Stand for Working Women (Taking a Stand in History)
- Titanic: An Engineering Triumph turned Human Tragedy (Triumph and Tragedy in History)
- To the Moon and Beyond (Frontiers)
- Rosie the Riveter: How WWII changed American Commerce (Trade and Industry).



**Work-time:**

Provide students with a copy of the “theme sheet” produced annually by the National History Day office. (available at [www.nationalhistorydayincolorado.org](http://www.nationalhistorydayincolorado.org)) Together as a class, go over this document, having students highlight key vocabulary as they read or listen. Provide a structure by requiring a minimum number of vocabulary words according to the ability/grade level of your class.

Students must record a definition that is relevant to social studies for several of the key vocabulary words they discovered in the reading. At least one of the vocabulary words should come directly from the theme title. (You choose a number appropriate for your class. The key vocabulary assignment on the flash drive is for 5 words) After recording the definitions, students should locate and record two relevant quotes related to each vocabulary word they chose to work with. Finally, students should write their own definition of the word demonstrating their understanding of the word. Since all students are to use one word from the theme, you might choose to do this together as a class to ensure understanding of the process you are requesting.

**Sample: Debate and Diplomacy in History**

Term: Diplomacy

Definition: Art of conducting relationships for gain without conflict. It is the chief instrument of foreign policy. Diplomacy seeks maximum national advantage without using force and preferably without causing resentment. (dfn. from Merriam-Webster online dictionary)

Relevant quotes: (both quotes were found at [brainyquote.com](http://brainyquote.com). Any quote collection website can be useful for this exercise)

1. Diplomacy is more than saying or doing the right things at the right time, it is avoiding saying or doing the wrong things at any time.—Bo Bennett
2. Diplomacy: the art of restraining power. —Henry A. Kissinger

Personal definition: Diplomacy is the way countries work together to solve problems peacefully. In diplomacy, each country is negotiating to get what they want while avoiding hostilities or war.

**Wrap-up:**

Bring students back together at the end of class to reiterate what they have discovered about the theme so far. Assign the definition work as homework.

**Requirement for next workshop:**

Students should complete the vocabulary assignment. If students did not follow through on the binder or digital folder, require it for the following week.

## What's the Theme?

Read the titles of these former National History Day projects and see if you can figure out what the theme was for that year.

<u>Title</u>	<u>Theme</u>
Out of the Box, Into the Oven: Transforming the American Diet	Revolution, Reaction, and Reform
The Bay of Pigs Invasion: The United States Reaction to Castro's Revolution	Trade and Industry
Failed Compromise Leads to Conflict: The Sand Creek Massacre	Triumph and Tragedy in History
The Oregon Trail: Populating the American West	Conflict and Compromise in History
Clara Lemlich: Taking a Stand for Working Women	Innovation in History
Titanic: An Engineering Triumph turned Human Tragedy	Frontiers
To the Moon and Beyond	Migration
Rosie the Riveter: How WWII changed American Commerce	Taking a Stand in History

## National History Day 2014 Theme

# RIGHTS AND RESPONSIBILITIES IN HISTORY

This year's theme, Rights and Responsibilities in History, is broad. This means you can choose a topic that allows you to explore your own interests, whether it's science, politics, the arts, education—you name it. Inspiration can come from most any place: local history, your textbooks, or perhaps recent headlines, TV shows or even the latest Twitter feed. As a student, it's your right to find a topic that you want to find out more about, but you also have responsibilities: to choose carefully and develop your NHD project in ways that best use your talents and abilities. Listed below are some examples of different kinds of projects that address this year's theme.

Let's think about this year's theme. What are rights? Are responsibilities always attached to rights? Are there times when rights protect some while disenfranchising others—and is that fair? Do we have economic rights? Are civil rights upheld at the same level for everyone in the United States? What are our rights as global citizens? And what about animal rights—do humans bear responsibility for non-humans? These are just a few questions you might ask as you begin your research.

Rights have taken many different forms.

America's founders believed that individuals had certain fundamental rights, simply by virtue of being human, but slaves did not share those "unalienable" rights. In other societies, rights depended on being a member of a group or class. The castes of Brahmin India and the aristocracy in England are examples of societies where birthright predetermined an individual's role. Human institutions—governments, churches, corporations and other entities—have also enjoyed rights, sometimes bestowed on them by their constituents, and sometimes self-bestowed.

With rights come responsibilities, whether they involve exercising rights within specified limits or ensuring the rights of others. You might find it tempting to focus mostly on rights in your project, but remember that this year's theme also encompasses responsibilities. Learning about and explaining the correlation between rights and responsibilities might

in fact help you become a better researcher and writer, in addition to deepening your understanding of your topic.

To explore a topic's historical importance, you have to answer the question, "So what?" You must address questions about time and place, cause and effect, change over time, and impact and significance. Always try to do more than just describe what happened. Draw conclusions about how the topic affected individuals, communities, other nations and the world as a whole. This helps give your research historical context.

Science and technology provide abundant topics. The conflict between the rights and responsibilities of scientists could be illustrated by a performance of Galileo's experience with the Roman Inquisition in 1633 or a documentary about J. Robert Oppenheimer and other Manhattan

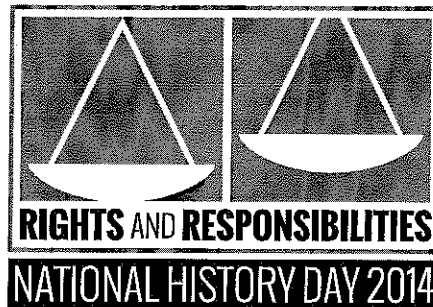
Project scientists who worried about the future of atomic and nuclear weapons. How has technology such as the printing press and television changed our views on our rights and responsibilities?

If you find politics intriguing, you might choose to explore the origins and impact of key documents related to rights. You

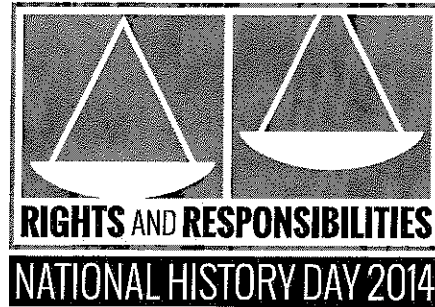
could write a paper investigating England's Bill of Rights in 1689—or the American version, written a century later. Students interested in local history might create an exhibit examining the development of their state constitutions or town charters, to discover the rights and responsibilities of people and governments and how they have changed over time.

Great thinkers have often deliberated the rights and responsibilities of individuals and society. A performance might analyze the origins and impact of Mary Wollstonecraft's feminism, while a documentary could explore the relationship between the Industrial Revolution and Karl Marx's views of the rights and responsibilities of workers and owners. What other thinkers or philosophers have influenced rights in history?

Specific rights can make excellent topics. A performance might probe the evolution of freedom of the press in America and the ethical obligations



required of journalists. A documentary could analyze the origins of the right to receive a free elementary education, found in the UN's Universal Declaration of Human Rights of 1948, which implies a governmental responsibility to provide free education. How did the legal right of slaves to buy their freedom affect Latin American societies?



Nations and governments also have rights and responsibilities. How did the extraterritoriality rights of Europeans affect 19th-century China? A paper might examine how the idea of the "White Man's Burden" affected American foreign policy early in the 19th century. The changing views of the American government's responsibilities for the poor

in the 20th century might make a good website.

You might choose to research the rights and responsibilities conferred by citizenship. A website could compare the meaning of citizenship in the ancient Greek City states of Athens and Sparta. The evolution of income tax in America would make an excellent exhibit, while a documentary could explore the duty of military service in a society such as Meiji Japan (1868-1912) or 20th-century Israel.

You might choose to research topics related to religion. An exhibit could investigate the relationship between the Mexican Revolution and the privileges the Catholic Church enjoyed in Mexico. What impact did the notions of religious duty have on the Crusades? A dramatic performance could recount the conflict between Ann Hutchinson's idea of religious freedom and governmental responsibility to enforce orthodoxy in 17th-century Massachusetts.

Perhaps you're interested in the rights and responsibilities of family members. A paper could analyze the practice of suttee, a custom formerly practiced in India in which widows were burned along with their husband's bodies, while an exhibit might discuss the development of married women's property rights in 19th-century America. How have the rights and obligations of parents and children changed over time in America and China?

The economy provides excellent topics. Compelling documentaries or performances could focus on events such as the Homestead or the Pullman Strikes of the 1890s, in which workers and owners struggled over rights. A paper could look at the development of corporate rights in America, perhaps focusing on court cases such as the Charles River Bridge case of 1837 or the conflict between corporate rights and government responsibility in the antimonopoly struggles of the late 19th and the early 20th centuries. A website might analyze the battle for land reform in a Latin American country such as Nicaragua, which pitted the rights of peasants against the rights of wealthy landowners.

Students can also examine the experience of different groups. A performance might analyze how economic and political changes affected the obligations and rights of lords and vassals in medieval Europe, while a documentary might explore the development of affirmative action in the United States. An exhibit could evaluate the consequences for Sri Lanka of the different rights of the Sinhalese and Tamil people while it was a British colony.

Whether you're focusing on a well-known event in world history or a little-known individual from a small community, you should place your project into historical perspective, examine its significance in history, and show development over time. All studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.

Many powerful projects could come from studying the denial of rights and the struggle to gain rights. An exhibit might analyze the role of different women's organizations such as the National Woman's Party in winning female suffrage, while a documentary could explore the impact of a key individual such as Mohandas Gandhi in earning India's political freedom. What events in the American Civil Rights Movement could be dramatized in performances?



For more information, contact:  
National History Day, Inc.  
4511 Knox Road, Suite 102, College Park, MD 20740  
301.314.9739 info@nhd.org www.nhd.org



Refer to web site for local contest dates and information. National Contest: June 15-19, 2014

## National History Day Understanding the Theme

Learn about 5 words from the theme workshop. At least one of the words you choose should come directly from the theme name.

WORD 1 \_\_\_\_\_

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD 2 \_\_\_\_\_

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD 3 \_\_\_\_\_

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD 4 \_\_\_\_\_

Definition:

Quote 1:

Quote 2:

Personal definition:

WORD 5 \_\_\_\_\_

Definition:

Quote 1:

Quote 2:

Personal definition:

## **Workshop 3**

### **Narrowing the Focus**

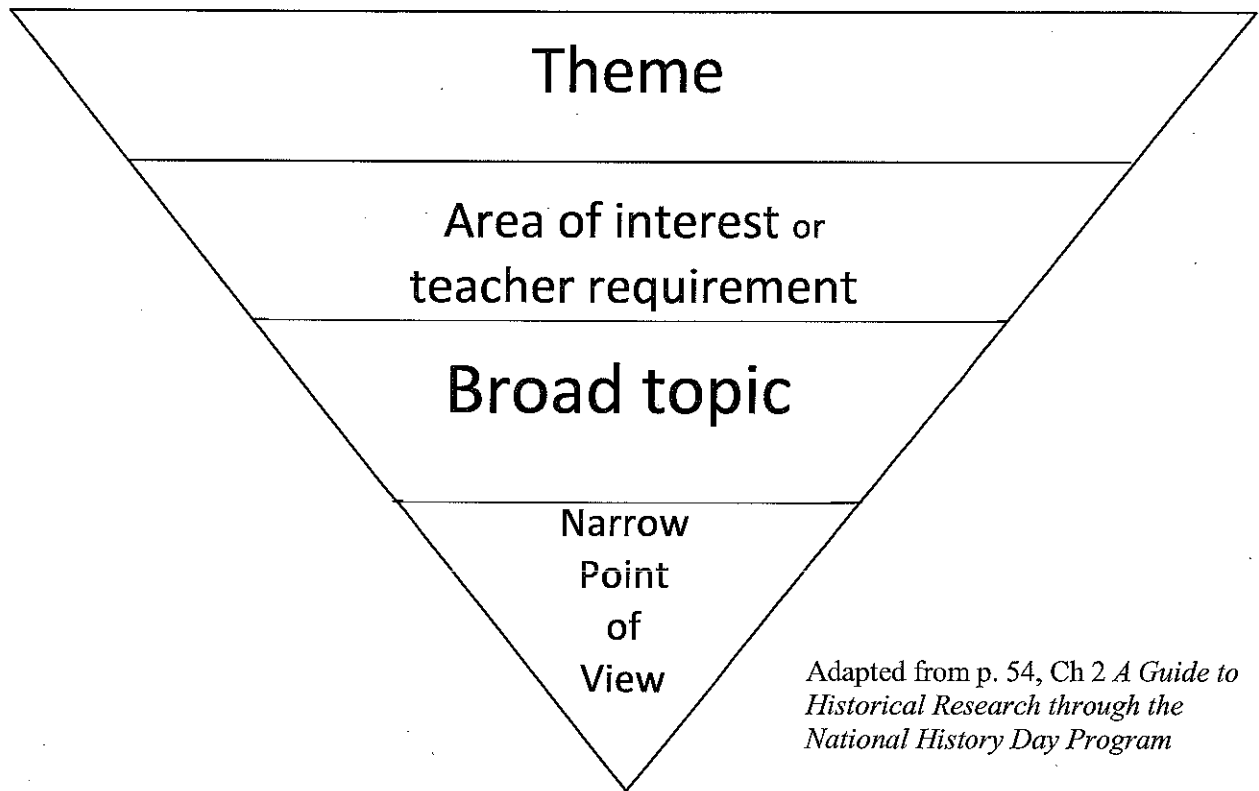
Understanding the annual theme is an important step to a successful National History Day project. Equally important is narrowing the focus to a topic within that theme that is workable and relevant. Consider the theme “Turning Points in History.” The Civil War is certainly a turning point in American History, but a student could not possibly research and present a project on the entire Civil War within the restrictions of the NHD rules. There is simply too much information. Rather, a student must find a smaller issue within the Civil War on which to focus. Researching and creating a project on the Battle of Gettysburg as a turning point in the war would be much more manageable. But narrowing even further can lead to greater success. Consider a project on how General Robert E. Lee’s own arrogance changed the face of the battle. This is a narrowly focused topic that can easily remain within the confines of the project allowances. This workshop will help students to begin to focus on a manageable topic.

#### **A note about topic choice:**

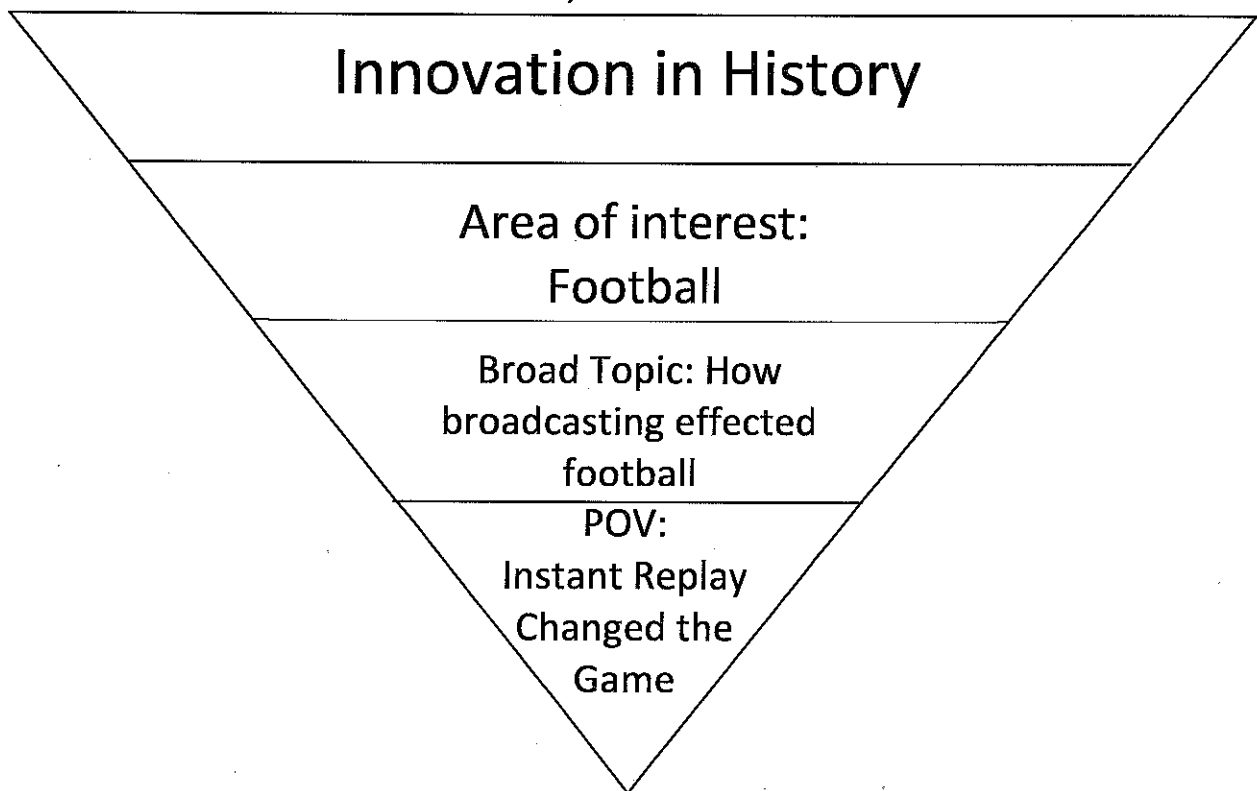
You, as the teacher or sponsor, have a hand in the topic choice of your students. Ultimately, they should choose their own topics, but you might give some boundaries for this choice. You might allow your students to choose any subject matter that interests them. For instance, a student who loves baseball might do a project on Jackie Robinson, or a student musician might explore how music was used on the Civil War Battlefield. While this gives great latitude to the students, they will need guidance in focusing their work. This works best in club or enrichment settings. If you are using NHD as part of a classroom curriculum, you can set some of your own guidelines. For instance, if you are teaching US History, you might limit the project scope to a certain time period (Industrial Revolution). Perhaps you want to limit your projects geographically (Colorado History). Or, you might want to tie the project to a general theme of the particular class you are teaching (Immigration for a Human Geography class). You can adapt NHD to fit the needs of your classroom as long as the projects adhere to the annual theme.

#### **Mini-Lesson:**

Review the word study assignment from last week to refresh the annual theme in your student’s minds. Using the definitions your students created, discuss viable topics for this theme. It would be wise to have a list of suitable topics prepared beforehand. NHD provides a list each year that can be found online. NHDC provides a list of suitable Colorado Topics. To begin, use broad ideas. With the students, narrow these ideas to a more focused point of view. A graphic organizer such as this will help your students find an interesting and manageable point of view:

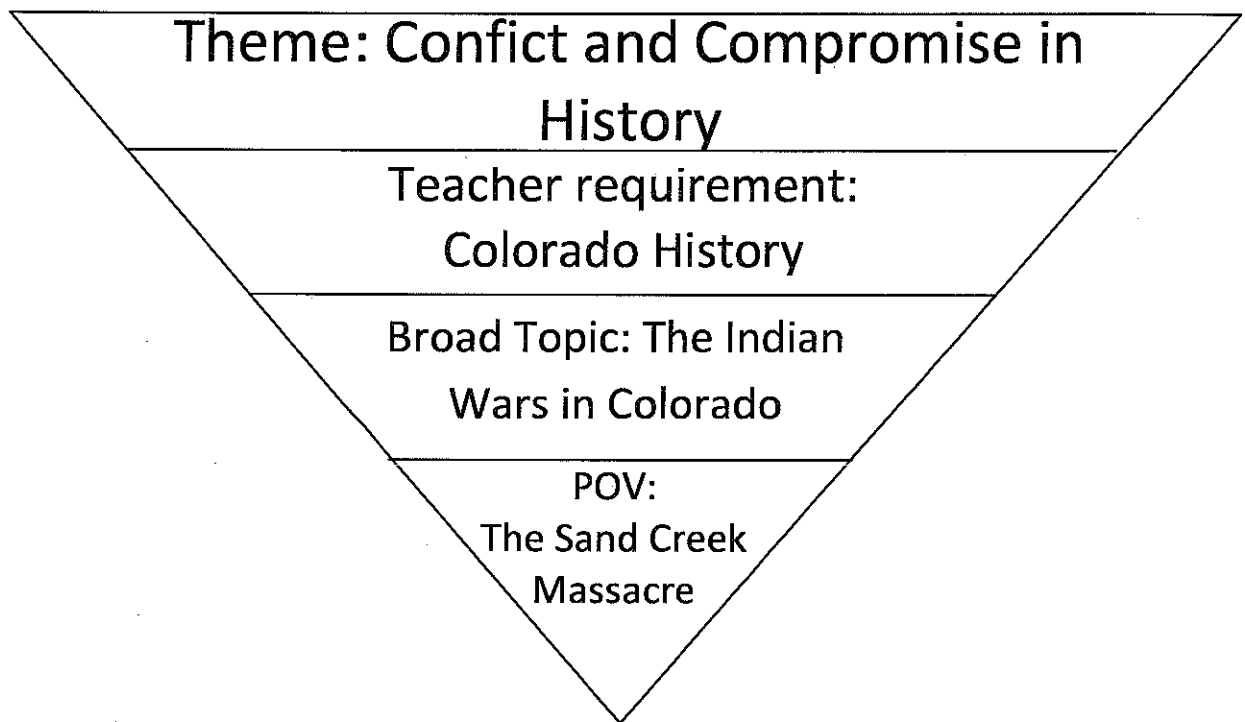


If you are allowing students to choose their topic based on personal interest, use this model:





If you are setting parameters based on your course content, use this model:



Once you have demonstrated the use of the graphic organizer, have a discussion with your students about creating a working thesis statement. Point out that the thesis statement will change as they do their research. While the thesis statement will be covered in depth later, student should create a working thesis now. A very simple formula to accomplish this step is

#### **TOPIC+THEME+IMPACT=THESIS**

The topic choice graphic organizer that is found on the flash drive has a space for adding a working thesis statement at the bottom.

#### **Work-Time:**

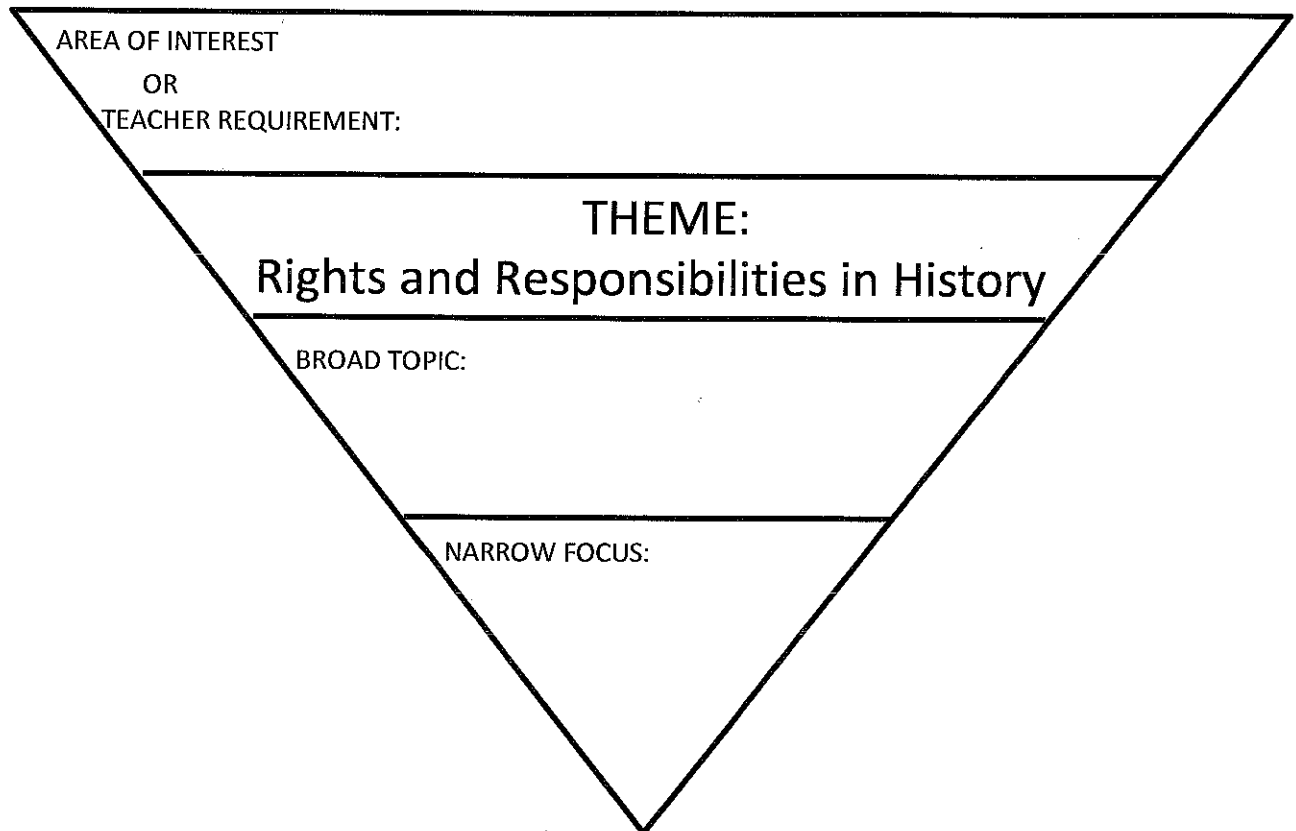
Provide several history compilation books for students to peruse for ideas. Works like ***We Were There, Too! Young People in American History*** by Phillip Hoose or ***That's Not in My American History Book: A Compilation of Little-Known Events and Forgotten Heroes*** by Thomas Ayres are an easy way for students to consider many events and people quickly.

Students will complete 3 topic choice organizers. (A blank organizer can be found on the flash drive). Once they have narrowed three possible topics, have them do a Wikipedia search of their topics. The goal is to gain a basic understanding of the event/person and determine if there will be enough information available to complete the project. (Please see the note about Wikipedia below.) If students are considering working in groups, this could be done together. (Please see note about group projects in the introduction pages).

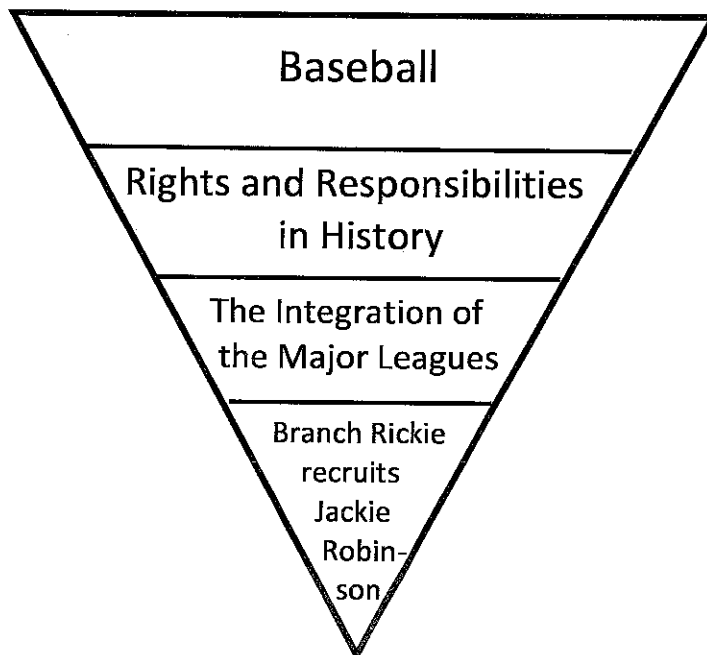
**A note about Wikipedia:**

Wikipedia is generally not a good source for students to use for research for two reasons: first, because it can be edited by individuals, the information is not always accurate, although this is improving as time marches on. (For a demonstration of the fluidity of Wikipedia, visit [this website](#) or search “Listen to Wikipedia”.) Secondly, because it is a compilation website, it is considered a tertiary source. NHD research should focus on primary and secondary sources. This doesn’t mean Wikipedia isn’t valuable. It is a great starting point for ideas. In addition, entries often have sources listed on the page; this can help students learn where to look for primary and secondary sources. **Students should never cite Wikipedia as a source in their bibliographies.**

# CHOOSING A GREAT NATIONAL HISTORY DAY TOPIC



Sample:



Working Thesis Statement <b>TOPIC+THEME+IMPACT</b>
_____
_____
_____
_____
_____
_____

# 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 time.

### **TOPICS:**

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

1. Choose 3 or 4 topics that look interesting to you, then step back and analyze them.
2. 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:
  - 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. Are you able to make a clear and concise argument that shows:
  - how your topic is important?
  - how it developed over time?
  - how it influenced history?

These questions, in addition to the “So What” factor will help you draw conclusions about your topic’s significance in history.

4. 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 25 years old) are difficult because their full impact on history may not yet be known. It is difficult to make a significant “So What” argument that takes into account social, economic, political, and cultural ramifications of a recent subject.
5. 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, or the sinking of 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.

## National History Day Topic Selection Worksheet

**Instructions:** Use this worksheet to help you select a topic for this year's National History Day theme.

Name of individual(s) involved in this entry:

---

---

This year's NHD theme:

---

My/our general area of interest:

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---

Preliminary topic idea:

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Issues/questions to be explored in my/our research (how to compare, contrast, or interpret using your own ideas):

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Working title (and subtitle if appropriate):

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Thesis statement (my/our NHD project will examine, compare, discuss, show, etc.):

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## RIGHTS AND RESPONSIBILITIES IN COLORADO HISTORY

**RIGHTS:** Definition - a moral, ethical, or legal principle considered as an underlying cause of truth, justice, morality, or ethics

1. Lincoln Hills - vacation segregation  
Old West justice - protecting rights in Colorado's boom towns
3. Various topics on the gold rush
4. Helen Hunt Jackson - Native Rights activist
5. Justina Ford - the right to healthcare
6. Various topics on homesteading
7. Camp Amache - respecting Japanese American's constitutional rights during WWII
8. Treaty of Guadalupe Hidalgo and the Mexican choice to become American citizens
9. Dearfield, CO - life, liberty, and the pursuit of happiness
10. Water rights in CO
11. Women's voting rights in CO
12. Ludlow Massacre - Labor Rights
13. Juvenile Rights - Ben B. Lindsey in the Juvenile Court
14. Bent's Fort - Right to Free Trade

**RESPONSIBILITIES:** Definition - a particular burden of obligation

1. Sand Creek Massacre - diplomatic responsibilities
2. Colorado Prisoner's Aid Society - preserving humanity in the CO penal system
3. Nathan Meeker - treaty responsibilities
4. Various topic on the gold rush
5. The responsibility of "Home Rule"
6. Child labor laws in CO
7. Legacy of healthcare in CO
  - a. Natl. Jewish Hospital
  - b. Sanatoriums
  - c. Fitzsimmons Medical Center - Army Responsibility to Its Veterans
8. Currency production in CO
9. Jefferson Territory - responsibility of government, without consent of government
10. Colorado's early courts - responsibility to preserve order in Miner's and People's Courts
11. National Parks in Colorado - responsibility to the land
12. Waterton Canyon Dam - (Ir)responsible Construction

RIGHTS v. RESPONSIBILITIES: Definition-every right carries with it responsibilities.

1. Indian Wars - native rights v. Manifest Destiny
2. Mineral debate - economy v. ecology
  - a. Nathaniel Hill's smelter
  - b. Uranium Mining - the demise of Uravan, CO
  - c. Strip mining near Leadville, CO
  - d. Colorado's oil industry
  - e. Rocky Flats
3. Political corruption in the 1900/1904 elections - public responsibility v. personal gain
4. Various topics on the gold rush
7. Union Colony - experiment in rights v. responsibilities
8. Denver Tramway Strike of 1920 - corporate corruption v. worker's rights
9. The right to be educated, the responsibility to educate
  - a. Emily Griffith Opportunity School
  - b. St. Mary's Academy - first high school diploma awarded in the state
  - c. Air Force Academy
10. Green Mountain Reservoir conflict - rights of protesters, responsibilities of Natl. guard
11. Wartime Rights and Responsibilities in CO
  - a. Farming
  - b. Enlistment
  - c. Industry
  - d. Female responsibilities
  - e. 10th Mountain Division
  - f. POW camps-German and Italian prisoner camps in Colorado
  - g. Colorado military installations
  - h. Rocky Mountain Arsenal
12. Repeal of the Sherman Silver Act
13. CO Ski Industry - profit v. preservation
14. School bussing -desegregation of education in Denver
15. 1976 Winter Olympics - Pollution v. Promotion

# Sample Topics: Rights and Responsibilities in History

- Busting the Trusts: Progressives and the Government Duty to Ensure Competition
- The Elizabethan Poor Law: Rights vs. Responsibilities
- Jefferson, War and Embargo? The Embargo Act of 1807 and the Constitution
- Nazi Germany and the Rights and Responsibilities of a "Superior" Race
- A. Philip Randolph: Labor and Civil Rights Activist
- "Reaching the Heart of Africa": The Africa Inland Mission and Evangelism
- The FHA, HUD and Federal Responsibilities for Housing in 20th-century America
- The British East India Company: Rights, Responsibilities and Profits
- Horace Mann and the State's Duty to Provide Education
- The Geneva Convention and the Rights of POWs
- Eisenhower and the Integration of Central High: Civil Rights and Federal Responsibilities
- Emmeline Pankhurst and the Fight for Women's Suffrage in England
- Keeping the Workers Quiet: Corporate Welfare in 1920s America
- No Right to Leave: The Berlin Wall
- The ACLU and the Defense of Liberty in America
- Emilio Aguinaldo: Fighting for Filipino Rights
- Put the Preachers in Jail: The Great Awakening in Connecticut
- The Inquisition: Enforcing Orthodoxy vs. the Right to Dissent
- Rights Trampled: Andrew Jackson vs. the Cherokees
- Blacks, Whites, Coloreds, Indians: Competing Rights in South Africa
- The Wagner Act and the Rights of Labor
- Trade Rights During the Napoleonic Wars: Freedom of the Seas?
- Truth Is a Defense: John Peter Zenger and Freedom of the Press
- Pure Democracy in Actions: The Rights and Responsibilities of Citizens in Classical Athens
- Married Women's Property Acts in 19th-century America
- Andrei Sakharov and Human Rights in the Soviet Union
- Lonely Voices: Conscientious Objectors in World War II America
- Nobles, Knights and Serfs: Rights and Responsibilities in Medieval France
- The Great Railroad Strike of 1877: Workers' Rights, Government Responsibilities
- Justifying Rebellion: John Locke and the Right to Revolution
- A Duty to Protect Children: The Children's Bureau
- Spanish Colonists and the Right to Mita Labor in Colonial Peru
- "No Taxation Without Representation": The Stamp Act and the Coming of the America Revolution
- No Rights Left: Comfort Women and the Japanese Imperial Army, 1932-1945
- The American Indian Movement (AIM)
- The Quebecois: Minority Rights in Canada
- The Treaty System: National Obligations and the Origins of World War I
- The Curt Flood Case: Free Agency for Athletes
- The Mexican Revolution and the Rights of Peons
- The "Praying Indian": Rights and Responsibilities in Puritan New England
- Changing Ideas of Citizenship in Ancient Rome
- The Scopes Trial and the Right to Teach Evolution in America



- Pledge to Mutual Defense: NATO's Role in the Cold War
- John Muir and the Duty to Save the Environment
- Daniel O'Connell and Catholic Emancipation in 19th-century Ireland
- Mormons and Freedom of Religion in America
- Restricting the Rights of Parents: Family Planning in China
- Mary Church Terrell: Advocate for Women and African-American Rights
- The Platt Amendment: Limits on Cuba's National Rights
- The New York City Draft Riots and the Duty of Military Service
- Bartholomew de las Casas and the Rights of Indians in Colonial Latin America
- The National Organization for Women and the Struggle for the Equal Rights Amendment
- Bismarck and the Creation of a Welfare State in Germany
- Development of Water Rights: Struggle Over the Colorado River
- Adam Smith and the Right of Free Trade
- The Regulators: Rights and Responsibilities in the Carolina Backcountry
- The Treaty of Versailles and National Self-Determination
- Miranda v. Arizona and the Rights of the Accused
- How to Dress: Changing Rights of Muslim Women
- Japanese-American Rights and Responsibilities in World War II
- The Struggle for Aboriginal Rights in Australia
- The Duty of Revenge and the Practice of Adoption Among the Iroquois in Colonial America

If there were no other reasons, the strengthening and protection of the vital role of State and local governments would be reasons enough to act against the denial of the right to vote for any of our citizens.

But there are other reasons to act -- clear, compelling and present reasons.

1. The challenge now presented is more than a challenge to our Constitution -- it is a blatant affront to the conscience of this generation of Americans. Discrimination based on race or color is reprehensible and intolerable to the great American majority. In every national forum, where they have chosen to test popular sentiment, defenders of discrimination have met resounding rejection. Americans now are not willing that the word of the law shall be allowed to corrode the souls of the many.

The Congress, the Courts, and the Executive, acting together in clear response to the will of the people and the mandate of the Constitution, have achieved more progress toward equality of rights in recent years than in all the years gone before. This tide will not be turned. The purposeful many need not and will not bow to the willful few.

2. In our system, the first right and most vital of all our rights is the right to vote. Jefferson described the election franchise as "the ark of our safety." It is from the exercise of this right that the guarantee of all our other rights flows.

Unless the right to vote be secure and undented, all other rights are insecure and subject to denial for all our citizens. The challenge to this right is a challenge to America itself. We must meet this challenge as decisively as we would meet a challenge mounted against our land from enemies abroad.

## **Workshop 4**

### **Note Taking Skills**

Note taking is one of the most important skills that students participating in National History Day will learn or improve. The goal of this lesson is to help students establish a system of recording information that will allow them to process and evaluate ideas, organize information, and present an accurate and complete annotated bibliography. It is highly recommended that you show students an annotated bibliography before they begin taking notes so they can see what is expected in the end. (Two student sample annotated bibliographies--one junior division and one senior division--are found on the flash drive.) Reiterate to student how much time they will save themselves in the end by collecting publication information as they research.

Because students learn differently, one style of note taking might not fit all of your students. It is best to expose them to several types of note taking and let them choose the way that will allow them to process information most efficiently. Forcing all students to use one particular type of note taking (note cards, for instance) may cause some students to struggle. Try introducing three methods and allowing them to choose which will work best for them.

#### **NOTE CARDS:**

Yes, they may be old-fashioned, but note cards do have a place in research, especially for students who are visual learners.

#### **PROS:**

- Note cards can be color coded to help students integrate ideas from different sources.
- Note cards can be physically manipulated to help students organize their information.
- Students who think spatially will easily create a “system” for coding and organizing information.
- Note cards help students internalize information as they hand-write their notes.

#### **CONS:**

- Students may see this method as out-dated.
- Note cards can be cumbersome, and disorganized students may easily lose parts of their research.
- Students who are not visual or spatial learners might struggle with the systematic nature of note cards.
- Students with poor handwriting might struggle with this method of note taking.

The flash drive contains a handout to give to your students about note cards.

**RESEARCH LOG:**

Having a three ring binder dedicated to NHD research is another method students might employ. The research log allows students to have a separate page (or pages) for each source. It also allows students to keep photocopies of newspaper or magazine articles, print-outs of materials from the internet, etc. in one convenient location.

**PROS:**

- Keeping a research log helps students internalize ideas because they are hand writing their notes.
- Using a research log can help students who easily lose things stay more organized.
- A research log can help students focus on note taking without worrying about organizing information...yet.

**CONS:**

- The information recorded in a research log format cannot be physically manipulated to organize the project.
- Students who have difficulty with mental organization might find this method difficult.

A sample of the research log note taking sheet can be found on the flash drive.

**DIGITAL NOTE TAKING:**

Many students will be most comfortable keeping their notes on a computer. While students might find this to be “the easy way out”, there still must be a level of organization and accountability.

**PROS:**

- Many students will be comfortable with this method of note taking.
- Students can manipulate information to organize the project.
- Students will find it quicker to keep notes in this fashion than to hand write them.

**CONS:**

- Students tend to mingle sources when they keep notes digitally. There is a tendency to keep all of their notes together rather than dividing them according to each source.
- There is a higher chance of plagiarism with this method of note taking because students will wish to cut-and-paste information into their notes.
- Students using digital note taking tend to limit their sources to just internet resources. Encourage (or require) them to branch out to hard copy sources.
- If students are using a classroom computer, they may not have access to their notes to research outside of class. Consider requiring Google Docs as a note taking platform.

The research log found on the flash drive can also be used as a digital template.

### **Mini-Lesson:**

1. Show students a sample Annotated Bibliography. This will help them understand why it is important to record source information and keep orderly notes.
2. Using material of your choosing, demonstrate for students where to find publication information for several different sources. You might wish to project a copyright page from a book in the classroom, and help them identify what information is generally needed in a bibliography.
3. Demonstrate for student how to record this information on each of the types of note-taking devises.
4. Together as a class, take some notes about your chosen topic on each of the three note-taking devises. You don't need to go too deeply at this point...you are simply demonstrating how each type works.
5. Point out some of the pros and cons that are relevant to your class.

### **Work Time:**

If students have access to classroom computers, help them set up a folder for NHD research on Google docs. In addition, give them a few note cards and a research log sheet. Then, instruct them to return to the three Wikipedia articles they used in their initial investigation last week, and take notes. One article should be explored using each of the three note-taking devises. This will help students discover which method is most comfortable for them. **Make sure they understand that this is just note taking practice. They will not be including the Wikipedia research on their bibliographies because Wikipedia is a tertiary source.** While the notes they take are only for practice, they will be gaining information that will help them when they begin researching primary and secondary sources.

### **A note about online Bibliography services:**

Many of your students will want to use an online bibliography organizer like BibMe or EasyBib. While bibliography tools found on the internet can be helpful, they should be used with caution, and they are never a replacement for recording what sources were explored during the research process. While there are no rules against using one of these tools, many have flaws that are apparent in the completed bibliography. For instance, BibMe does not capitalize the words in the title of sources. Many of these tools leave random symbols within the citation. We will revisit this subject later in the curriculum as students prepare their bibliographies. For now, insist that they keep source information on their notes.

## Dinner with the President Annotated Bibliography

### Primary Sources:

"Cabinet Dinner in Honor of the President and Mrs. Roosevelt." *New York Times* [New York City ] 3 Feb. 1904: 9. Print.

From this source, I got an idea of who was invited to state dinners.

"The Booker T. Washington Papers, Vol. 6, 1901-1902." *University of Illinois Press*. Web. 25 Feb. 2011. <[historycooperative.org/btw](http://historycooperative.org/btw)>.

This particular volume of Booker T. Washington papers allowed me access to telegrams sent between Roosevelt and Washington.

Roosevelt, Theodore to Booker T. Washington. Sept. 14, 1901. Booker T. Washington Papers Collection. University of Illinois Press. Web. Feb. 2011. <[historycooperative.org/btw](http://historycooperative.org/btw)>

This source also provided me with telegrams between Roosevelt and Washington.

Roosevelt, Theodore. Lincoln Day Dinner Address. New York City. Feb. 13, 1905. Keynote address. Web. Feb. 26, 2011. <[www.emersonkent.com/speeches/lincoln\\_dinner\\_address](http://www.emersonkent.com/speeches/lincoln_dinner_address)>

This speech gave me some insight into the views and values of Theodore Roosevelt.

### Secondary Sources:

Beyer, Rick. "Guess Who's Coming to Dinner?." *The Greatest Presidential Stories Never Told: 100 Tales from History to Astonish, Bewilder & Stupefy*. New York: Collins, 2007. 122-123. Print.

This chapter gave me several quotes and an improvement on my understanding of the impact of Roosevelt's invitation to Booker T. Washington. It also explained how the newspapers portrayed his actions.

Donald, Aida D. *Lion in the White House: A Life of Theodore Roosevelt*. New York: Basic Books, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt's administration and the Roosevelts life in the White House.

Gonzalez, Ariel . "Guess Who's Coming to Dinner: From Booker T. Washington to Barack Obama." *Breaking News and Opinion on The Huffington Post* . N.p., n.d. Web. 9 Dec. 2010. <[www.huffingtonpost.com/ariel-gonzalez/guess\\_whos\\_coming\\_to\\_dinn\\_b\\_137764.html](http://www.huffingtonpost.com/ariel-gonzalez/guess_whos_coming_to_dinn_b_137764.html) >.

This news article gave me a better understanding of the breakage of social barriers throughout the history of the White House.

Landau, Barry H.. *The President's Table: Two Hundred Years of Dining and Diplomacy*. New York, N.Y.: Collins, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt and the White House, and its impact. This book was my best source about the history of White House dinners.

Meyers, Robert Cornelius V. *Theodore Roosevelt, Patriot and Statesman; The True Story of an Ideal American*,. Philadelphia, Pa. and Chicago, Ill.: P. W. Ziegler & co. [c1902], 1902. Print.

I took several quotes from this source. It helped me comprehend Mrs. Roosevelt's responsibilities in the White House. It also led me to understand the importance of Prince Henry's visit.

Miller, Nathan. *Theodore Roosevelt: a life*. New York: Morrow, 1992. Print.

This biography of Roosevelt provided me with several quotes.

Mitchell, Patricia, and Sarah E. Mitchell. *Plain Food & High Thinking: An Anecdotal History of White House Entertaining, 1901-1953*. Chatham, Va.: Patricia B. Mitchell, 2005. Print.

This small book gave information about the food served at the White House and Oyster Bay. I started to understand the simplicity of the food at the Roosevelt table.

Morris, Edmund. *Theodore Rex*. New York: Random House, 2001. Print.

This was the most informative biography I read. It helped me to understand the character of the President, and gave me several quotes.

Thayer, William Roscoe. *Theodore Roosevelt: an Intimate Biography* . Boston: Houghton Mifflin, 1919. Print.

This source gave me a better understanding of the diplomacy that happened around the table during Prince Henry's visit. It helped me to understand what protocol demanded in this situation.

“The White House State Dinners,” The White House Historical Association. Web. March 21, 2011. <[www.whitehousehistory.org](http://www.whitehousehistory.org)>.

This website provides the history of the White House. This particular article gave information about how “State Dinners” have changed over time.

Willeys, Gilson. *Inside History of the White House* . New York: The Christian Herald, 1908. Print.

Because this book was printed at the end of Roosevelt’s Presidency, it gave information that was relevant to the time period. It was an accurate description of life in the White House.

# Annotated Bibliography

## Primary Sources

*'Beast After Me with Recall, so Come On'-Lindsey.* Denver Republican. Sept. 6, 1913.

*This short article describes Lindsey's reactions to the attempts to remove him from office after the publication of The Beast, which detailed corporate corruption in Denver.*

Buckwalter, Harry H. *Denver Juvenile Court - "Children of the slums after first bath by Juvenile Court"*. c 1904. Photograph. Denver Public Library Western History Collection, Denver, Colorado.

*This photograph is part of the Benjamin B. Lindsey archive in the Western History Collection at the Denver Public Library. It led me to learn about the installation of the shower in the county courthouse for the use of "Lindsey's Boys."*

Casey, Lee. *Judge Ben B. Lindsey Dies at 73.* Rocky Mountain News. March 27, 1943.

*Lee Casey was a columnist for the Rocky Mountain News. He was a staunch supporter of the work Ben Lindsey did in Denver. He was one of the few voices that did not abandon Lindsey after his publication of The Beast. This article, written after Lindsey's death, notes the love/hate relationship many in Denver had with Ben Lindsey.*

Gilbert, W.. *A Fair Chance for Every Boy.* N.d. Art Original. Denver Public Library Western History Collection, Denver, Colorado.

*This political cartoon is part of the Ben B. Lindsey archive in the Western History Collection at the Denver Public Library. The drawing shows John D. Rockefeller writing Lindsey a check to support his work. This showed me the extent to which Lindsey's work was renowned.*

Hines, Lewis. *Children in Rail Yard.* January 29, 1917. Photograph. Library of Congress, Washington, DC.

*This picture is one of my props during my performance.*

Hine, Lewis . *Children in Textile Mill.* 1920. unknown, Macon, GA.

<http://www.historyplace.com/unitedstates/childlabor/hine-empty.htm>. Web. 16 May 2013.

*This picture is one of my props during my performance.*



*Judge Lindsey Dies; Children's Friend: Noted Jurist Who Founded the Juvenile Court.* New York Times. Mar. 27, 1943.

*Judge Lindsey's obituary appeared in many newspapers worldwide, including this article from the New York Times. It recounts his work with the juvenile court and the influence that court had on the development of juvenile courts across the country.*

*Judge Makes it a Personal Matter with Incurable Boys.* Denver Times. Nov. 24, 1904.

*This Denver Times article describes the personal interest that Judge Lindsey took in the boys who came through his court. It describes the expectations he had of the boys and how they responded to his trust and encouragement.*

Lindsey, Benjamin Barr. Benjamin Barr Lindsey Collection. Western History Collection. Denver Public Library. Denver, Colorado.

*I spent many hours combing the collection of personal papers and documents housed at the Denver Public Library's Western History Collection. These papers gave me great insight into the work done by Judge Lindsey, but also the personality of the man.*

Lindsey, Ben B., and Wainwright Evans. *The Revolt of Modern Youth*. New York: Boni & Liveright, 1925. Print.

*This book articulated some of the problems Judge Lindsey saw with the methods of disciplining minors, and the doctrine of forced morality that had become a sort of panicked solution to changing social attitudes of the day. In it, he recommended increased education, respect instead of coercion, and changed social attitudes toward children's offences. These goals informed everything he did with the juvenile court.*

Lindsey, Ben B.. *Twenty-five Years of the Juvenile and Family Court of Denver, Colorado being an account of its contributions to the cause of humanity, truth and justice : presented by friends of the Denver Juvenile and Family Court in commemoration of its foundation.* Denver: s.n., 1925. Print.

*This report was a comprehensive picture of the full impact of the Juvenile Court during Lindsey's time as judge.*

Lindsey, Ben B., and Harvey Jerrold Higgins. *The Doughboy's Religion and Other Aspects of our Day*. 1920. Reprint. New York: Harper & brothers, 2012. Print.

*Another of Judge Lindsey's works, this gave me an insight to his perspective on the young men in the US Military during WWI.*

Lindsey, Benjamin Barr. *The Juvenile Court and Probation of Juvenile Offenders*. Lawrence, KS: Unknown, 1902. Print.

*This was a paper Judge Lindsey wrote and read at the Union Convention of the Kansas Society for the Friendless and Kansas Conference of Charities and Correction. It helped me form an understanding of his opinions on juvenile delinquency.*

Lindsey, Benjamin Barr. *The Reformation of Juvenile Delinquents Through the Juvenile Court*. Atlanta, GA: Press of F. G. Heer, 1903. Print.

*This was a paper Judge Lindsey wrote and read at the National Conference of Charities and Correction. He presented information about what causes delinquency in children, and how to combat these problems.*

Lindsey, Benjamin Barr, and Harvey Jerrold Higgins. *The Beast*. New York: Doubleday, Page & company, 1910. Print.

*This book was one of many works Lindsey produced during his lifetime. In it, he details the corruption of the "Boss Evans" era in Denver, the abuses of the utility companies, and the many social problems they had caused among the working class. This book was part of the reason Judge Lindsey was run out of Denver. A first edition of the book is one of my props.*

*Pride of the Rockies Soap labels*. Dunwoody Brothers Soap Company. Denver, CO. 1904.  
[www.victortradingco.com/TinCans.html](http://www.victortradingco.com/TinCans.html).

*These original labels from Dunwoody Soap Products, the company that supplied soap for the Juvenile Court shower, led me to the idea of "Soapbox Justice". Reproductions of the labels are used on my soapbox, as well as the bar of soap I use as a prop.*

*Saved By The Juvenile Court*. Dir. Otis Thayer. Perf. Benjamin Barr Lindsey, Ida L. Gregory. Columbine Film Company, 1913. Film.

*This video was a great silent film about Judge Lindsey's interactions with the kids he worked with. It is easy to see the mutual admiration that existed.*

The Denver Juvenile Court of the City and County of Denver. "Facts and Figures." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver*. Denver: Merchants Pub. Co., 1904. 147. Print.

*This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I used this chapter to analyze the drop in delinquency and truancy in*

*the first three years of the Juvenile Court in Denver. The "Chart Showing the Number of Charges for Truancy in the Years 1901, 1902 and 1903" and the "Summary of All Charges" chart are part of the props for my performance.*

The Denver Juvenile Court of the City and County of Denver. "The Expense." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver*. Denver: Merchants Pub. Co., 1904. 175. Print.

*This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I analyzed data from this report and compared these amounts with an inflation calculator to determine the per-case savings for Judge Lindsey's court. The "Expense Chart" from this chapter of the report is used as a prop in my performance.*

Unknown artist. *Benjamin B. Lindsey portrait*. Denver Juvenile Court. c 1940.

*I had the opportunity to go to the new Lindsey-Flannigan Juvenile Court Center to see the original portrait. The artist is unknown. From a photograph, I had a poster made of the image for use as a prop in my performance.*

Unknown. *Judge Lindsey with crowd of boys*. N.d. Photograph. Library of Congress, Denver, CO.

*This picture is one of my props used during my performance.*

Unknown. *Judge Lindsey with Children*. 1906. Photograph. Library of Congress, Washington, DC.

*This picture is one of my props during my performance.*

"Whole edition." *Silverton Standard* 10 Mar. 1904: Whole edition. Print.

*I use a scan of this newspaper as one of my props during my performance.*

## Secondary Sources

Abbott, Karen. 'Little Giant' had Big Impact on Justice. Colorado Milestones. Rocky Mountain News. April 20, 1999.

*Colorado Milestones was a project with Colorado Historical Society and the Rocky Mountain News to detail people and events in Colorado's history. This comprehensive article gave a good description of Lindsey's work and personality.*

Benjamin Barr Lindsey Newspaper Collection. Western History Collection. Denver Public Library. Denver, Colorado.

*The Western History Collection houses an extensive newspaper clipping file about Judge Ben Lindsey. While each article on it's one was not always noteworthy, the collection as a whole helped me to understand the worldwide popularity and influence of Judge Lindsey.*

Bosley, Barbara. Personal interview. 18 Jan. 2012.

*Ms. Bosley is a Family Court Facilitator at the Denver Juvenile Court. She has done a lot of personal and professional research about Judge Lindsey, and was able to give me a professional insight into his legacy through the Juvenile Court.*

Casey, Lee. Judge Lindsey was a Great Man. Rocky Mountain News. March 29, 1943. p 15.

*Lee Casey wrote this article about Judge Ben Lindsey just after he passed away. From this article I learned of the London Times poll designation of one of the 3 most influential Americans of the early 20<sup>th</sup> century.*

Casey, Lee. "A Storied History". The Rocky Mountain News. N.p., n.d. Web. 26 Jan.

2013.<<http://www.rockymountainnews.com/news/2009/feb/27/a-storied-history-lee-casey-1889-1951/>>.

*This is a short biography of journalist Lee Casey, a long-time friend and supporter of Judge Lindsey's court.*

Filler, Louis. *Crusaders for American Liberalism*. Yellow Springs, Ohio: Antioch Press, 1950. Print.

*This book gave me a good picture of Judge Lindsey's contemporaries in the Progressive Movement.*

Fox, Sanford. "The Early History of the Court. *The Future of Children Journal*. Princeton University, 1996. Web. 26 Apr. 2013.

<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311&sectionid=2061>

*This article gave me a scholastic perspective on Judge Lindsey's impact on legal history. It also helped me to understand whether Chicago or Denver had the first juvenile court.*

Goldman, Eric Frederick. *Rendezvous with Destiny; a History of Modern American Reform*. New York: Knopf, 1952. Print.

*This book gave me an insight to the overall structure of the Progressive Era's reforms, and Lindsey's place in the social turmoil of the early 1900s.*

Goodstein, Phil H. *Robert Speer's Denver 1904-1920: The Mile High City in the Progressive Era*. Denver, Colo.: New Social Publications, 2004. Print.

*This book was a great resource for uncovering some of the corruption in the Denver city government and the Colorado State government around the turn of the 20th century.*

Hare, Sheila, and Alphild Dick. *Wicked Denver: Mile-High Misdeeds and Malfeasance*. Charleston: History Press, 2012. Print.

*This book gave me a feel for the atmosphere of Denver at the turn of the 20th century--the chapter on juvenile delinquency was, as you might imagine, especially helpful for getting a good grasp of what kind of cases Judge Lindsey would have seen.*

Hiner, N. Ray, and Joseph M. Hawes. *Growing up in America: Children in Historical Perspective*. Urbana: University of Illinois Press, 1985. Print.

*This book helped me gain an understanding of how juvenile law grew and developed in America, and the long-term impact Judge Lindsey had on Juvenile Law.*

*Judge Lindsey Set Pattern For Juvenile Courts*. Pueblo Chieftain. Oct. 7, 1962.

*This article from the Pueblo Chieftain gave a good overview of Lindsey's career in the Juvenile Court.*

King, Laoise. "Colorado's Juvenile Court History: The First 100 Years." *The Colorado Lawyer*, Vol. 32, No. 4. April 2003. Web. January 23, 2013.  
<http://100.juvenilelaw.net/History.htm>.

*This website helped me understand how Lindsey's court came into being, and the changes that have happened since he left the bench. This website also led me to the discovery of the painting of Ben Lindsey that is part of my performance.*

Larsen, Charles. *The Good Fight; The Life and Times of Ben B. Lindsey*. Chicago: Quadrangle Books, 1972. Print.

*This book was a very comprehensive biography of Judge Lindsey, and provided a great jumping-off point for my research.*

Laugen, R. Todd. Personal interview. 31 Oct. 2012.

*Dr. Laugen wrote *The Gospel of Progressivism; Moral Reform and Labor War in Colorado*. He gave me some further, more specialized insight into how Judge Lindsey affected and was affected by the Progressive Movement in Denver.*

Laugen, R. Todd. *The Gospel of Progressivism; Moral Reform and Labor War in Colorado, 1900-1930*. Boulder, Colo.: University Press of Colorado, 2010. Print.

*This book was a great over-all view of the morality that fueled the Progressive Movement, which in turn fueled Judge Lindsey.*

"Manuscript Monday: Benjamin Lindsey," Western History and Genealogy Blog. *Denver Public Library: Western History Genealogy*. N.p., n.d. Web. 19 Aug. 2012.  
<<http://history.denverlibrary.org/blog/content/manuscript-monday-benjamin-lindsey>>.

*This blog article was part of my preliminary research at the beginning of my project.*

"The Future of Children - ." *The Future of Children - Home*. N.p., n.d. Web. 26 Apr. 2013.  
<<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311&sectionid=2063>>.

*This article gave me a scholastic perspective on Judge Lindsey's impact on legal history.*

"The Kid's Judge." *The Colorado Magazine*. 1 Mar. 1977: 228-237. Print.

*This was where I did my preliminary research on Judge Ben Lindsey. This volume is housed at the Stephen H. Hart Library at the History Colorado center.*

"The Kid's Judge." *American History Lives at American Heritage*. N.p., n.d. Web. 3 April 2013.  
<<http://www.americanheritage.com/content/kids%E2%80%99-judge>>.

*This article gave me more scholastic insight, and anecdotal evidence, into Judge Lindsey's respect and love for the kids he ruled for during his career.*

"The Kid's Judge: Benjamin Barr Lindsey." *Between the Lions Weblog*. N.p., n.d. Web. 26 Jan. 2013. <<http://mollybrownbtl.wordpress.com/2011/06/06/the-kids-judge-benjamin-barr-lindsey/>>.

*This website gave me a great insight into Judge Lindsey's friendship with Margaret Tobin "Molly" Brown, a Denver philanthropist and survivor of the Titanic sinking. She was just one of the "celebrities" who supported his efforts.*

Wallace, Elizabeth Victoria. "Crime, Punishment, and the Vigilance Committee." *Hidden History of Denver*. Charleston, SC: History Press, 2011. 75-77. Print.

*This section explained the role of the KKK in 1920s Denver, both socially and politically.*

## NOTE CARDS

Note taking is an acquired skill that will help you throughout your academic career. Keeping clear notes helps you organize your information and avoid plagiarism. Here are some guidelines:

1. Create a source card for each source you use. This information should contain all of the information you will be using in your bibliography: author's name, book or magazine title, article title, publisher, publishing date and place, web address, etc... Number or letter each source, and use that number on each note card you take from that source.

Number of card. <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1*</span>
<b>Williams, Roger S. <u>The Wild Side of Conservation</u>. New</b>
<b>York: Atlantis Publishing, Inc., 1996.</b> (this example is for a book with one author).
(Follow correct format (p.20) for citations when you make your bibcards. If you do, when it comes time to type your works cited page, all you will have to do is put your cards in alphabetical order and type).
*Each bib card is numbered. Each note card that corresponds to this source is numbered 1a, 1b, 1c, etc. This system helps you keep track of notes and helps you when you cite your sources in the body of your paper.

2. Create a note card for each new piece of information you learn. Record facts and figures, quotes, and anything that might be called into question. Unless you are recording a quote, write the information in your own words.

Number of card. <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1A*</span>
<b>Heading: subject of note and context of information</b> (EX: Deer population--problems with overpopulation in cities)
<b>Write your one note here.</b> If it is a direct quotation, use quotation marks to show that it is. Be sure you only have one note, one main idea, one quote, one summary, or one paraphrase per card. Use ellipses ( . . . ) if you are leaving part of the quote out.
(p. 112) page number of information in book, magazine, etc.



# National History Day Research Log

Source Name \_\_\_\_\_

Author:

Notes:

Publisher:

City:

Date:

Page:

Date accessed (online):

Other information:

## **Workshop 5**

### **Understanding Source Types**

Being able to identify a primary, secondary or tertiary source is an important skill for all students. Any student who participates in NHDC should master this skill in their first year of participation. In this workshop, you will be giving your students a simple assessment to determine their skill level in this area, defining primary, secondary and tertiary sources, and demonstrating each. For National History Day, it is important that students conduct balanced research using both primary and secondary sources. NHD judges will expect students to be able to tell the difference between the two.

#### **Assessment:**

Have your students complete the assessment on the Greater Denver Metro website on the "Student Help" page, or at this web address [Sources Pre-Assessment](#). This will allow data from your students to become part of a before-and-after study of how NHD teaches the use of primary and secondary sources. They will also be able to compare their results to others who has taken the assessment online. If your class participates in the online assessment, a report will be emailed to you with your results. There will not be names attached as the study is anonymous, but students will enter their school ID number, school and teacher information. If you do not wish to use the online option, a copy of the assessment is available on the flash drive. After they have had a few minutes to complete the assessment, review it in class together. Students who took the assessment online will take a similar one later to gauge growth. If you are interested in gauging the growth of your students but did not use the online tool, collect and keep the assessments. A similar assessment is offered as part of a later workshop.

#### **Mini-lesson:**

Define each type of source for your students. There is a document on the flash drive that can be projected or handed out that will assist with this. Using this information, show students several sources related to a topic of your choice. Begin with primary sources. For instance, if your class is studying the Civil War, you could show them a Civil War soldier's journal, a letter from a soldier, a newspaper article, a battle map, etc... Then demonstrate for them that even a translation in modern type is still a primary source. You might use a transcript of the Emancipation Proclamation to make this point. Then, transition to secondary sources. Help students understand why a secondary source is considered secondary. Show them several secondary sources...a US History textbook, a

biography written about Lincoln in modern times, a newspaper article that reflects on the war years later. It is important to explain that the age of the source has nothing to do with whether it is a primary source or a secondary source. Rather, students should consider who the author/creator is. A newspaper article about this year's Broncos season can be a primary source, even though it was written yesterday, if it was written by a writer who has been an eye-witness to the season. It can also be a secondary source if the writer does not have any first-hand knowledge of this year's team.

You might also want to touch on the idea of tertiary sources, especially if you are teaching an advanced class. This is a great place for a discussion about Wikipedia. National History Day judges tend to view Wikipedia as an unreliable source, so it should not be cited. While tertiary sources are not disallowed, NHD recommends the use of primary and secondary sources. For a definition of tertiary sources, see the "Primary and Secondary Sources" supplement on the flash drive.

**Work time:**

On the Greater Denver Metro NHD website ([www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org)) under the "Student Help" tab, you will find a link to a practice set. There is also a link on the "Teachers" page on the "Helping Students Succeed" link. This activity shows students several sources and asks them to determine if they are primary or secondary. After each answer, students will find out if they are correct, and learn more about why that type of source is primary or secondary. A link to the online practice is also found here. [Source type practice activity](#). If you wish to grade this activity, use the simplified version that is found on the flash drive.

**Homework:**

If you are able to take your students to the public library for a research day, this should be done before Workshop 6 (or Workshop 6 could be presented at the library). If you do wish to make a library visit, call your library and explain what you are doing. Most libraries are happy to help students with research, and many libraries in the Denver Metro area partners with the NHDC program. If you are requiring your class to choose Colorado topics, a trip to the Denver Public Library downtown branch is highly recommended. They will work with your students, and it is well worth your time.

If you cannot make a library fieldtrip, see if your library can come to you. Otherwise, assign students the task of going to the library before next week and checking out 3 books related to their topic before the Workshop 6 meeting date.

# Source Type Pre-Assessment

Name \_\_\_\_\_

Have you participated in National History Day before?

- ☐ Yes
- ☐ No

If you have participated in NHD before, how many years?

\_\_\_\_\_

Choose the best answer for each question.

1. Which choice best defines a “primary source”?

- ☐ The first source used when researching a topic.
- ☐ The source used most often when researching a topic.
- ☐ A source that provides first hand information about a topic.

2. Which of the following is a primary source? (Mark all that apply)

- ☐ A chapter in your history book about the Civil War.
- ☐ A photograph of Abraham Lincoln at Gettysburg.
- ☐ A receipt book showing slave sales.
- ☐ A biography of Lincoln written in 1995.
- ☐ Uncle Tom’s Cabin by Harriet Beecher Stowe.
- ☐ A Wikipedia article about the Battle of Gettysburg.

3. Which choice best defines a “secondary source”?

- A source written later that analyzes and interprets the topic you are researching.
- Any source that only provides a little bit of information.
- All internet resources.

4. Which of the following is a secondary source? (Mark all that apply)

- A chapter in your history book about the Civil War.
- A photograph of Abraham Lincoln at Gettysburg.
- A receipt book showing slave sales.
- A biography of Lincoln written in 1995.
- Uncle Tom’s Cabin by Harriet Beecher Stowe.
- A Wikipedia article about the Battle of Gettysburg.

5. Are any of the following not considered either a primary or secondary source?

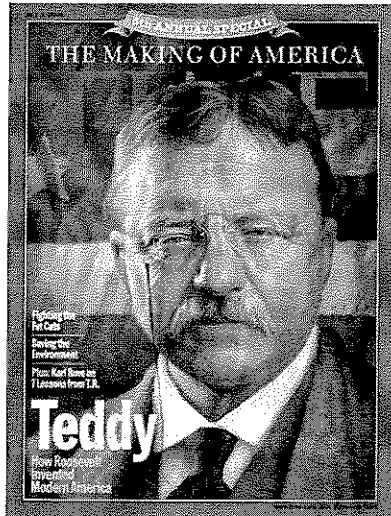
- A chapter in your history book about the Civil War.
- A photograph of Abraham Lincoln at Gettysburg.
- A receipt book showing slave sales.
- A biography of Lincoln written in 1995.
- Uncle Tom’s Cabin by Harriet Beecher Stowe.
- A Wikipedia article about the Battle of Gettysburg.

Write "Primary" under sources you think are primary sources.

Write "Secondary" by those you think are secondary sources.



**We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



In your own words, describe the difference between a primary source and a secondary source. Give one example of each that you might use in your National History Day research.

## CONDUCTING RESEARCH USING PRIMARY AND SECONDARY SOURCES

*I have my topic and I know how it is connected to the NHD theme.*

*What do I do next?*

While you are researching a topic for an NHD project, you will read different types of sources: tertiary sources, secondary sources, and primary sources. Here is how to tell the difference.

### **Primary Sources**

Primary sources are original materials. They are from the time period or event being researched. They have not been filtered through interpretation or evaluation. Other research is usually based on primary sources. Primary documents give an “eye-witness” account of the event. They present original thinking, report a discovery, or share new information. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help you to interpret what happened and why it happened.

Examples of primary sources include **documents, letters, diaries, artifacts, photographs, historic sites, songs, or other written and tangible items** created during the historical period you are studying.

### **Secondary Sources**

A secondary source is a source that was not created first-hand by someone who participated in the historical era. Secondary sources are usually created by historians, but based on the historian's reading of primary sources. Secondary sources are usually written decades, if not centuries, after the event occurred by people who did not live through or participate in the event or issue. The purpose of a secondary source is to help explain the “big picture”. Reading secondary sources help us understand the context of the event and what the affect of the event on history was.

An example of a secondary source is ***Battle Cry of Freedom: The Civil War Era*** by James M. McPherson, published in 1988. Secondary sources are a great starting point in helping you see the big picture. Understanding the context of your topic will help you make sense of the primary sources that you find.

The primary and secondary sources McPherson used are listed in the bibliography. Another researcher might consult these same primary sources and reach a different conclusion.

When searching for secondary sources, look to **magazine articles, history compilations or books on a specific subject, history textbooks, interviews with experts (historians, professors, etc.), etc.**

### **Tertiary Sources**

Tertiary sources are based on a collection of primary and secondary sources and may or may not be written by an expert. Tertiary sources make good starting points to give you ideas about what to research. Wikipedia, for example, is a tertiary source. **NHD recommends that Wikipedia never be listed in the annotated bibliography.**

Examples are **dictionaries, encyclopedias, fact books, and guidebooks.**

### **When there is a question**

Sometimes it is difficult to decide if a source is primary or secondary. Sometimes a source might be primary for one topic but secondary for another. Choose the category you think it belongs in and build an argument. You can share the reasons for your choice with the judges in the annotations you provide in your bibliography.

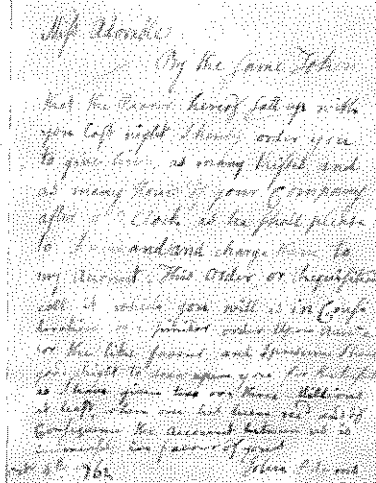


## Practicing Source Identification

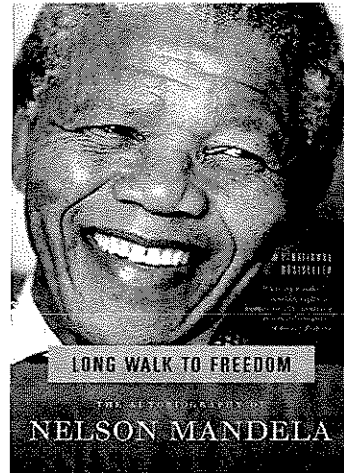
Determine which of the following items are primary sources and which are secondary sources.

Write P on the line by the sources that are primary.

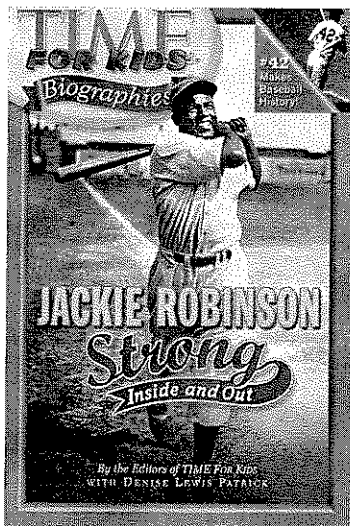
Write S on the line by the sources that are secondary.



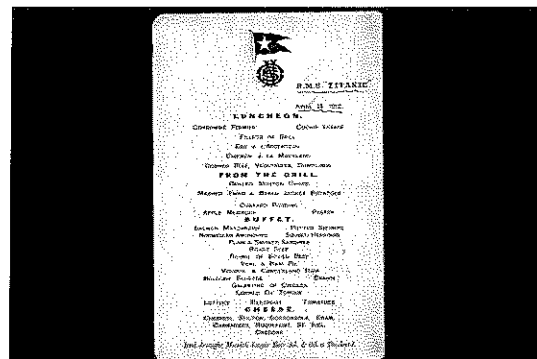
Letter from John Adams to Abigail Adams



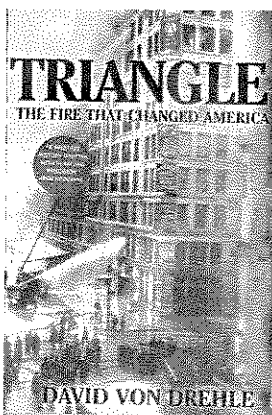
Nelson Mandela's autobiography



Article about Jackie Robinson



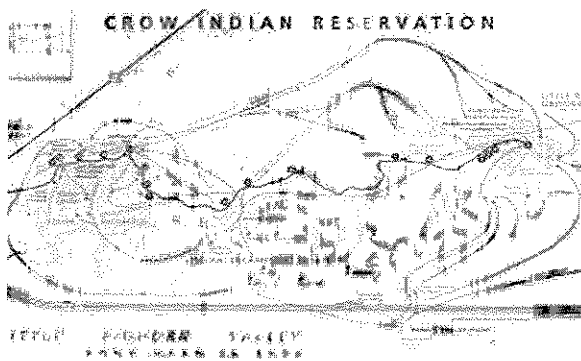
Menu from the Titanic



Book about the Triangle Factory Fire

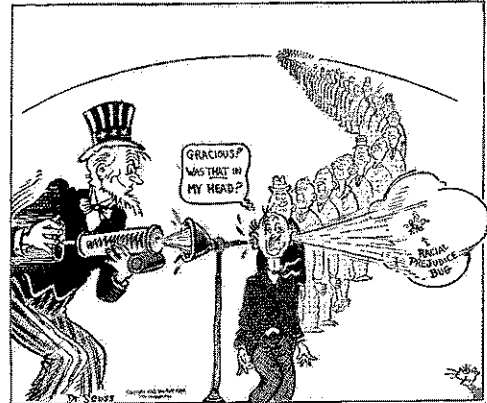


Photo of a Colorado Gold Mining town

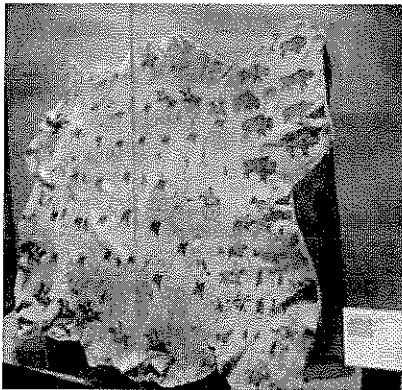


Map of the Custer's Battlefield

What This Country Needs Is a Good Mental Insecticide



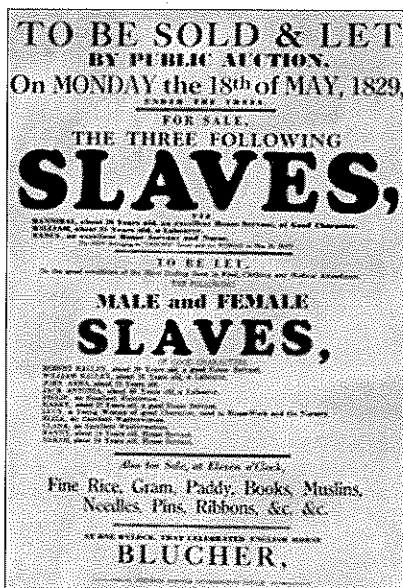
WWII Political Cartoon



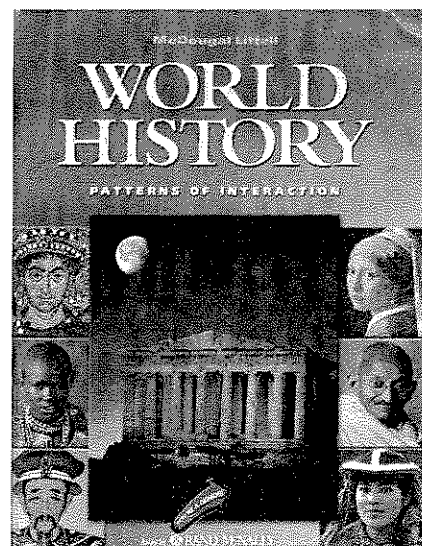
Buffalo Robe map of the Sand Creek Massacre



Documentary history of New York City



Slave sale poster



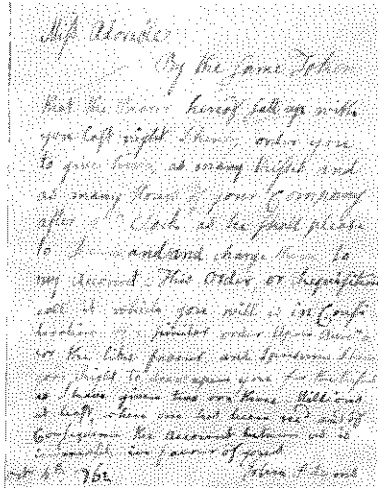
World History textbook

## Finding Primary Sources

Determine which of the following items are primary sources and which are secondary sources.

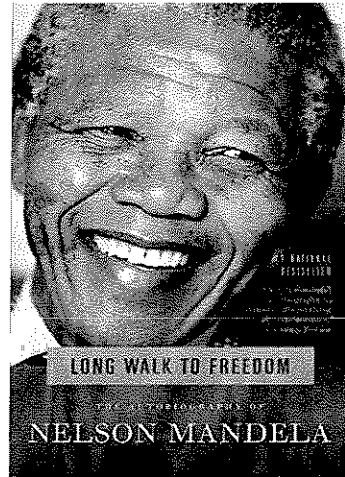
Write P on the line by the sources that are primary.

Write S on the line by the sources that are secondary.



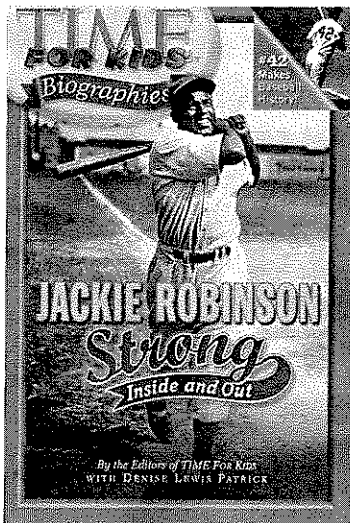
\_\_\_P\_\_\_

Letter from John Adams to Abigail Adams



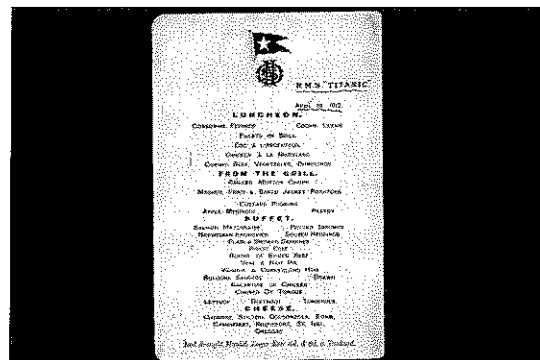
\_\_\_P\_\_\_

Nelson Mandela's autobiography



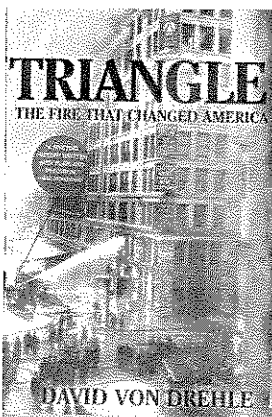
\_\_\_S\_\_\_

Article about Jackie Robinson



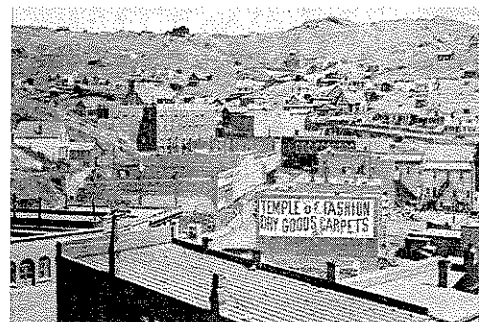
\_\_\_P\_\_\_

Menu from the Titanic



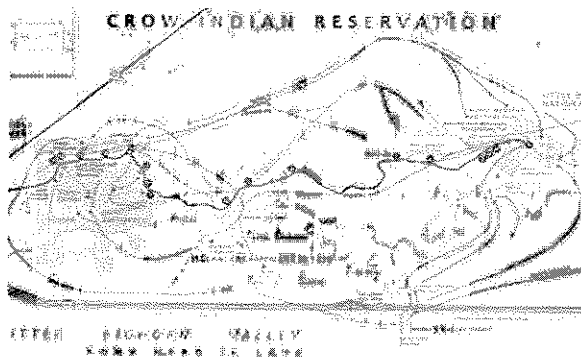
\_\_\_S\_\_\_

Book about the Triangle Factory Fire



\_\_\_P\_\_\_

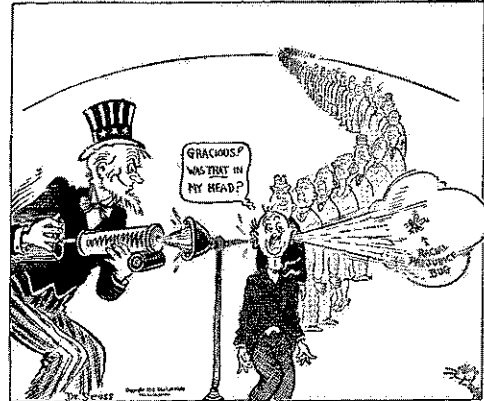
Photo of a Colorado Gold Mining town



Map of the Custer's Battlefield

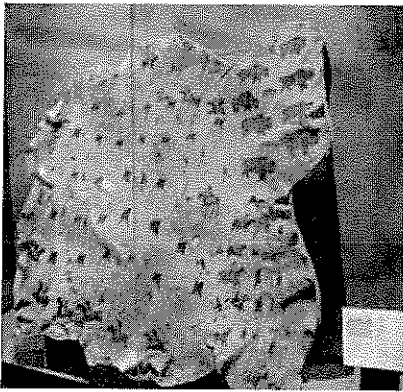
\_\_S\_\_

What This Country Needs Is a Good Mental Insecticide



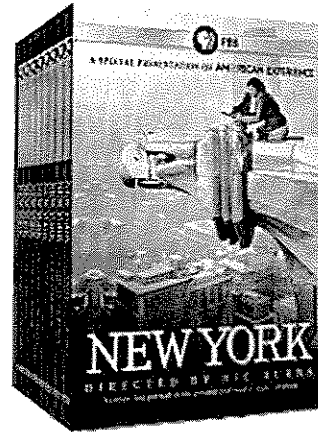
WWII Political Cartoon

\_\_P\_\_



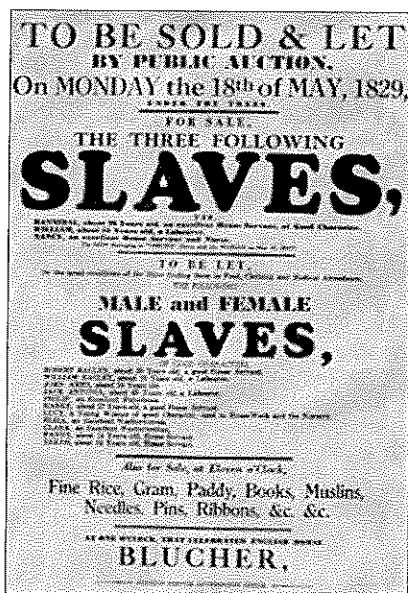
Buffalo Robe map of the Sand Creek Massacre

\_\_P\_\_



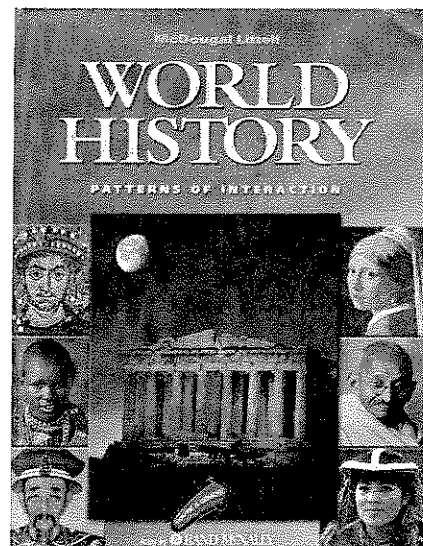
Documentary history of New York City

\_\_S\_\_



Slave sale poster

\_\_P\_\_



World History textbook

\_\_S\_\_

## Workshop 6

### Working with Secondary Sources

Differentiating between primary and secondary sources is an important skill. But once students can tell the difference, they must learn to analyze each type of source material. We will begin with secondary sources. This may seem backward, but researching from secondary sources first allows students to gain an understanding of “the big picture.” Secondary source material can also help students know what primary sources they might look for.

If you are able to take a research trip to your local library, this would be a great time to do just that. Students will be able to experience the lesson first-hand, and then explore sources for their chosen NHD topic.

If you are not able to take your students to the library, contact your local library and see if they will come to you. At the very least, visit the library and check out several books your students could use.

#### **Mini-Lesson:**

Choose a demonstration topic and have several secondary sources ready to show your students. During the mini-lesson, you are going to demonstrate different ways to use a secondary source. As you demonstrate each source, show students where to find the publishing information and show them how to record this information of their research log, note cards, or digital log. Emphasize the importance of this.

Explain analysis to your students:

#### **What is Analysis?**

*The critical reading of sources and  
understanding their context:*

*When were they produced?*

*Who produced them?*

*Where were they produced?*

*And, for what purpose?*

*Identifying bias.*

*Identifying and understanding  
different or conflicting perspectives.*

*Synthesizing your own conclusions based  
upon the available sources.*

Begin with a few non-fiction sources about your subject. Use at least one book, but you could also show magazine or journal articles, chapters from a compilation books such as text books, documentary films, etc. Show your students that they should read at least 2-3 books on their subject. This way they can compare the authors' perspectives for consistency. Students should look for confirmation of information from more than one reliable source. If their project is about a person, encourage them to read a biography about their subject.

Many students will feel overwhelmed by the idea of reading 3 large books. Consider having them look in the junior non-fiction section. There are often great books about historical events and important people that won't be as overwhelming as larger texts. Show an example of this.

Continue by showing students how to use the table of contents and index to find specific information from a book. They may only need to read a chapter or two rather than the entire book. Consider a student who is doing a project on Jackie Robinson. They might find a book on the history of Major League Baseball. While some students might find it beneficial to read the entire book, many will find it overwhelming. They might instead just look for a chapter or two in the book about Jackie Robinson or the integration of the Major Leagues. Demonstrate this. Point out that if they find a reference to their topic in the index, they should read that information in context. In other words they should read a few pages before and after the mention to understand the meaning.

Demonstrate for students how they might find an idea in a book that leads them to new research possibilities. Let's go back to the Jackie Robinson topic. Using a biography about Robinson from the junior non-fiction section, one will come across the name Branch Rickey. The student could then take this name and do further research that would be beneficial to the topic. Encourage students to keep a list of other ideas or names to research.

Also demonstrate to your students that they might find information in compilation books. Again, they will not need to read and take notes on the entire book. Instruct them to record the title of the chapter as well as the title of the book they are working with in their notes. Again using the Jackie Robinson topic, they might find a book titled *Heroes of the Major Leagues*. The student should be able to find a section on just Jackie Robinson.

### **Work Time:**

Allow students to explore the library for information about their own topic. Often your local librarians will be more than willing to help by pulling material ahead of time. However, if you have the time, it is beneficial for students to learn how to locate materials in the library.

Group work: you will have students who are planning to do a group project when the time comes. At this stage, each member of the group should be researching individually, but they can certainly share sources and discuss what they find. Encourage students who wish to work as groups to all check out materials, and share them as they continue their research.

### **Homework:**

For the next workshop, students should be ready for a progress check for a grade. They should have chosen a topic, written a working thesis statement, acquired \_\_\_\_\_ number of sources to show you, and taken notes on \_\_\_\_\_ number of sources (you choose the numbers according to the ability level of your class. This also lends a great opportunity for differentiation for students who are not on the same level as the class in general.)

### **Notes:**

**\*\*As students begin to take notes, this is the time to discuss plagiarism. Direct quotes should be recorded in their notes with quotation marks and the name of the speaker. Anything a student copies word for word must be credited to the author. Be sure that your students understand that plagiarism will cause disqualification from any National History Day contest.**

### **How many sources should a student use?**

- There is not a required amount, but **minimum fifteen (with at least ½ primary) is recommended.**
- 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, internet, books, museums, etc.
- Research should be balanced. Students should consider differing perspectives and biases of their sources.
- Students should not pad their bibliography with sources that were not useful.
- Some topics, particularly those before recorded history or those written about in foreign languages, are challenging to find sources.
- 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.

## **Workshop 7**

### **Discovering Primary Sources**

While secondary sources aid students in seeing “the big picture”, the heart of any NHD project is primary source research. Judges want to see that students have discovered sources that give first-hand accounts of their topic, and that they have analyzed those sources to garner information. While the secondary sources can give them an understanding of the event or person, primary sources serve as proof for what the secondary sources assert.

#### **Mini-lesson:**

Last week your students learned about using secondary sources and began their research. This week we will be using those secondary sources to discover primary sources. You might wish to tie this lesson to your current classroom topic. For this lesson we will be working with non-digital sources. Next week we will tackle using the internet to identify and analyze primary source documents. To begin, brainstorm with your students a list of items that might be considered primary sources. (government documents, journals, letters, pictures, maps, speeches, etc.)

The point of today’s lesson is to show students how to use a secondary source to locate primary sources. Begin with a secondary source book about your topic that gives examples of primary sources. This might be as simple as using your classroom textbook if it has good examples of primary sources supporting the text. If you are not relating today’s lesson to your classroom topic, a book such as Thomas F. Schwartz Lincoln: An Illustrated Life and Legacy is a good choice. While this is a secondary source, it is filled with actually copies of primary source documents.

First, demonstrate to students how they might be able to find primary sources simply by reading the text of the secondary source. In Schwartz’ Lincoln, the Emancipation Proclamation is discussed several times. Because this book also has copies of the documents, a large copy of the Emancipation Proclamation is present to show students. Point out that any information the author wrote about the Emancipation Proclamation, including picture captions, is not a primary source. The primary source is the wording of the Proclamation itself, or a visual representation of the original document.

Next, show students that using the index might help them locate a primary source document. “The Gettysburg Address” is mentioned in the table of contents of our example source. Finding those pages will lead to the discovery that a copy of the speech is found in the supplements to the book. Remind students that the speech



itself is the primary source, and the analysis provided by the author of the book is a secondary source. Point out that often in an index will italicize pictures, making them easy to locate in the index.

Next, demonstrate to your students that your book might have a bibliography or source page of its own. Often the author will list the primary sources he used in researching the book here. This will give the students an idea of where they might look for primary sources. The Lincoln book has both a list of sources and a list of credits that might give students some ideas for research. For example, The Abraham Lincoln Presidential Library and Museum is listed in the credits. A simple internet search will lead students to the Library/Museum website where more than 52,000 primary sources can be accessed!

Finally, show students how footnotes or endnotes can lead them to research ideas. In our sample, endnotes are provided under the heading "Sources". Reading through this list might give students some ideas of sources to look for, both secondary and primary.

Once students have located primary sources, they will need to learn to analyze them. As to not overwhelm them, we will begin by simply looking and bookmarking primary sources they might find. We will begin working on analyzing documents after next week's lesson on locating internet sources. Do not discourage students from taking notes on what they have found, but warn them we will be returning to the documents they will be finding, so remind them to keep track of their sources. This could be as simple as placing sticky notes in their secondary sources when they find a reference to a primary source, making a photocopy of the page and keeping it in their research log, or taking a picture to keep in their digital file.

#### **Work time:**

A worksheet is available on the flash drive that helps students evaluate the primary sources they find. This may be helpful for students who need a more structured framework, but may be overwhelming to other students.

#### **Homework:**

Using the secondary sources they already have, students should locate \_\_\_\_\_ number of primary sources related to their topic before the next workshop. Require one of these sources to be a photograph, map or political cartoon, as they will be working with these types of sources in a future workshop. (Choose a number appropriate for the age and ability level of your class).

## Analyzing Primary Sources

Answering these questions can help gain more information from a source.

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

### Verification, Integrity

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

1. What information do you have that makes this a credible (reliable) 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?

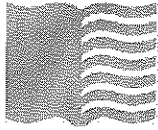
Using the source you brought in today, find 3-5 more sources using the bibliography

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Analyzing Primary Sources using SOAPS!

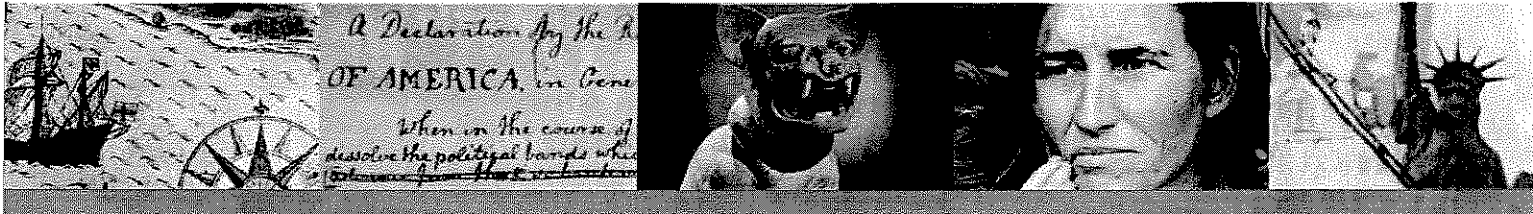
Directions: Using the supplied primary document, answer the following questions in the graphic organizer below.

Subject	Occasion	Audience	Purpose	Speaker
<ul style="list-style-type: none"> <li>What is the topic or idea being addressed in this source?</li> </ul>	<ul style="list-style-type: none"> <li>What is the time and place that this source comes from?</li> <li>What historical events occurred during this time period?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the document being written for?</li> <li>Who does the writer or artist want to read, see, or hear this document?</li> </ul>	<ul style="list-style-type: none"> <li>Why would the author write this piece?</li> <li>What did they hope to accomplish in this letter/speech /cartoon?</li> <li>What kind of argument is the speaker making – are they supporting something, trying to change something, or explaining something?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the author or creator of the document?</li> <li>What is his or her occupation?</li> <li>What is his or her historical significance?</li> </ul>



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## How to Use Primary Sources



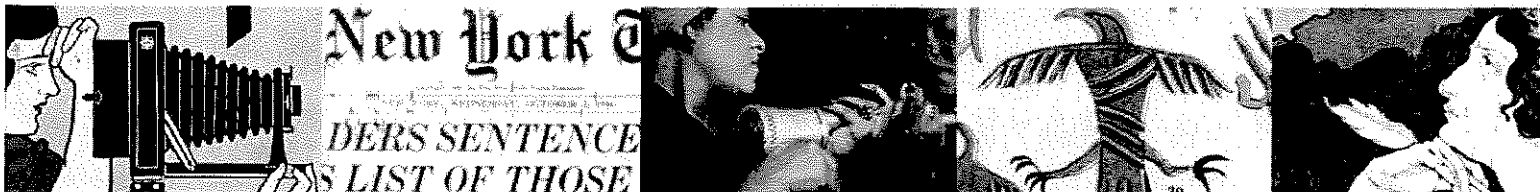
### A Quick Start Guide

**Primary sources** are the raw materials of history — original documents and objects which were created at the time under study. They are different from **secondary sources**, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

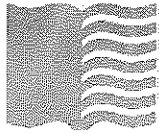
Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.



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## How to Use Primary Sources



### 1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source. • *Who created this primary source?* • *When was it created?* • *Where does your eye go first?*

Help students see key details. • *What do you see that you didn't expect?* • *What powerful words and ideas are expressed?*

Encourage students to think about their personal response to the source. • *What feelings and thoughts does the primary source trigger in you?* • *What questions does it raise?*

### 2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context. • *What was happening during this time period?* • *What was the creator's purpose in making this primary source?* • *What does the creator do to get his or her point across?* • *What was this primary source's audience?* • *What biases or stereotypes do you see?*

Ask if this source agrees with other primary sources, or with what the students already know. • Ask students to test their assumptions about the past. • Ask students to find other primary or secondary sources that offer support or contradiction.

### 3. Assess how students apply critical thinking and analysis skills to primary sources.

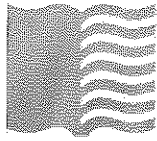
Have students summarize what they've learned. • Ask for reasons and specific evidence to support their conclusions. • Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets from the Library offer entry points to many topics.



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**Millions of Primary Sources  
Tools for Teachers**



## Digitized primary sources

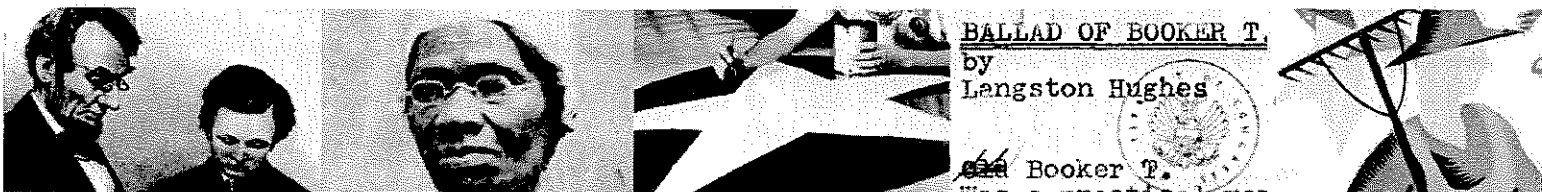
More than 13 million primary sources -- maps, photos, films, sound recordings, manuscripts and more

American history and culture • Veterans' stories • Women's suffrage •  
Civil rights • The Great Depression • Government and civics • The Civil  
War • International history and culture • Immigration • Presidents •  
Explorers • Geography • Music and performing arts • Literature •  
Inventions

## The Teachers Page

More than 300 teacher-created materials to help bring primary sources to life in the classroom

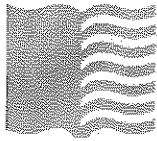
Lesson plans • Primary source sets • Interactive activities • Themed  
resources • Analysis tools • Teaching ideas and context



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Tools for Teachers**



## **Professional development**

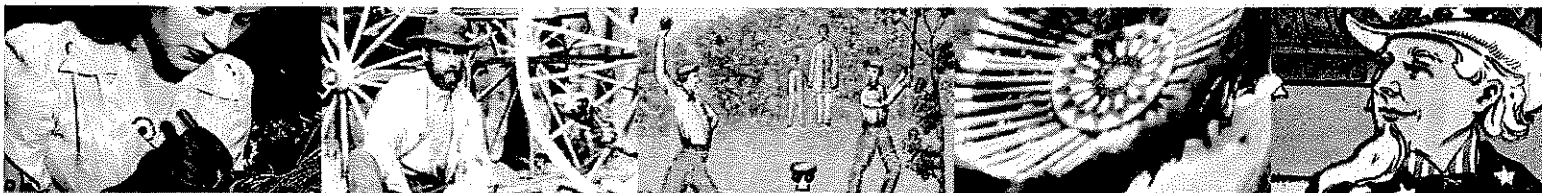
Learning opportunities for teachers

The Teaching with Primary Sources program • Facilitated workshops •  
Summer teacher institutes • Videoconferences • Web conferences •  
Self-guided workshops • Online learning

## **Presentations and reference help**

Interpretation and guidance from the Library's experts

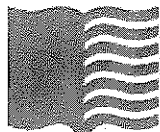
Exhibitions • Expert presentations • America's Library for kids and  
families • Webcasts • National Book Festival • Today in History • Web  
guides and bibliographies • Ask a Librarian



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## Why Use Primary Sources?



Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.

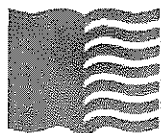
### 1. Engage students

- Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.
- Because primary sources are snippets of history, they encourage students to seek additional evidence through research.
- First-person accounts of events helps make them more real, fostering active reading and response.



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## Why Use Primary Sources?



### 2. Develop critical thinking skills

- Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
- Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
- In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
- Questions of creator bias, purpose, and point of view may challenge students' assumptions.

### 3. Construct knowledge

- Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.



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## Workshop 8

### Using the Internet as a Research Tool

Students often take the use of the internet for granted. Two problems that are prevalent in NHD research are that students do not track the internet sources they use well, and they do not evaluate the reliability of information they find on the internet. Today's workshop will be broken into two parts. First, there is a short lesson on using an ARS (annotated resource set) to keep track of internet research. Secondly, students must be taught to discern a reliable website from one that is not. Today's lesson will focus on finding credible websites, and it will teach students some research tricks they might not know.

#### **Mini-Lesson:**

Begin with a demonstration, **if you have adequate class time**. If you have limited time, move to the ARS portion of this workshop. Using Google or another search engine, search the word Titanic. Point out to your students that this search found more than 63 million web pages about the Titanic. Show them that many of them are about the 1997 movie Titanic. Many are fan sites for Leo DiCaprio or Kate Winslett.

Now, demonstrate how the search can be narrowed by adding a year. This takes out most of the websites related to the movie, but still leaves more than 7 million websites to sift through. We can narrow this search even further by searching with quotation marks... "1912 Sinking of the Titanic" brings up only 126,000 hits. We can narrow it further by looking for specific details. Searching "Captain Edward Smith Titanic" gives me about 54,000 websites. Finally, demonstrate how searching for images can bring up many primary source documents about the event. Search Titanic primary source documents, and then move to the images page. You will find many primary documents including menus, tickets, photographs, etc.

#### **Using an ARS:**

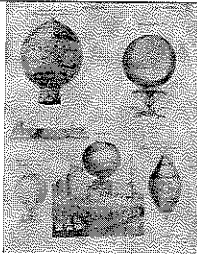


If you have a web page where you communicate with your students, or if you communicate with them via e-mail, you can post or send a simple ARS form. (One can be found on the flash drive) If you do not use digital communication, never fear! Your students can create an ARS on their own. They simply need to create a document with a 5 column table. Then, they will add the labels Description, Thumbnail, Web Address, Notes, and Primary or Secondary.

Ask students for ideas about how they can keep track of the websites they find and want to use in their project. Then, show them the ARS (annotated resource set) available on the flash drive. If you have taken a Teaching with Primary Sources course, you are probably already familiar with the ARS. The one offered here has been simplified for student use.

The idea here is to give students a path back to any research sources they have discovered on the internet. This is especially helpful with pictures or documents. One of the most important elements, then, is that the students link to the web address when they record it. It is important for students to understand that if they are doing a documentary or a website, there is an expectation for them to notate on each image where they got the picture. For this reason, it is important for them to have a record of where they found each element.

An annotated resource set looks something like this:

### Annotated Resource Set Jules Verne

Description	Thumbnail	Web address	Notes	Primary or Secondary
Hot air balloon drawings		<a href="http://www.loc.gov/pictures/item/2002722692/">http://www.loc.gov/pictures/item/2002722692/</a>	<ul style="list-style-type: none"> <li>Title: Air-balloons / A. Bell, sculpt.</li> <li>Creator(s): Bell, Andrew, 1726-1809, engraver</li> <li>Date Created/ Published: [1784?]</li> </ul>	primary
A Little Jules Verne		<a href="http://lcweb2.loc.gov/cgi-bin/query/r?intldl/ascfbib:@OR(@field(DOCLD+@lit(2006641952)))">http://lcweb2.loc.gov/cgi-bin/query/r?intldl/ascfbib:@OR(@field(DOCLD+@lit(2006641952)))</a>	This Library of Congress video is a very early movie about Jules Verne.	primary
Jules Verne: Father of Science Fiction?		<a href="http://www.thenewatlantis.com/publications/jules-verne-father-of-science-fiction">http://www.thenewatlantis.com/publications/jules-verne-father-of-science-fiction</a>	<ul style="list-style-type: none"> <li>This article is about whether Jules Verne was really the father of the Science Fiction genre.</li> <li>Written by John Derbyshire</li> </ul>	secondary

Demonstrate for your students how to cut and paste thumbnail images into the ARS, and show them how to link a web address in their document. (Cut and paste the web address into the ARS, right click on the web address and select hyperlink from the dropdown menu).

**Please help your students understand that the ARS is not a substitute for taking notes.** It is simply a path back to the source.

### Evaluating Website Credibility:

Next, ask your students how to decide if a website is reliable. Let them brainstorm some ideas about how to discern a trustworthy website. There is a document on the flash drive call "Researching from Internet Sources" that will be helpful.

Share the CARS checklist with them (It is part of the "Researching from Internet Sources" document). Provide them with digital access or a physical copy of the checklist so they can refer back to it as they do their research. Go over the letters of the acronym:

<b>Credibility</b>	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. <b>Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.</b>
<b>Accuracy</b>	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. <b>Goal: a source that is correct today (not 5 years ago), a source that gives the whole truth.</b>
<b>Reasonableness</b>	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. <b>Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth, not an agenda.</b>
<b>Support</b>	listed sources, contact information, available corroboration, claims supported, documentation supplied. <b>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).</b>

Practice evaluating a few websites with your class. Here are some examples continuing with last workshops Abraham Lincoln theme:

The Abraham Lincoln Presidential Library and Museum: <http://www.alplm.org/>

This is a reliable website.

**Credibility:** It is credible because we know that the source is a respected authority in Lincoln scholarship.

**Accuracy:** A 2013 copyright date can be found on some of the pages, so we know it is relatively up-to-date.

**Reasonableness:** Looking at the "Under His Hat" collection we see a balanced representation of Lincoln's life.

**Support:** Obviously, with 52,000 primary sources available, the website is well supported.

Who 2 Biographies: <http://www.who2.com/bio/abraham-lincoln>

This website is not as reliable.

**Credibility:** There is no information about who authored this biography, or even who publishes the website.

**Accuracy:** Because this biography is so short, it is not terribly accurate.

**Reasonableness:** The presentation of Lincoln here is not balanced.

**Support:** There is no primary source documentation provided to support the claims of the website.

**Work time:**

If you wish, you can stop here and let your students begin searching for websites that might be suitable for research. There is a worksheet on the flash drive that will require them to evaluate three potential websites.

**More internet help:**

You may wish to go further with this lesson. If you do wish to give your students supplemental instruction in internet research, please see workshop 8B, A Googler's Guide to National History Day. You might wish to just review these techniques and show them to students as you help them with individual research. If you wish to give this supplement to your students, there is a copy on the flash drive written for student use.

0 10000 20000 30000 40000 50000 60000 70000 80000 90000 100000

[illegible]

# 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.** Wikipedia is a tertiary source. Because Wikipedia can be adapted or changed by any user, it is not considered a reliable source by many scholars. Its use is frowned upon by the judges at NHD, and should be avoided.
- **Seek sites that are administered by experts.** Museum sites, archives, university site, etc. are more likely to reliable information because the credibility of the organization is at stake. Mrs. Brown's 7<sup>th</sup> 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 use an ARS form to keep records.

The following information is from an article written by Robert Harris, which is recommended by [www.nhd.org](http://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

<b>Credibility</b>	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.
<b>Accuracy</b>	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.
<b>Reasonableness</b>	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.
<b>Support</b>	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).



## Evaluating Internet Sources

Using the CARS evaluation tool, analyze three internet research sources. Circle each of the letters that have been met by the website, and briefly explain why you think the website meets the criteria.

Source #1 URL \_\_\_\_\_

<b>C</b> CREDIBILITY	
<b>A</b> ACCURACY	
<b>R</b> RELIABILITY	
<b>S</b> SOURCES	

Source #2 URL \_\_\_\_\_

<b>C</b> CREDIBILITY	
<b>A</b> ACCURACY	
<b>R</b> RELIABILITY	
<b>S</b> SOURCES	

Source #3 URL \_\_\_\_\_

<b>C</b> CREDIBILITY	
<b>A</b> ACCURACY	
<b>R</b> RELIABILITY	
<b>S</b> SOURCES	

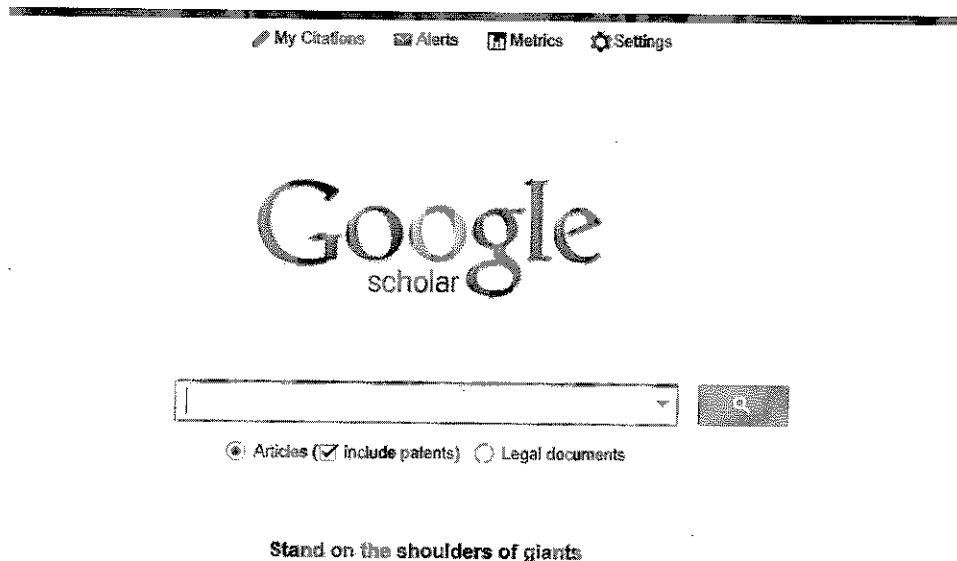
## Workshop 8B

### A Googler's Guide to National History Day

As workshop 9 demonstrated, search engines can be both friend and foe in the NHD research process. There are some great techniques one can use when researching using the Google search engine. **Note: Google is not a source!**

#### 1. Google Scholar

Google Scholar is a specialized search engine that is limited to academic sources only. When a search is done using Google Scholar, all of the fan sites and fifth grade web assignments are eliminated, leaving only more scholarly sources. The drawback is that much what you will find is college level reading, and it might be difficult for some students. The easiest way to find Google Scholar is to simply Google "Google Scholar". If you must do it the hard way, on the Google search page, in the upper row of tabs, click on more on the far right end. At the bottom of the drop-down menu, you will see "even more"...click on this. Now, scroll to the middle of the page and you will find Google Scholar under the Specialized Searches section.



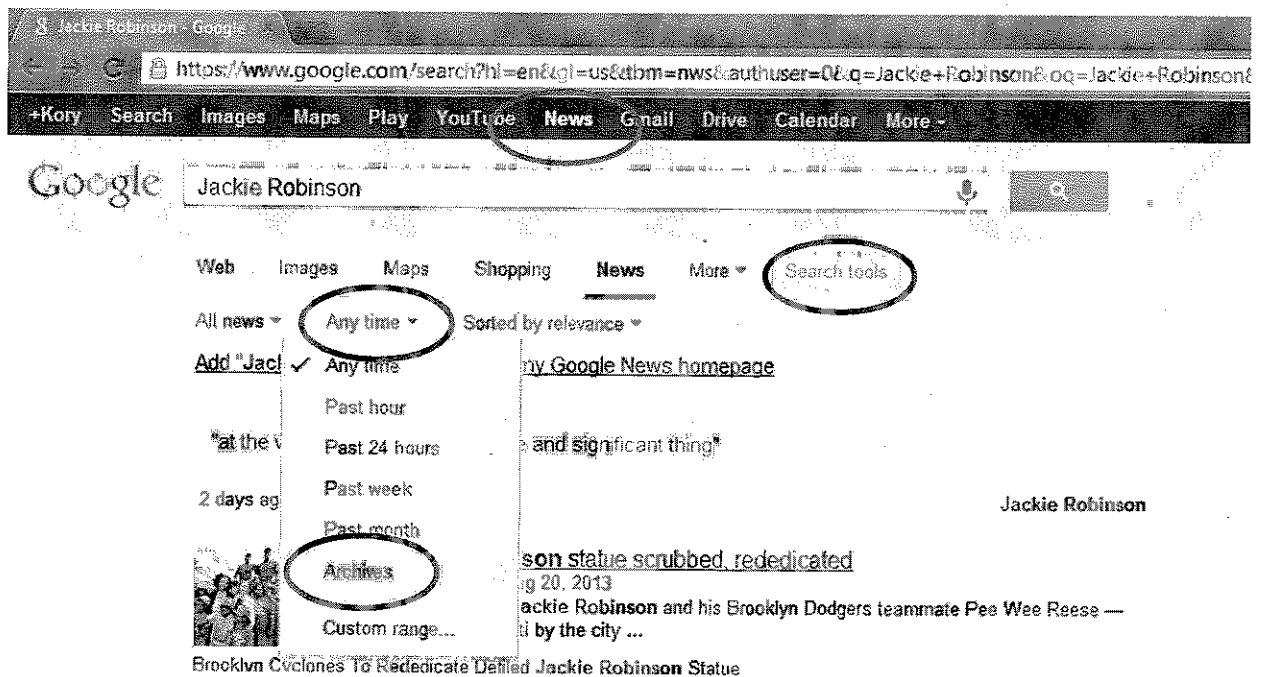
## 2. Google Books

Google Books can give a student the opportunity to look through all or part of a book before checking it out or purchasing it. Many books can be read completely through Google Books. Some only offer previews, but sometimes that preview is just enough for the student. The left side panel offers a search option, so a student can search for a particular key word to help them isolate an idea in the text.

## 3. Google News

Google News is generally used to find news about current events. However, Google News also has a very helpful archive tool. On the news page, type in your search key words. Then, click on the "Search tools" tab. This will bring up a menu bar that reads "All news Any time Sort by relevance". By clicking on the "Any time" option, you will receive a dropdown menu that will allow you to narrow your search to newspapers from the time period you are researching. Click on "archives" at the bottom of the list. Alternatively, you can click on "custom range" and set your own date parameters.

This is a great way to research old newspapers. There is a drawback, however, in that you cannot print copies of archived newspapers. You can take a screenshot of the newspaper page and save this to your ARS or computer research files.



#### 4. Google Image Search

One issue judges often have with projects is that images are not taken from reliable sources. A student might do an image search for, say, Jackie Robinson's first major league baseball game. Many students will be tempted to list Google as the source, but judges might have an issue with this. Google is not a source, it is a search engine. Or, the image might be on a site such as Wikipedia, which judges general don't like, either. Students should try to find a more academic source for the photo. Google Image Search allows this.

Notice on the search box a small camera icon. When the student has found an image they like, they can save it to the computer. Then, click on the camera icon, then click "browse". Open the image in the search box, and all instances of that image will appear. They will simply pick a source that is appropriate for research.



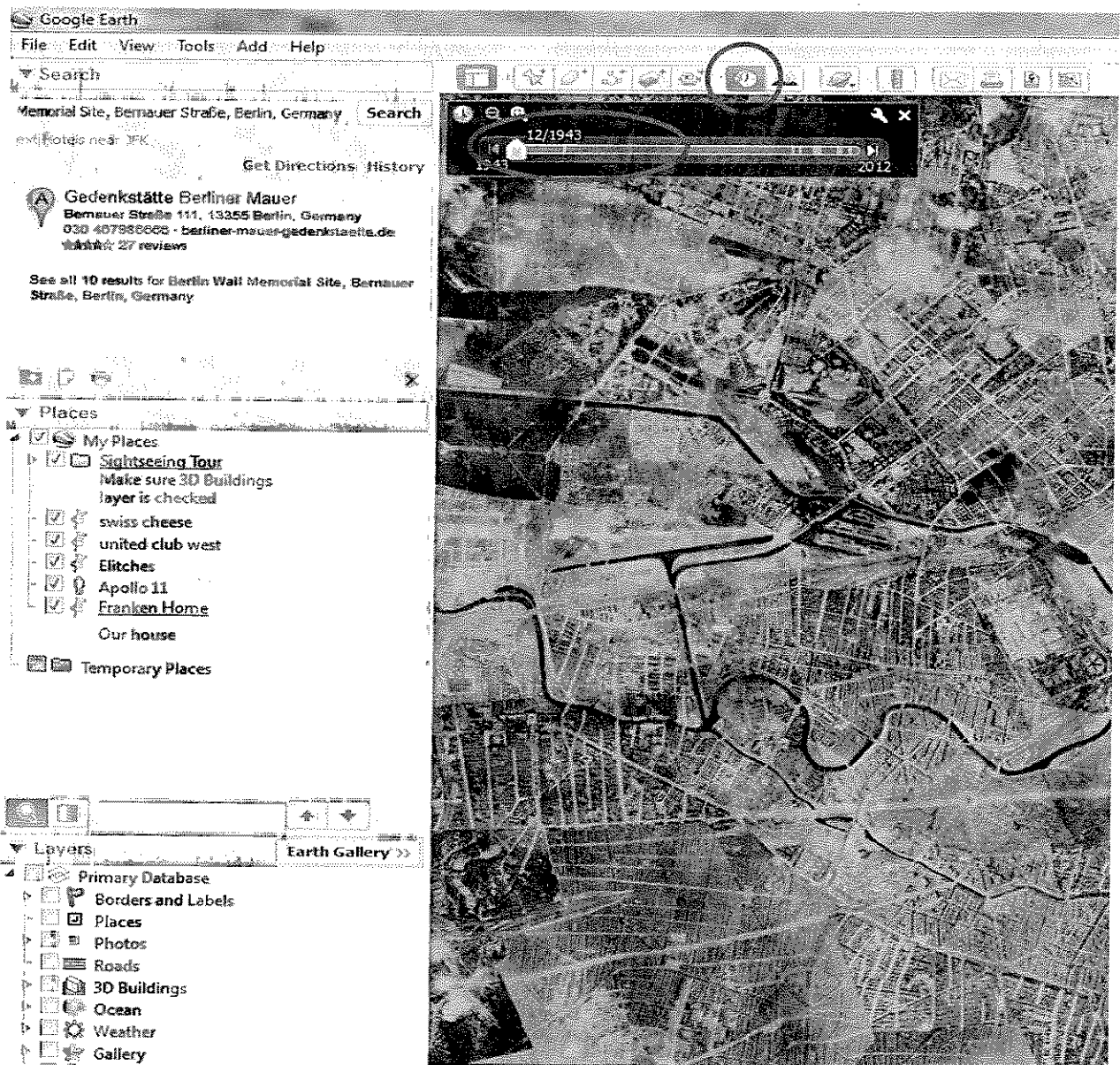
Create and collaborate with classmates using Google Drive #backtoschool

#### 5. Google Drive

Most educational institutions are aware of Google Drive. This is a great tool for students to use when researching for NHD. All of their research will be accessible at any time from any computer with internet access. You, as the teacher, can ask students to share their notes, script, writing, etc. with you, and you can write comments and pose questions. If students choose to work in groups, it can be difficult to find time for all students in a group to get together to work. With Google Docs, students can collaborate without physically being in the same place. Google Docs also archives changes that have been made to a document, so if students decide they want to go back to something they had before, they can easily find the archived material.

## 6. Google Earth

Google Earth is a great tool for showing us satellite images of the earth. In many instances, Google Earth can be used to show what a place looked like in the past. Some places only have an archive of 10-15 years or so, but some go back much farther. London, for instance, and Berlin, both have WWII images available from the 1940's. This might help a student visualize how a place has changes since the time of the event they are studying. To you the historical image feature, locate the lock with the reverse arrow on the upper toolbar. This will bring up a sliding timeline that will tell you how far back images are available.

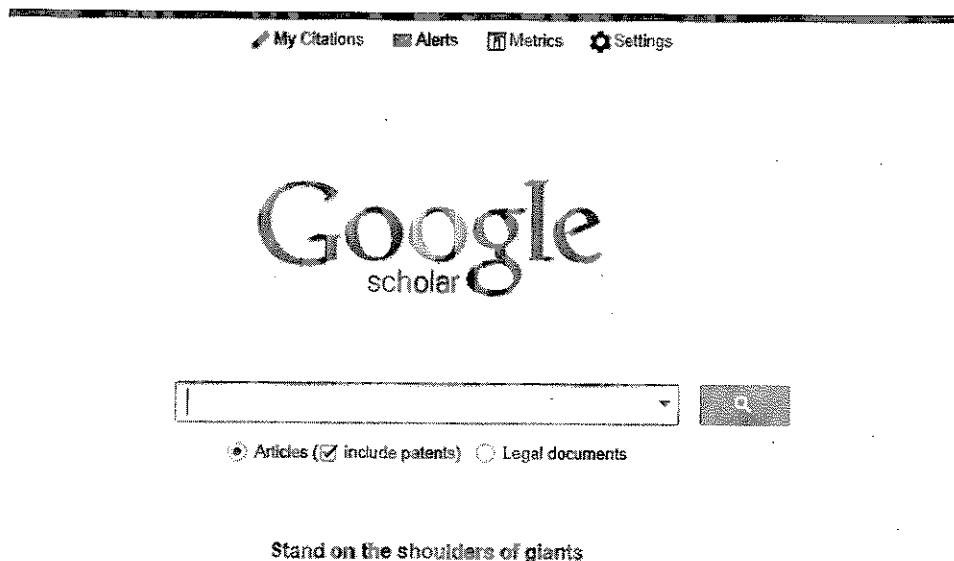


# The Googler's Guide to NHD

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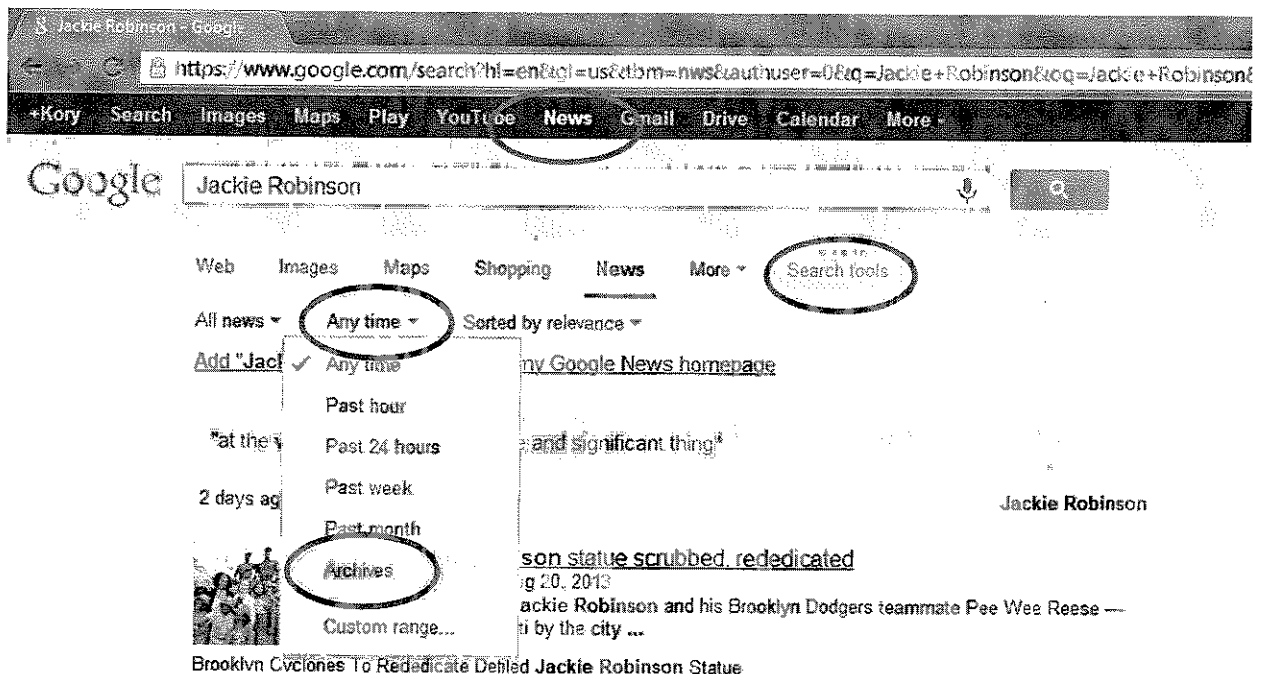
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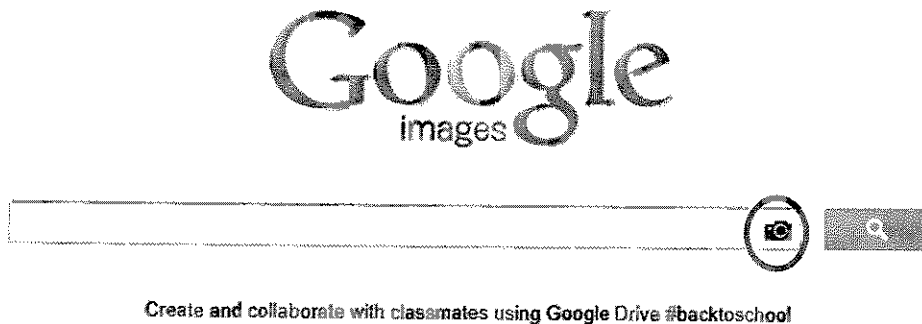
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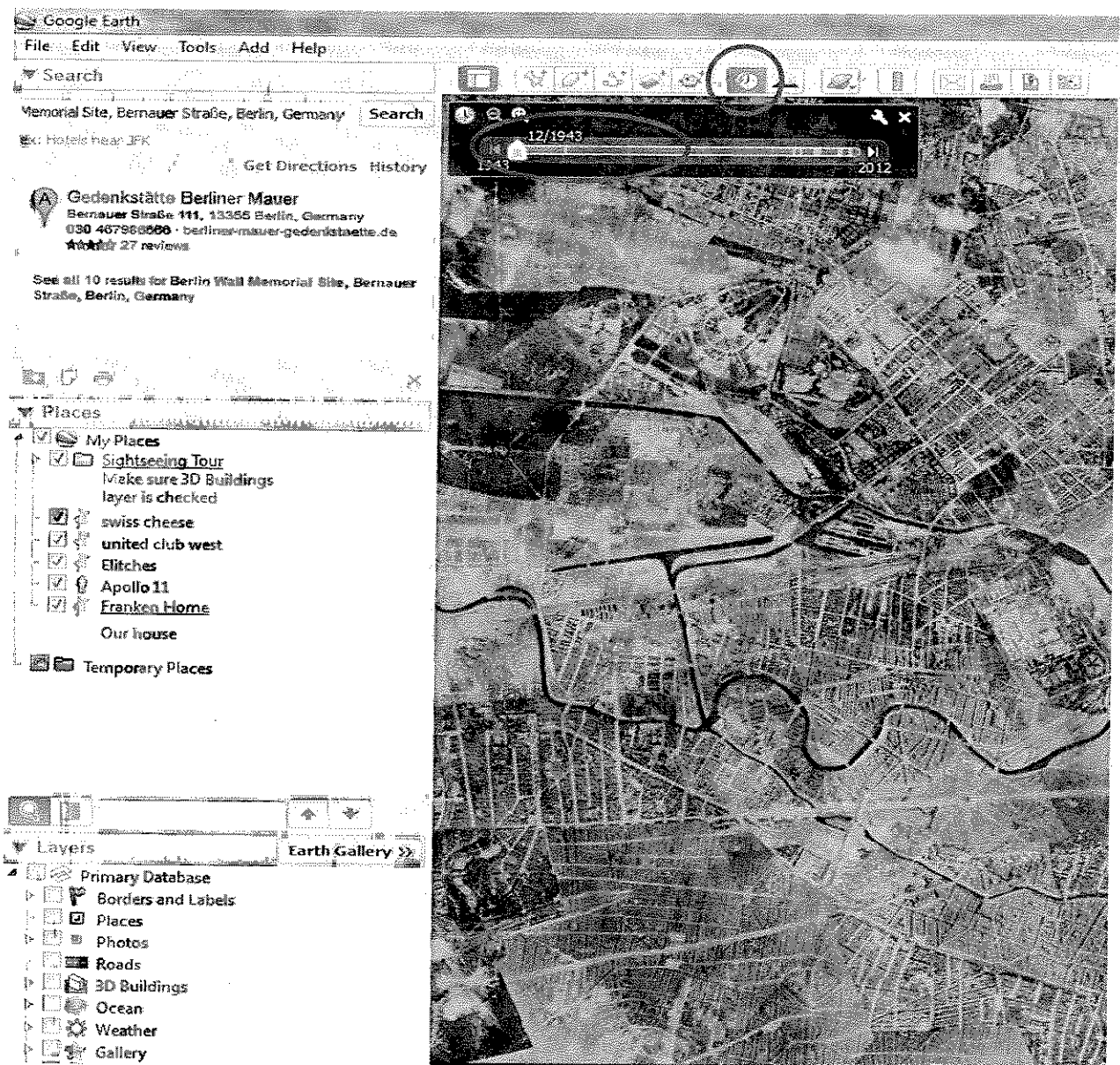
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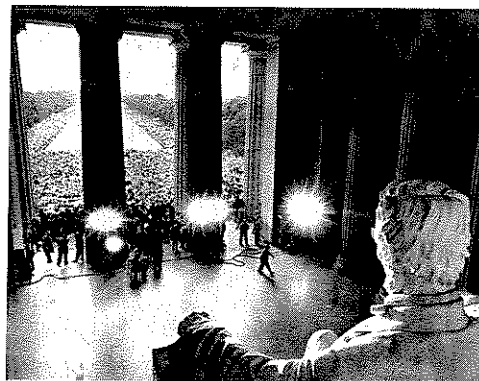
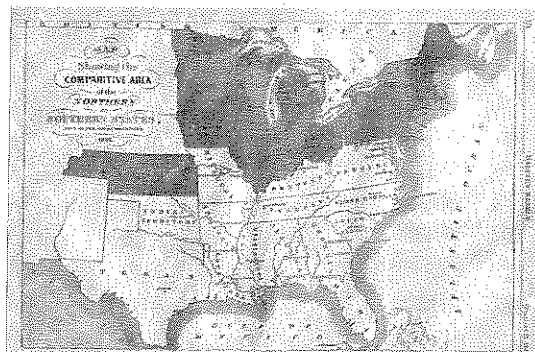
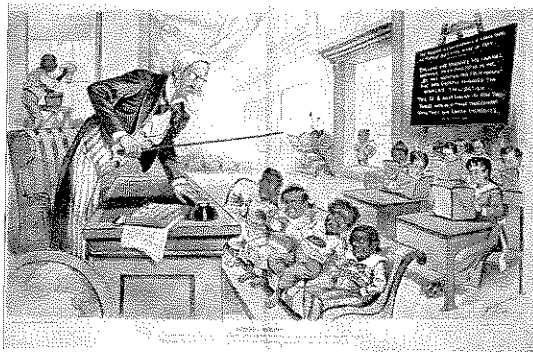
Google Earth is a great tool for showing us satellite images of the earth. In many instances, Google Earth can be used to show what a place looked like in the past. Some places only have an archive of 10-15 years or so, but some go back much farther. London, for instance, and Berlin, both have WWII images available from the 1940's. This might help you visualize how a place has changes since the time of the event you are studying. To use the historical image feature, locate the clock with the reverse arrow on the upper toolbar. This will bring up a sliding timeline that will tell you how far back images are available.



## Workshop 9

### Analyzing Pictures and Maps

Once your students have located some primary sources, they need to know what to do with them. In this lesson, you will work with your students on analyzing pictures and maps. There are samples that you are welcome to use on the flash drive, or you can use material related to your classroom teaching. The items available on the flash drive are a political cartoon related to Teddy Roosevelt's colonial expansion in the Pacific and a map showing Union and Confederate states at the beginning of the Civil War. There is also a photo of MLK, Jr's "I Have A Dream Speech" form within the Lincoln Memorial.

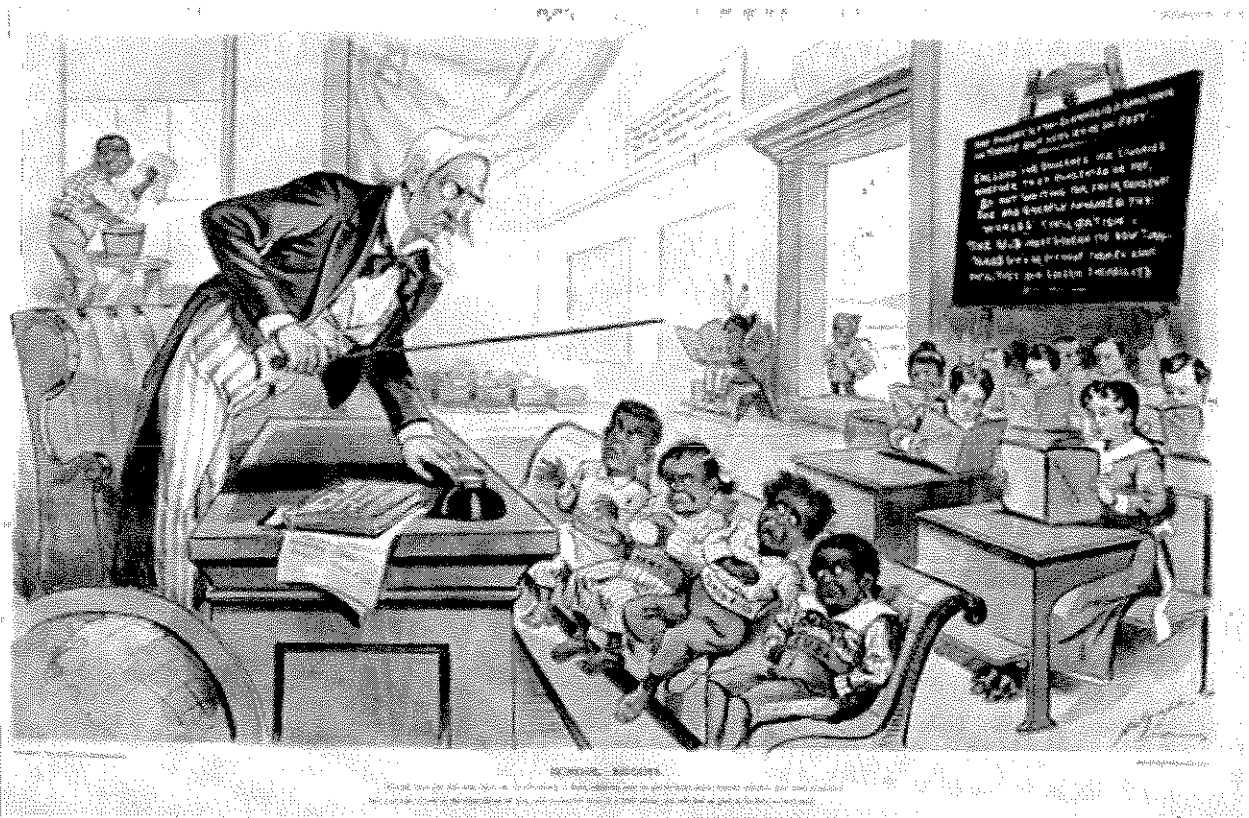


#### Mini-Lesson:

Discuss with your class the difference between knowing something, inferring something, and assuming something.

1. Knowing: having facts, truths, or principles, as from study or investigation
2. Inferring: to derive by reasoning; conclude or judge from premises or evidence
3. Assuming: to take for granted or without proof

When examining a primary source, guide your students to analyze the source with these three ideas in mind. Let's consider the political cartoon.



Ask students what they know. What are the facts presented in the cartoon? (Be sure the answers students give are just facts. They will want to make inferences and assumptions here. Make them stick to the facts. ) Some answers might be "it is a school" (we know this because the caption is "school begins"); an older man in American clothing is teaching (Uncle Sam is an inference); there is an American Flag; the students are separated into groups; the student from the front are from Cuba, Puerto Rico, Hawaii, and the Philippines; the students at the back have books with state names on them; three children are not a part of the school.

Now, begin talking about what can be inferred from the facts they have just noted. Based on his clothing and how he looks, who do you think is the teacher (Uncle Sam). Who are the students in the front row? (America's imperial colonies). Who does the student washing the windows represent? (Africa—look at the shape of his rag). Who does the student on the inside of the door represent? (The Native American population—look at his attire.) Who does the student on the outside of the door represent? (the Asian population—again look at the attire). Who do the students at the back of the classroom at desks represent? (America—the names of states appear on the books).

Now comes the fun part...some assumptions. Share the caption with your class. It reads

"School Begins. Uncle Sam (to his new class in Civilization): Now, children, you've got to learn these lessons whether you want to or not! But just take a look at the class ahead of you, and remember that, in a little while, you will feel as glad to be here as they are!"

The more knowledge a student has about the era of American imperialism, the better they will be able to make accurate assumptions. Does the class "ahead of them" look thrilled to be there? We can assume from the cartoon that the "American education" that was forced on its colonies was not always wanted. What about the three "outsiders" in the room. We can assume that the student representing Africa is seen as a worker or servant, not deserving of education. The Native American student is in the room, but separate. The Chinese student is not allowed in at all. Lead the students to make some assumptions about the mindset of this era. Ask students to make an assumption about America's attitude about education (The US felt itself superior to more "primitive" cultures.)

Now, ask your students to think more deeply about the cartoon. Why was it created? To who is it directed? Who created it? When was it created? What location is it about? Asking these questions about the sources they research from will help students analyze their reliability, viewpoint and intended audience.

Alternatively, there is a graphic organizer on the flash drive that uses the acronym SOAPS to analyze primary sources. It is quite self-explanatory. This might be a more appropriate analysis lesson for younger grades.

Now walk through the same process with the map and/or photograph. Lead students to an understanding that what you see in a picture might not always lead to the correct assumption. Students should look for sources that corroborate the inferences and assumptions they have made.

### **Work time:**

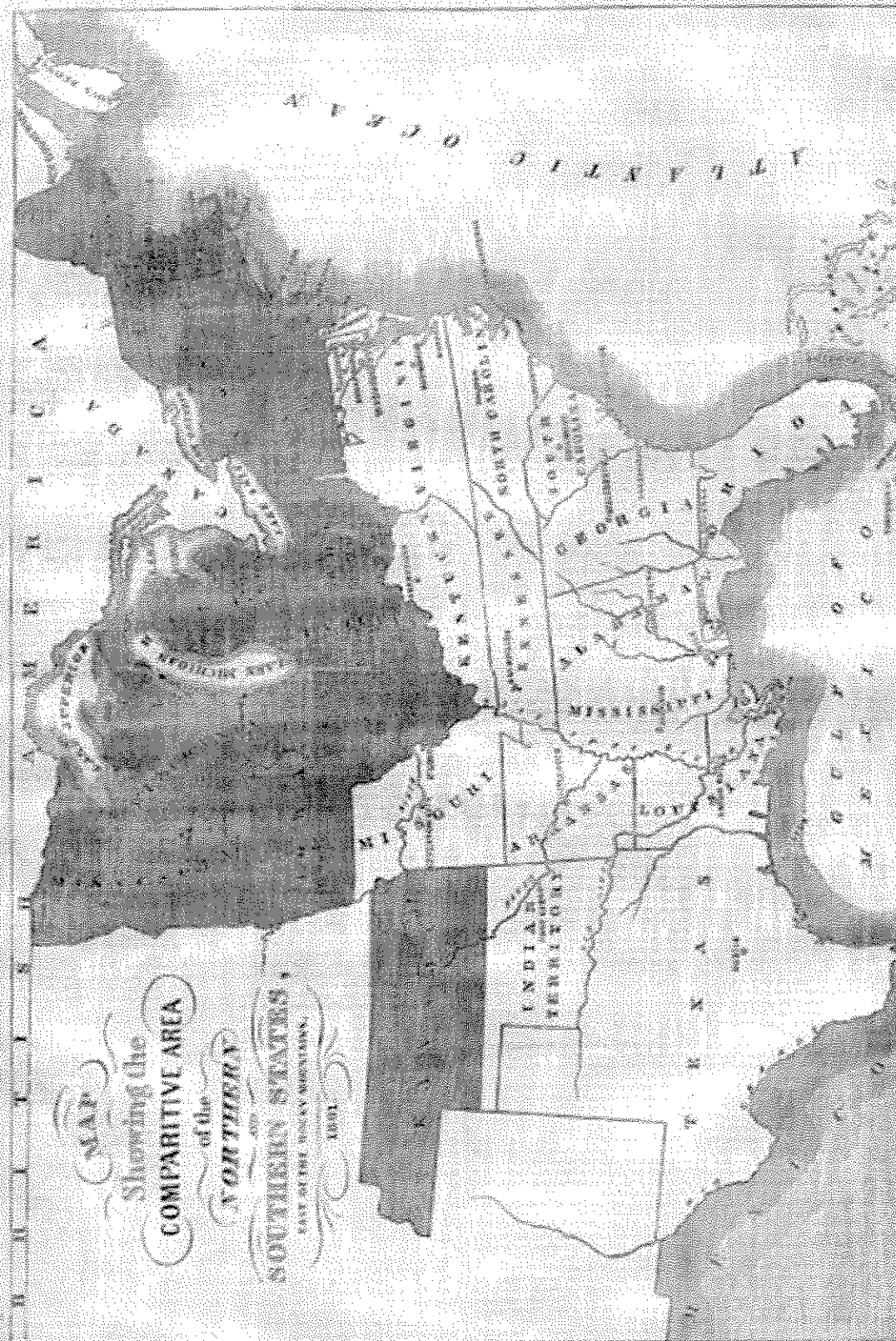
Last week students began identifying primary sources for their topic. Ask them to return to the sources they have found and practice analyzing a map, photo or political cartoon on their subject. They should be able to list the facts, draw some inferences, and make at least one assumption. Then, ask them where they think they could look to confirm their assumption.

### **Homework:**

Students should continue working with their primary and secondary sources to take notes. They now have the skill to analyze some of the primary source documents they have found, so they can include this information in their notes. Next week students should share their analysis of at least one photo, map or cartoon with you for a grade.









# Analyzing Primary Sources using SOAPS!

**Directions:** Using the supplied primary document, answer the following questions in the graphic organizer below.

Subject	Occasion	Audience	Purpose	Speaker
<ul style="list-style-type: none"> <li>What is the topic or idea being addressed in this source?</li> </ul>	<ul style="list-style-type: none"> <li>What is the time and place that this source comes from?</li> <li>What historical events occurred during this time period?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the document being written for?</li> <li>Who does the writer or artist want to read, see, or hear this document?</li> </ul>	<ul style="list-style-type: none"> <li>Why would the author write this piece?</li> <li>What did they hope to accomplish in this letter/speech /cartoon?</li> <li>What kind of argument is the speaker making – are they supporting something, trying to change something, or explaining something?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the author or creator of the document?</li> <li>What is his or her occupation?</li> <li>What is his or her historical significance?</li> </ul>



## Workshop 10

### Analyzing primary source writing

Just as students learned to analyze primary source maps and pictures last week, they also must learn to analyze primary source writing. There are several types of primary source writing they may encounter as they research—diaries or journals, letters, newspaper articles, song lyrics, governmental documents. Each has a different purpose and offers different information.

#### **Mini-lesson:**

Choose two primary source writings for your class to analyze. There are examples available on the jump drive related to the Sand Creek Massacre, or you can choose two documents that relate to your current classroom topic. Sometimes primary source documents can be difficult to read do to age or handwriting. Express to your students that it is okay to use a transcription of the document. It is still considered a primary source.

Using the same analysis techniques applied to last week's workshop, work with your students to analyze the documents you have chosen. The source analysis worksheet that is found on the flash drive can be of use here. A primary source graphic organizer is available on the flash drive as well. Ask questions such as who is the intended audience? When was the document written? By whom was it written? What was its purpose? What does it tell you about the topic?

Challenge your students to look for quotes that might be useful in their project. If they record a quote from a primary source, remind them that they must credit the author/speaker. Because quotes do not count toward the overall word count of a project, they are often concise and eloquent ways to convey ideas. Encourage your students to look for balance. If they find a quote supporting one side of an issue, there will often be an opposing viewpoint.

#### **Post Evaluation:**

Now that your students have worked with primary and secondary sources, have them take the sources "Post-assessment". If they took the pre-assessment online, have them also take the post-assessment online. This will allow an assessment of growth. The link to the post assessment is [found here](#). To avoid confusion, it is not available on the website. If you did not have your students participate in the online pre-assessment, use the post-assessment that is available on the flash drive. If you do not wish to complete this assessment now, you can offer it to your students at any time. There is also reminder in the evaluation materials.

**Work Time:**

Allow your students to continue working on their research and note-taking while you observe or help students who need extra guidance. This will give you an opportunity to see what they have accomplished so far.

Cheyenne Village Aug. 29<sup>th</sup> /64  
Maj. Colley.

Sir

We received a letter from Bent wishing us to make peace. We held a counsel in regard to it all and came to the conclusion to make peace with you providing you make peace with the Kiowas, Comanches, Arapahoes, Apaches and Sioux.

We are going to send a messenger to the Kiowas and to the other nations about and going to make with you.

We heard that you some prisoners in Denver. We have seven prisoners of you which we are willing to give up providing you give up yours. There are three war parties out yet and two of Arapahoes, they been out some time and expect now soon.

When we held this counsel there were few Arapahoes and Sioux present, we want true news from you, in return, that is a letter

Black Kettle &  
Other Chiefs

Brought to W. L. on Sunday Sept.  
written by One Eye

①

## Transcription:

On outside: "Maj. Colley, Indian Agent Fort Lyon"

Cheyenne Village August 29th /64

Maj. Colley

We received a letter from Bent wishing us to make peace. We held a counsel in regard to it & all came to the conclusion to make peace with you providing you make peace with the Kiowas, Comanches, Arrapahoes, Apaches, and Siouxs. We are going to send a messenger to the Kiowas and to the other nations about our going to make with you. We heard that you some prisoners in Denver. We have seven prisoners of you which we are willing to give up providing you give up yours. There are three war parties out yet and two of Arrapahoes. they have been out some time and expect now soon. When we held this counsel there were few Arrapahoes and Siouxs present. we want true news from you in return, that is a letter.

Black Kittle & Other Chieves

Brought to Ft Lyon Sunday Sept 4th 1864 by One Eye

View the original newspaper at [Colorado Historic Newspapers](#)

**Rocky Mountain News, August 10, 1864**

## **TO FIGHT INDIANS**

His Excellency, Governor Evans, publishes in this paper an appeal to the people upon the subject of Indian defence (sic). Except at the moment of alarm, a most remarkable state of apathy has thus far prevailed among our people. They seem oblivious to the danger. The time is coming, and we believe it is near at hand, when a different policy will have to be adopted or else our outside settlements, at least, are doomed to extermination, and all our intercourse with the States will be cut off. The Indian uprising is general. It extends from New Mexico to British America; from Missouri and Iowa to California and Oregon. There is no assurance that troops will be sent here in numbers adequate for our protection. Gen. Curtis says: "*You must defend yourselves,*" and in Kansas they have the same assurance so far as the Indian war is concerned. In that State the militia is organizing to beat back the savages from their frontier settlements.

In this emergency the Governor calls for the organization of military companies. When organized, he will supply arms. They will be entitled to all the horses and other property they may capture, and in addition, he promises to use his influence to procure their payment by the general Government. There is but little doubt that it can be effected. The first companies in the field will have the best opportunity to serve their country, and the best chance for large pay.

Eastern humanitarians who believe in the superiority of the Indian race will raise a terrible howl over this policy, but it is no time to split hairs nor stand upon delicate compunctions of conscience. Self preservation demands decisive action, and the only way to secure it is to fight them in their own way. A few months of active extermination against the red devils will bring quiet, and nothing else will.

It has been charged, first by interested parties and then by others who believed it, that the Governor refused to allow independent companies to pursue and fight the Indians, and that he would arrest and punish those who attempted to do so. The assertion is an unfounded lie. He never has said nor intimated any thing of the kind. It is necessary, however, to procure arms, and in order to receive pay from Government hereafter, that all companies should be organized and regularly officered.

As an illustration of the calumnies that have been industriously circulated, we give the following report of a dialogue that occurred yesterday between the Governor and a very intelligent gentleman from the mountains. The family of the latter is en route from the States to this place, and at present supposed to be below Fort Kearney. He called upon the Governor to say that he desired to go out and meet them with a party sufficiently strong to defend themselves against the Indians. The Governor told him that he had no disposition to prevent his doing so, and the following conversation ensued:

Mr. A. – But I hear it said that you forbid persons fighting hostile Indians, and threaten to arrest all who attempt to do so.

Gov. – That assertion is utterly and maliciously false. I have never said, nor intimated any such thing. On the contrary, I would be but too glad to see every hostile Indian killed.

Mr. A. – Can I procure a commission for myself, and permission to go out with my party for the purpose.

Gov. – If your party numbers thirty or more, and will organize under the militia law - the only authority under which I can act – commissions will be issued to its officers, and I will furnish arms and ammunition, with orders to attack, disperse and kill hostile Indians wherever they can be found, and permission to keep all property captured from such Indians.

Mr. A. – Then you have been the worst be-lied man I ever saw.

Gov. – That may be so, but I have more important business than to go around refuting lies.

This is as 'twas told to us, and it is but a sample of such discussions that may be heard every day, only the Governor is not often party to the dialogue.

## Analyzing Sources

Answering these questions can help gain more information from a source.

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

# Source Identification Post-Assessment

Name \_\_\_\_\_

Have you participated in National History Day before?

- ☐ Yes
- ☐ No

If you have participated in NHD before, how many years?

\_\_\_\_\_

Choose the best answer for each question.

1. Which choice best defines a “primary source”?

- ☐ The first source used when researching a topic.
- ☐ The source used most often when researching a topic.
- ☐ A source that provides first hand information about a topic.

2. Which of the following is a primary source? (Mark all that apply)

- ☐ A letter from George Washington to Thomas Jefferson.
- ☐ A newspaper article about the Battle of Gettysburg, written on the 150<sup>th</sup> anniversary of the battle.
- ☐ A Wikipedia article about the Black Plague.
- ☐ Video footage of Allied troops landing on Normandy Beach in WWII.
- ☐ A biography of Benjamin Franklin.
- ☐ A recording of the “I Have a Dream” speech.



3. Which choice best defines a “secondary source”?

- A source written later that analyzes and interprets the topic you are researching.
- Any source that only provides a little bit of information.
- All internet resources.

4. Which of the following is a secondary source? (Mark all that apply)

- An autobiography of Martin Luther King, Jr.
- A chapter in your text book about the bombing of Pearl Harbor.
- An interview with a college professor about the Woman’s Suffrage movement.
- A political cartoon about WWII by Dr. Seuss, published in 1943.
- A book about the history of Major League Baseball.

5. Are any of the following not considered either a primary or secondary source?

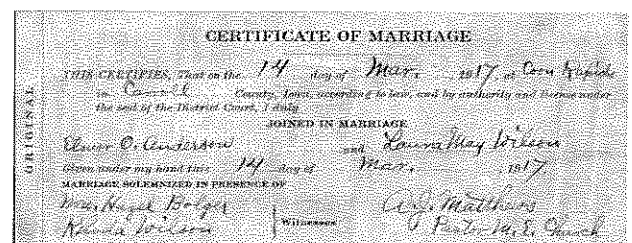
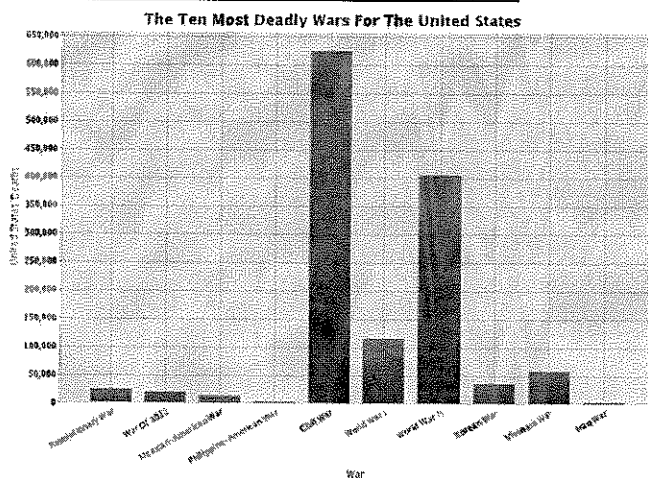
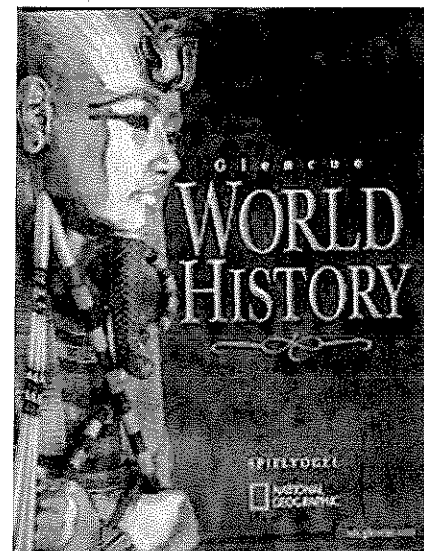
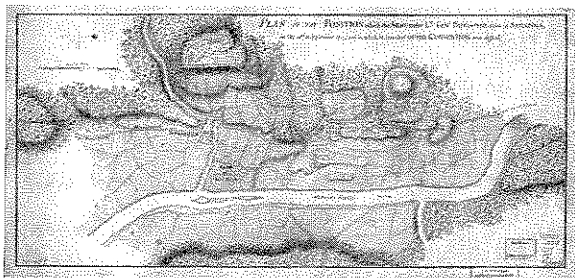
- A chapter in your history book about the Civil War.
- A Google images search for a picture of Woodstock.
- A receipt book showing slave sales.
- A biography of Lincoln written in 1995.
- Uncle Tom’s Cabin by Harriet Beecher Stowe.
- A Wikipedia article about the Industrial Revolution.

Write "Primary" under any source you think is primary sources.  
Write "Secondary" by those you think are secondary sources.

### The Gettysburg Address

Four Score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in this Great Civil War to test whether this nation, or any nation so conceived and so dedicated can long endure.



In your own words, describe the difference between a primary source and a secondary source. Give one example of each that you used in your National History Day research.

# Analyzing Primary Sources using SOAPS!

Directions: Using the supplied primary document, answer the following questions in the graphic organizer below.

Subject	Occasion	Audience	Purpose	Speaker
<ul style="list-style-type: none"> <li>What is the topic or idea being addressed in this source?</li> </ul>	<ul style="list-style-type: none"> <li>What is the time and place that this source comes from?</li> <li>What historical events occurred during this time period?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the document being written for?</li> <li>Who does the writer or artist want to read, see, or hear this document?</li> </ul>	<ul style="list-style-type: none"> <li>Why would the author write this piece?</li> <li>What did they hope to accomplish in this letter/speech /cartoon?</li> <li>What kind of argument is the speaker making -- are they supporting something, trying to change something, or explaining something?</li> </ul>	<ul style="list-style-type: none"> <li>Who is the author or creator of the document?</li> <li>What is his or her occupation?</li> <li>What is his or her historical significance?</li> </ul>

# Workshop 11

## Discovering Historical Cause and Context

Understanding the historical context of an NHD project is important. Students cannot fully understand the details they learn in their research if they do not understand what has happened leading up to the event in question. They also cannot understand it if they do not grasp what is happening in the world at the time of the event.

Consider this explanation from a Marianopolis College course on History Methodology:

Many students confuse the context with the causes of an event. A cause is something that brings an effect. The effect may be immediate and obvious, or it may be deeper and not so evident. In all cases, however, it generates a consequence that one can clearly relate to the factor that precipitated the action.

By contrast, the context is understood as the events, or the climate of opinion, that surround the issue at hand. They help to understand its urgency, its importance, its shape, or even its timing. What was happening at the time of the event or the decision that sheds some light on it? In what type of society did the event occur? An urban one? A rich one? An educated one? An unstable one?

It is important for students to understand both the causes of the event and the context. Looking at a timeline about their event will help them see events that lead up to the event in question, and it will help them identify other events that might have had an impact on their topic.

### Mini-lesson:

You might choose to present this lesson using classroom materials so there is a cross-over between your classroom work and the work students will be doing on their NHD projects. If so, create a contextual timeline for your event to share with your students. The timeline provided here is on the topic of The Emancipation Proclamation, compiled by Scholastic.

**1850: Compromise of 1850** effected between antislavery and proslavery factions. It brought California into the union as a free state while Texas was admitted as a slave state. It also abolished the slave trade from the District of Columbia, though it was still legal to own slaves there. The compromise also states that New Mexico and Utah would decide for themselves on whether they would be slave or free states when they joined the Union. Finally, a new fugitive slave law made it a crime for anyone to help an escaped slave.

**1854: Republican Party** formed.

**1856: Civil war in Kansas** over slavery issue.

**1857: Dred Scott decision** by Supreme Court legalizes slavery in U.S. territories.

**1858:** Senatorial candidates **Abraham Lincoln and Stephen Douglas** debate slavery in Illinois.

**1859:** Abolitionist **John Brown** leads raid at Harper's Ferry, Virginia, and is hanged.

**1860: Lincoln elected president; South Carolina secedes** from Union.

**1861: Civil War begins** with firing on Fort Sumter in South Carolina.

**1862:** President Lincoln drafts **Emancipation Proclamation**

**1863:** **Emancipation Proclamation** issued; Battles of **Gettysburg** and **Vicksburg**.

**1864** **Sherman's** army marches to the sea in Georgia.

**1865:** Confederate General **Robert E. Lee** surrenders at Appomattox, Virginia; **Lincoln assassinated**; Andrew Johnson succeeds him as President; **13th Amendment**, prohibiting slavery, ratified

**1868:** **14<sup>th</sup> Amendment** is ratified, granting citizenship to former slaves.

Obviously, with a topic related to the Civil War, a timeline could be created in much greater depth, but too much detail can be overwhelming. In addition, if students choose to include a timeline on their exhibit or website, each word counts toward the word limit, so caution your students about being too wordy with their timeline.

Point out to students that the timeline begins several years prior to the Emancipation Proclamation, and ends several years after. This helps build historical context. We can see the causes and the effects on the timeline.

Beyond dates and events on a timeline, asking questions about the climate surrounding their event. Doing background research can help students understand the event better. On the flash drive you will find a sheet that will pose questions for students to answer to better understand their issue.

### **Homework:**

Have students build a timeline of their event. (If you have students who are focusing on a person, have them look at the important events of that individual's life, including world events.) Determine the number of entries students should have based on the age and abilities of your class. They can draw their timeline, create it digitally, or use a web-based service like [timeline maker from softschools](#) (easy to use) or <http://timerime.com/> (more complicated but also looks really cool)

Also have students begin work on the Building Historical Contest worksheet. This will be a work in progress as they continue their research because they will learn new things as they go.

## Building Historical Context

Nothing in history happens in a vacuum. To understand the connections between your topic and the time period, begin reading about the time period. Look for information about what the world was like then. Ask yourself these questions.

Why did this topic happen at this particular time?

Why did this topic happen at this particular place?

What were the events or the influences that came before this topic?

What other important events were happening in the world at this time?

In what type of society did the topic occur?

What was the economy like at the time?

What was the political climate like at the time?

What was the social climate like at the time?

How was this topic influenced by the economic, social, political, and cultural climate of the time period?

What was the mood like?

How did the public react to this idea/event?

## Workshop 12

### Solidifying the Thesis

National History Day in Colorado recommends that every student participating in NHDC writes an essay about their topic before transforming their research conclusions into a project. Not only is this great writing practice for students (and it helps fulfill Colorado literacy standards), it also helps students organize their thoughts prior to creating a project. The next two workshops will focus on the mid-project essay assignment.

Before students can jump in and write a paper, they must solidify their thesis statement and organize their research. Workshop 12 focuses on this.

#### Mini-Lesson:

##### Thesis Statements:

In workshop 3, your students wrote a preliminary—or working—thesis statement. Today, we will look at the thesis statement more closely. Keep in mind that the thesis statement for a National History Day project varies from that for an assignment for English class, so students should all be instructed in writing an NHD thesis.

First, discuss with your student why they must develop a thesis statement. The thesis statement is the student's opportunity to tell the judges what they are going to "prove". The thesis statement defines what the project is about. The major difference between a thesis for an NHD project and an everyday writing is that the thesis here ties the project to the NHD annual theme.

So, the purpose of the thesis statement is three-fold...

1. It briefly explains the narrow focus of the project.
2. It relates the project to the annual theme.
3. It might take a stand on an issue that others might dispute.

In lesson 3, when student wrote their preliminary thesis, they used the formula **TOPIC+THEME+IMPACT=THESIS**. Because they had not started to research, student probably did not understand the impact at that time. Now that they have been researching, they should be able to include the **IMPACT** element in their thesis.

Before moving on to practicing the skill, remind your student that this is a thesis statement, not a topic sentence. It is okay to write 2 or 3 sentences to accomplish your goal.



To practice with your class, show them several poorly written thesis statements. Ask them to help you revise them into something more appropriate for a National History Day project. Give them an example first.

Poorly written thesis:

Jackie Robinson was an important black baseball player.

Stronger thesis statement:

Jackie Robinson played baseball when black players did not have the right to share the field with their white counterparts. With the leadership of Brooklyn Dodgers manager Branch Rickey, Robinson became the first African American to play in the Major Leagues, earning the right for other black players to follow.

THESIS=TOPIC+THEME+IMPACT

On the flash drive, you will find a document titled "Thesis Statement Do's and Don'ts." This document will provide you with several poor thesis statements and examples of how they could be improved. After a few examples, let your students try some.

### **Work Time:**

Students should begin working on their own thesis statement. Explain that this is a work in progress that will probably change as they learn more and more about their topic. They will be writing next week, so their thesis statements should be completed before the next workshop.

### **Getting a Head Start:**

Next week, students will be organizing their research to write a short thesis paper. If you have time this week, you might want to have students begin outlining (See lesson 13).

# THESIS STATEMENTS

## What is a thesis statement?

A thesis statement:

- ♦ tells how the students will interpret the significance of the subject matter.
- ♦ is a road map for the project; in other words, it tells what to expect from the entry.
- ♦ directly addresses the theme as it relates to the entry topic.
- ♦ makes a claim that others might dispute.

## How do students develop a thesis statement?

A thesis statement is the result of a lengthy thinking process. Formulating a thesis is not the first thing done. Before developing an argument on any topic, the students have to collect and organize evidence, look for possible relationships between facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once this is done, the 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?

Students should ask themselves the following questions:

- ♦ *Do I address the theme as it relates to my entry topic?* Looking again at this relationship after constructing a working thesis can help students fix an argument that misses the focus of the theme and entry topic.
- ♦ *Have I taken a position that others might challenge or oppose?* If the thesis simply states facts that no one would, or even could, disagree with, it's possible that the students are simply providing a summary, rather than providing an argument.
- ♦ *Is my thesis statement specific enough?* Thesis statements that are too vague often do not have a strong argument. If the thesis contains words like "good" or "successful," the students should be specific and answer *why* something is good, *what specifically* makes something successful.
- ♦ *Does my thesis statement pass the "so what?" test?* If the viewer's first response is, "So what?" then the students need to clarify, to forge a relationship, or to connect to a larger issue.
- ♦ *Does my entry support my thesis specifically and without wandering?* If the thesis and the entry do not seem to go together, one of them has to change. It's okay to change the working thesis to reflect things that have been learned in the course of researching and creating the entry.
- ♦ *Does my thesis pass the "how and why?" test?* If the viewer's first response is "How?" or "Why?" the thesis may be too open-ended and lack guidance for the viewer. The students should see what they can add to give the viewer a better take on their position right from the beginning.

Adapted from: The Writing Center  
University of North Carolina at Chapel Hill  
<http://www.unc.edu/depts/wcweb/handouts/thesis.html>

# THE THESIS STATEMENT:

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: DO'S 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 19<sup>th</sup> 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.

# THESIS STATEMENT WORKSHEET

**Thesis=Topic+Theme+Impact.**

Write the main idea of the project (the point you want the viewer to understand).

What position am I taking?

How does my thesis relate my topic to the theme?

How does my entry support my thesis?

What parts of my thesis are not supported by my entry?

How does my thesis answer the “so what?” question?

How does my thesis answer the “how?” and “why?” questions?

If necessary, reword the thesis statement to:

- ✓ Clearly explain my position
- ✓ Relate my topic to the theme
- ✓ Demonstrate the impact of the topic
- ✓ Answer the “so what?”, “how?” and “why?” questions.

## Workshop 13

### Organizing and Writing a Thesis Paper

As mentioned in the previous workshop, it is recommended by National History Day in Colorado that every student complete a writing element before creating their NHD projects. This essay is not all-encompassing; students will continue to research and learn about their topic even after this short essay is written. Rather, it is an opportunity for you as the teacher to gauge the progress each student is making. Students who are interested in doing a group project should each write their own essay. They will be able to begin working in groups after the essay assignment is completed.

This essay presents a fabulous opportunity for cross-curricular teaching, especially at the middle school level. Invite your Language Arts teacher to work cooperatively on this assignment.

#### **Mini-Lesson:**

Explain to your students that they will be writing a short essay about what they have learned so far. After the moans and groans have died down, explain to them that writing will make their project better. It will help them organize the materials they have so far, gather their thoughts, and discover what information they still need to look for in their research. It will also make it easier to decide what type of project they would like to do. And, because every type of project requires some form of writing (documentaries and performances require a script, websites and exhibits have text, papers obviously require writing) writing now will give them a head start on that part of the project.

Once the hard sell is over, help them to organize their ideas. Your school probably has a writing formula that is taught to your students. If you are unsure, check with a language arts teacher at your school. If your school does utilize a formula to teach students to write, use that method here. If not, help your students organize a simple 5 paragraph essay. A graphic organizer can be found on the flash drive.

Once students have organized the material they have already found researching, they should write a 1-2 page essay about their topic. They should incorporate the thesis statement they wrote last week in the introduction paragraph. They also should be sure to relate the topic to "Rights and Responsibilities in History".

#### **Homework:**

Students should complete their 1-2 page essays for the next workshop.

# Outlining Your Thesis Paper

Before you write your thesis paper, you must outline your ideas. This will help your thoughts stay organized and orderly. This organizer will help you outline your research.

<p>Introduction:</p> <p>Thesis statement:</p>	<p><b>Introduction</b></p> <p>This paragraph will introduce your topic and thesis to the reader</p>
<p>Main Point:</p> <p>Evidence:</p> <p>Analysis:</p> <p>Link to thesis:</p>	<p><b>Body</b></p> <p>Each body paragraph should be a <b>MEAL</b>:</p> <p><b>M: Main Point</b> of the paragraph</p> <p><b>E: Evidence</b> to support the main point</p> <p><b>A: Analysis</b></p> <p><b>L: Link</b> back to main thesis</p>
<p>Main Point:</p> <p>Evidence:</p> <p>Analysis:</p> <p>Link to thesis:</p>	
<p>Main Point:</p> <p>Evidence:</p> <p>Analysis:</p> <p>Link to thesis:</p>	
<p>Short term consequences:</p> <p>Long term consequences:</p> <p>So What?:</p>	<p><b>Conclusion</b></p> <p>This paragraph ties up your ideas and relates them back to the main thesis.</p>

## Workshop 14

### Conducting an Interview

Oral history is one of the oldest forms of preserving historical information. National History Day projects can be enhanced if students arrange and carry out interviews with primary or secondary sources. Asking your students to conduct at least one interview will teach them several important skills.

- They will improve their speaking and listening skills, especially since they will most often be interviewing adults.
- They will need to organize and prepare for the interview.
- They will learn to be fluid and flexible with their interview.
- They will learn to differentiate between an oral history interview and an interview with an expert.

#### **Mini-Lesson:**

If possible, invite a guest to class for this lesson. You might wish to invite someone who can speak as a primary source about an event, such as a Vietnam War veteran or someone who was involved in the Civil Rights Movement.

Alternatively, you might invite an expert to speak with your class. This gives you the opportunity to customize this class to fit your current classroom topic. Be sure your guest understands that the purpose of their visit is so you can demonstrate the interview process for your class. They will be sharing their experience/knowledge, but it will be framed in an interview format. If you are not able to have a guest join with you, use an interview from the internet to demonstrate an oral history or expert interview. A good primary source oral history interview can be found on youtube if you search "Lauretta Jackson Oral History 1" A link can be found [here](#). The video is quite long, so you will only need to show a portion so students understand the art of the interview.

Before you begin your interview (or show the video), ask students what they think the difference is between an oral history and an expert interview. (An oral history is an interview with a primary source, while an expert interview is an interview with a secondary source). Ask students which they think is more important in NHD research. This is a trick question....both are important.



Once students understand the difference between the two, introduce your guest and explain that you will be demonstrating an oral history or expert interview. Show the students how you have prepared ahead of time by completing the “Just the Facts”) worksheet and writing interview questions (part of the “Interview 101” packet found on the flash drive. Then, conduct a short interview with your guest about his/her area of expertise. Allow your students to ask some questions, too, pointing out that these are follow-up questions because something the interviewee said led them to the question.

**Work Time:**

Give students a copy of the “Interview 101” packet found on the jump drive. If you prefer, you can offer this information digitally to save on paper, and only print the last three pages, which are activities. Let them use some time to research who they might find to interview. Challenge them to think of primary sources they could interview if that is realistic. Point out that if the subject is older than World War II, they will have a difficulty finding a primary source to interview. Have them look for museums or organizations dedicated to their subject, book authors, and historical societies. This step might be frustrating for some students, and they may require some help locating interview subjects. Beyond helping with this step, students should arrange and conduct the interviews on their own.

**Homework:**

Each student (or group, if you want to allow group interviews) should arrange and conduct at least one interview about their topic. Give them several weeks to complete this, but they should be working on the arrangements this week. If they cannot find someone to interview locally, or cannot get to an interview, allow them to set up a phone interview, or conduct the interview via email or regular mail. Set a realistic date by which they must turn in a transcript or notes from the interview.

# Interviewing for National History Day

## **Picking an Interview Topic**

You have already chosen a topic for your National History Day project. As you learn the details about your event, you will discover details you would like to more about. These questions that arise can lead to great interview topics.

## **Picking Someone to Interview—two types of interviews**

Interviews about your National History Day topic can fall into two categories...oral history interviews and expert interviews.

### **Who remembers?**

An oral history interview is conducted with someone who was a part of the event or has firsthand knowledge of the event. They are a primary source. For example, if you are doing a project about the lunch counter sit-ins held during the Civil Rights Movement, you could interview someone who participated in one of the sit-ins.

You will need to do some research to figure out who from your event might still be living. Contacting a museum, historical society or organization dedicated to your topic might lead you to someone who could be interviewed. Also consider talking with older generations in your own family or community to get ideas.

### **Who is an expert?**

You might not be able to find a primary source to interview, especially if your subject happened a long time ago. Finding someone with firsthand knowledge of the Civil War is not a possibility. Instead, you can find a “talking head”, an expert in the area you are studying. You might look for college professors who specialize in the topic you are learning about, authors of books, or descendants of primary sources. Again, contacting a museum, university or organization dedicated to your topic can help you identify potential interviews. Interviewing experts can be done with any subject, and sometimes secondary source interview can lead you to discover a primary source you did not know about.

**Who should you choose to interview?**

Names of three possible interview subjects (choose at least one oral history interviewee if possible and one expert interviewee):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Who is your final choice for your interview?**

You should record the name, address, and telephone number of your interview subject, so that you can contact the person, before or after the interview, if necessary. If you contact them by phone or email, ask for full contact information and ask them how they prefer to communicate with you.

Name \_\_\_\_\_

Address \_\_\_\_\_

Town/City \_\_\_\_\_

ZipCode \_\_\_\_\_

Telephone number: (    ) \_\_\_\_\_

Email: \_\_\_\_\_

Directions to interview site:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Make an Interview Appointment:**

Circle Day:

Monday - Tuesday - Wednesday - Thursday - Friday - Saturday - Sunday

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Time: \_\_\_\_\_ a.m./p.m.

Remember that the interview is probably an important event to your subject. Set up a special time and date so that both of you can prepare for the meeting and so that you will have time to integrate what you learn into your project. It may be helpful, when you speak with your subject on the phone or through e-mail, to let your subject know ahead of time what you are interested in learning from them. You may even want to send your subject a list of possible interview questions before you meet with him or her. This will help spark the person's memory about the names of people and places that he or she may want to share with you. When you set up your appointment, be sure to get permission from your interviewee to video or audio tape them.

## **Confirming your appointment**

Prior to your interview, confirm the date and time with your subject. You can do this through a phone call, a post card or an email. Be sure to consider your subject. Many older interviewees may not be proficient with email, or they might not hear well on the phone. Do what you think will make your subject, NOT YOU, feel the most comfortable.

### **Post Card/email Confirmation:**

Dear \_\_\_\_\_,

Thank you for agreeing to allow me to interview.

I will meet you:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

I would like to ask some questions about the topic of:

\_\_\_\_\_  
I would enjoy seeing and hearing about any photographs, letters, or other keepsakes that you would be willing to share with others.

Yours truly, \_\_\_\_\_ Telephone Number \_\_\_\_\_

## **Preparing for the Interview**

Consider what you have already learned out about your interview topic. Prepare for your interview by reviewing the "Five W's" of your topic: who, what, when, where and why.

### **Your Job is to Record and Interpret History**

- Write and ask good questions.
- Get good stories that are told in an interesting way.
- Examine and understand the different beliefs, interests, hopes and fears in follow up questions.
- Evaluate your evidence to make conclusions.

### **“Just the Facts”**

In your own words, write quick notes from the research you have already done that answer the following about your topic.

#### **Sample Title: Sit-in Movement of the 1960s**

<b>Who</b>	Started by college students across the country, the sit-in movement later was coordinated by SNCC (the Student Nonviolent Coordinating Committee).
<b>What</b>	An act of civil disobedience by African Americans who sat down at segregated lunch counters and refused to leave until they had been given service.
<b>Where</b>	The sit-in movement began in February, 1960.
<b>When</b>	Started at a Woolworth’s store in Greensboro, North Carolina, but quickly spread across the southern United States.
<b>Why</b>	To gain equal treatment for African Americans at lunch counters and other establishments that refused to serve customers on account of their race.

## **Writing Interview Questions**

### **MEMORY/KNOWLEDGE + EXPLANATION + JUDGMENT =SUCCESSFUL INTERVIEW**

You will be asking three types of questions during your interview. First, you will ask memory or knowledge questions. Next, you will ask a series of explanation questions, followed by several judgment questions. Do not be afraid to change the order of your questions and add a follow-up question if something the interviewee says leave you wanting more information. **Do not waste the time you have to interview with basic questions you have already answered in your research.**

#### **Memory questions for primary source interviews:**

After you have decided on a focus topic and done some background reading, you should carefully consider and write down the questions that you plan to use in your interview, using your own worksheet or the one provided with this manual. Your interview should begin with several memory questions. First, memory questions should help relax your subject and get them in a mood to reminisce. Second, these questions will help you gather information about your subject’s personal experiences. You will get the best answers if you ask your interview subject to talk about his or her own experiences, so encourage your interviewee to provide personal stories, or sad and funny memories that you will not find in the standard school books.

### **Knowledge questions for secondary source interviews:**

If you are interviewing an expert secondary source rather than a primary source, you will be focusing on what they have learned about the subject. Your initial questions will be designed to allow the interviewee to share what he/she knows about the subject.

### **Explanation questions**

In order to learn as much as possible from the interview experience you should write several questions that will encourage your subject to expand and explain their feelings and ideas. The second stage of questions should encourage your subject to dig deeper into the stories to explain why things happened and how they relate to other events.

#### **Explanation question starters:**

- What caused this event...?
- Why did this happen...?
- What happened next...?
- Can you describe the scene in one word...?
- Can you compare two events...?
- Explain the reason for...?
- Can you describe the scene...?
- Can you explain a photograph...?

### **Judgment questions**

The last group of questions should offer your subject a chance to talk about the “big picture” by telling about what was good or bad, important or less important. These questions should be asked last because they allow the interview subject a chance to sum up and make conclusions. Remember that this is your subject’s opportunity to give his or her own opinion—you may or may not agree with the conclusions. **Do not argue the point with your subject!**

#### **Judgment questions examples:**

- What was the happiest (funniest or saddest) memory?
- What was your biggest accomplishment?
- What actions would you change if you had a chance to re-live those years again?
- What mistakes did people make during this period or event in history?
- What should people today remember about this time/event?
- What conclusion can you draw about this event?
- What is your point of view regarding this?

### **Follow-up questions**

Even with your best efforts some people may need some extra questions to encourage them to tell the full story. Don't be afraid to leave the questions you have written down to ask a follow-up question, but then return to your prepared interview.

#### **Follow-up question examples:**

- Why was this important?
- How did the story begin or end?
- Can you clarify....?
- Is it correct that....?

### **Closing questions:**

Asking a few final questions will help you wrap up the interview.

#### **Closing questions to ask:**

- Is there anything else you want to tell me about ....?
- Did I forget to ask any important questions?
- Do you know anybody else who I might be able to interview about this topic? Can you help me contact them?

## **Conducting the Interview**

### **Proper Attire**

You want your interview subjects to relax and tell their best stories. Your clothing should not distract your subject from the purpose of the interview. You should be neatly dressed in comfortable clothes.

### **Practice**

If you are not familiar with the audio- or videotape recorder you will be using, you should practice at home.

### **Arrive early**

It is important to arrive a few minutes early for your interview. This will give you a few minutes for introductions and set-up.

### **Set Up**

If you are videotaping your interview, the camera should be set up on a tripod. Put the camera as close to the interview subject as possible and do a sound check before proceeding to make sure you have good audio. You might want to also use an audio recorder that you can set near the interview subject in case you have

sound issues. If you have a camera operator ask him or her to keep the camera as still as possible. Use the zoom button only when a close-up seems to help the audience understand the story being told. (Do not put the camera more than ten feet from the subject unless you have a special microphone that is attached to a jack.)

### **Identify the Tape**

You will want to be sure to identify your interview. Speaking clearly, say, "My name is \_\_\_\_\_ and I am interviewing \_\_\_\_\_ on the topic of \_\_\_\_\_. The time is \_\_\_\_\_ a.m./p.m. and the date is \_\_\_\_\_."

### **Conducting the Interview**

Briefly explain your National History Day project to your subject so they understand the purpose of the interview. Be professional as you conduct your interview. Ask each question from your list and wait respectfully for an answer. (It may take your interviewee a moment or two to compose an answer, so don't worry if there is a silent pause.) Give your full attention to the person giving the interview. Do not take notes...you can go back to the tape to do this (If you are working as a group and are completing the interview together, assign one person with quick, readable handwriting to be the note taker.)

Nod and smile to show that you are listening and understand the story. If you don't understand, ask a follow up question. Remember this probably will be your only chance to get these stories on tape.

### **Active Listening:**

You can show your interview subject that you are listening and understand his or her story by paraphrasing (repeating in your own words) an important part of the interview. This will let your storyteller know that you are listening and understand their stories.

### **Example:**

Interview Subject: "My assignment during the sit-ins was not to leave the lunch counter until we had been served. This meant that we had to keep our seats and remain nonviolent, even when people started yelling and throwing food at us."

Your paraphrase: "You were determined to stay at the lunch counter until you had achieved your goal."



### **Checking the Tape:**

There is nothing worse than getting home to find that your recording device malfunctioned. Be sure you have clear audio and video. If there is anything you think you would like to re-record, do it while you are there. For instance, perhaps a certain story the subject told would work well as a part of your documentary, but when they told the story, they sneezed in the middle. You can explain that you would like to use that story in your project, with their permission, of course, and ask if they would mind re-recording that portion of the interview.

### **Gaining Permission:**

It is important that you ask your subject permission to use their interview as part of your project. Ask your subject if he or she wishes to erase or add any comments before you leave. Once both of you are satisfied, ask your subject to sign a permission form. This is an important final step because this will allow you to include the interview in your project.

### **Ending the interview**

As you end your interview, ask your subject if they know any other people you could contact to interview. You never know where this question might lead. Ask your subject if you can contact them if you have any further questions, and ask what is the most convenient way to contact them (remember...their comfort, not yours!) Before you leave, smile and say, "Thank you!"

### **Sample Permission Slip**

I give my permission for:

\_\_\_\_\_ (student interviewer) to use my taped interview as part of a National History Day project. I release all claims and rights to this tape.

\_\_\_\_\_ (interview subject)

Date: \_\_\_\_\_

### **After the Interview**

#### **Transcribe the tape:**

You might wish to transcribe the tape. Some students will include the transcripts of interviews as part of their NHD exhibits, although this does not usually influence the judging. You may just transcribe sections you found to be particularly meaningful.

**Take notes:**

After the interview, return to your tape and take notes about what you learned.

**Send a Thank you note:**

Write a thank you note after you view or listen to the tape. Quote or refer to an important part of the interview in the note to let the subject know that you spent the time to listen and think about his or her story. If your project wins and goes to state or nationals, consider sending a follow up note to let them know.

## **Alternate Ways to Interview**

Perhaps you cannot interview the individual in person. They might live in another city, or you just are not able to schedule a time that works. Consider interviewing over the phone or via email. While you will not have a video-taped interview, you will still be able to gain valuable information about your topic.

## **Using the interview in your project**

There are several ways to use an interview in your NHD project.

- All categories: use the knowledge you gained as part of your research base. You could also refer to your interview when you speak with the NHD judges. Remember to give credit to you interviewee in your bibliography.
- Exhibits and papers: incorporate quotes from your interviewee into your project.
- Documentaries and websites: use the text of quotes as visual elements of your project. You can use clips from your interview as part of your documentary or website (remember that media clips in websites can only be 45 seconds in length).
- Performances: incorporate ideas or quotes from your interview into your script.

## **“Just the Facts”**

**Title:**

<b>Who</b>	
<b>What</b>	
<b>Where</b>	
<b>When</b>	
<b>Why</b>	

# Interview Questions

## Memory/Knowledge Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Follow Up Questions:

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## Worksheet: Explanation Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Follow Up Questions:

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## Judgment Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Follow Up Questions:

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# Workshop 15

## Choosing a Format

By now, students should have completed a fair amount of research. It is now time to switch into project mode. Students must decide what format they want to create at this point. Many students will already have an idea about what they want to do. Some will have no idea which format is best. This lesson will help them evaluate and decide on their format. Then, they can begin to create!

This lesson is quite flexible. You can choose to do it as a whole-class presentation, a series of small group presentations, or you can assign students to work through the material individually or in groups.

Before you begin, however, you should have a discussion with your class about working as groups or individuals. (Please see the curriculum notes on the flash drive for more information about group vs. individual choices) If your students have not already made this decision, they should do so now. Discuss with your class the pros and cons of choosing group work or individual work.

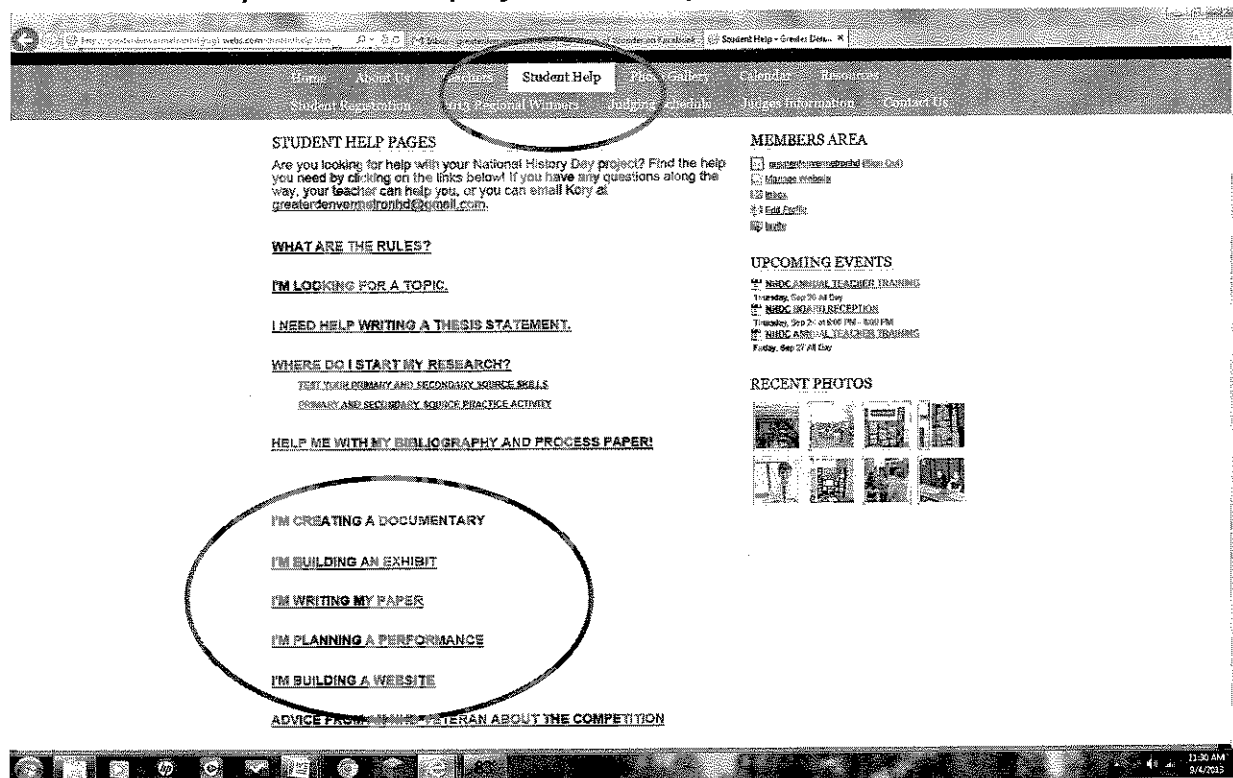
### Groups or Individuals?

Working as an Individual	
Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Independence</li><li>• Sole decision making</li><li>• Control of schedule</li><li>• No tension regarding work ethic or differences of opinion</li><li>• Ideal in developing writing skills</li></ul>	<ul style="list-style-type: none"><li>• No collaboration</li><li>• No cost sharing in project creation</li><li>• No one to help brainstorm and motivate during “down times.”</li></ul>
Working as a Group	
Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Fun</li><li>• Collaborative</li><li>• Sharing of project costs</li><li>• Draw on one another’s strengths and talents</li><li>• The workload can be shared: many hands make light work!</li></ul>	<ul style="list-style-type: none"><li>• Scheduling difficulties</li><li>• Differences of opinion</li><li>• Differences in work ethics</li><li>• Increased communication demands</li><li>• Student workloads can vary and cause problems</li></ul>

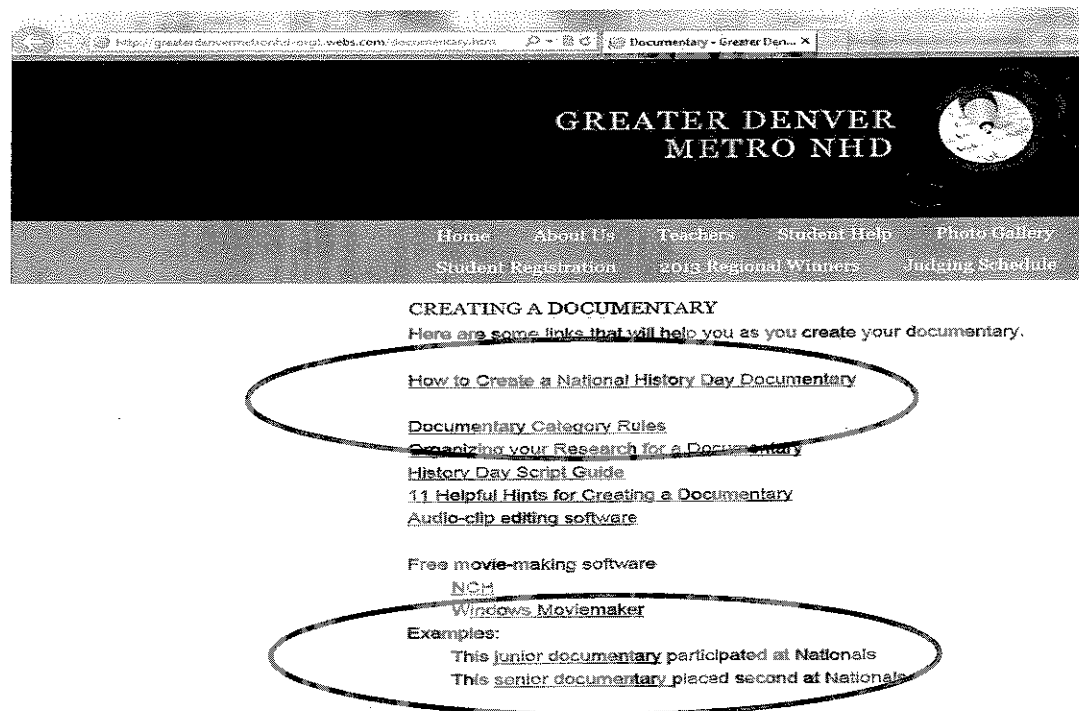
Students should understand that they are making a commitment to their partners to work fairly and see the project through to its end. It is highly recommended that students sign a contract. There are copies of a contract for both individuals and groups on the flash drive.

Now, on to the project formats...

The purpose of today's lesson is to introduce each of the project formats to your students. There are helpful resources available at [www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org). Under the student help tab, many resources are available to help your students create their projects. You might wish to present this information to your class as a whole, in groups according to format interest, or ask students to investigate it on their own. However you choose to present the formats, this website will be helpful to your students as they create their projects, so they should become familiar with it.



Today, your students will look at the rules for each category and a "how to" guide for each category. They should also look at examples of the categories that interest them. On the flash drive, there is a checklist your students can use to indicate what categories they have explored. Once they have picked a format, they should return to the website to look at the supplemental material for that format more deeply. They only need to explore formats that are of interest to them. At the bottom of the checklist there is a place for them to indicate what they have chosen to do before returning the checklist to you.



Once they have settled on a format, students should spend some time looking at the resources available on the website.

If you are not able to use the internet for this activity, or wish to present the material in print, the information is available on the flash drive. In the workshop 15 folder, you will notice a sub-folder for each of the five formats. Documents can be found here that you can distribute to your students about each category. If you are presenting each category to the entire group, keep your introduction to each short. Students can further investigate the formats that interest them. Here is a short description of each format:

**Papers:** There is only an individual category for papers...no groups! The student will write a 1500-2500 word traditional research paper. Students must include an annotated bibliography, but they are exempt from writing the process paper. The student who will be successful here is someone who likes to write and who writes well. Topics that need lots of explanation, or topics that are not very visual work well for papers.

**Documentaries:** Documentaries can be done as individuals or as groups. Most students create History Channel-esque documentaries for this category. There is a 10 minute limit on the length of the documentary. Students who are good on the computer might find this category interesting. Topics that have lots of pictures and/or video are well suited to the documentary format.



**Exhibits:** Similar to a museum exhibit, this category can be done as individuals or groups. Students create a display that presents their research in a visually appealing way. While many students present their findings on a traditional tri-fold board, but as long as the size (not to exceed 6' high x 40" wide x 30" deep) and word (500 student-produced words\*) limits are kept, there is no limit to the creativity possible in the exhibit category.

**Performances:** In this format, students create either an individual or group historical performance about their topic. The performance cannot exceed 10 minutes in length. This format works well for less visual topics, especially ones that are dramatic or emotional. At its essence, this category is story-telling.

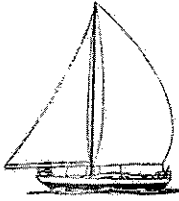
**Websites:** This is the most popular category, making it one of the most competitive. There are categories for both individual and groups. Students who enjoy computer work will enjoy this category. Creating a website is great for visual topics, as students can add lots of pictures and video (within limits). There is a limit of 1200 student-produced words\* allowed. **Websites must be created using [www.nhd.weebly.com](http://www.nhd.weebly.com).**

#### **Homework:**

Students should complete the checklist and return it to you. This will give you an opportunity to discuss their format choice with them.

**\*Student-produced words.** This means words the student composed. Quotes and other primary source documents are not included in this word count. Words used in a timeline are counted as part of the word limit. Each date is considered one word (June 6<sup>th</sup>, 1945=1 word). Names, however, are counted individually. (Martha Custis Washington=3 words).

## INDIVIDUAL or GROUP?



### The History Day Ship-on-the-Sea Metaphor

You are preparing to set sail on a journey in history called the National History Day Project. It is more than a one-day journey. It's one that will last for many weeks. Each of you, in a sense, is a "ship" on this journey. Before you leave the "harbor," you need to determine what will accompany your ship.

If you make a good choice, you will be bringing along extra "sails" for your ship. These sails are good partners with whom you choose to work (a group can have between two and five people in it). Sails are great to have because they represent quality people who will work hard and share the load in a way that really makes your ship fast, efficient, and comfortable.

If you make a poor choice of partner or partners, instead of bringing along sails, you will carry "anchors." These anchors are people who oftentimes:

- Are lazy and don't help much, or...
- Are comedians who provide a lot of laughs but little effort, or...
- Are looking for you to carry them through the project, or...
- Are involved in so many different activities that it's difficult to find time to meet, or...
- Are control freaks who have trouble considering others' ideas or compromising.

These anchors take up room and slow down your ship. In fact, anchors can sink your ship! Also, be very careful of anchors because they sometimes beg to come on board, but once you are "out to sea," they end up holding you back. You may offend an anchor by leaving him or her behind, but it is often the best decision to make. Stand firm, mates! If you think you're bringing along a sail and find out that you've actually brought along an anchor, you can't throw him or her overboard once you're underway, so choose wisely.

Another option is to choose to sail alone. Sometimes a ship's sails can get tangled and not work very well together. If you decide to sail alone, there is only you, and you can sail the boat easily. If you choose to do your research project as an individual, it can be less complicated with fewer distractions to impede your progress. Sailing solo can be very rewarding; it can be a very fine means of travel.

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### WORKING AS AN INDIVIDUAL



#### ADVANTAGES

- You will increase your independence.
- You will be the sole decision maker.
- You can work when and where you want.
- You will not face differences in opinion and work ethic.



#### DISADVANTAGES

- You will be responsible for all costs.
- You won't use collaborative skills.
- You won't have a partner(s) to motivate you during "down times."

### WORKING AS A GROUP



#### ADVANTAGES

- You can improve collaborative skills.
- You can share project costs.
- You can make decisions together.
- You can draw on one another's strengths and talents.



#### DISADVANTAGES

- You may have scheduling difficulties.
- You may have differences of opinion.
- You may have differences in work ethics.
- You will have increased communication demands.

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## History Day Self Questioning

(Confidential)

1. I would rather work: (circle one)                      Alone                      In a group  
Why?
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.)
7. Name some people in this class that you might consider working with for 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 Contract

Student Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Topic \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

Date Entry is Due \_\_\_\_\_

Students who wish to work together in a group must each sign a contract as must their parents/guardians. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Groups should be chosen carefully.

Each member of the group agrees to share equally in all work and expenses. Money may not be spent unless all members have been consulted. All prize monies will be split evenly among the students.

Working as a member of a group consisting of the students listed above, I will do my part to complete a group entry in History Day. I have reviewed the History Day rules and regulations with my parent/guardian and understand all the requirements of this event.

Student signature: \_\_\_\_\_

I have received the History Day rules and regulation and have reviewed them with my son/daughter. He/she has my permission to enter History Day.

Parent/guardian signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

# National History Day

## Individual Contract

Student Name \_\_\_\_\_

General Topic \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

Date Entry is Due \_\_\_\_\_

I will complete an individual entry in History Day. I understand that along with the freedom and independence of an individual entry, I will have to complete all aspect of the entry on my own without help from other students. I also have reviewed the History Day rules and regulations with my parent/guardian and understand all the requirements of this event.

Student signature: \_\_\_\_\_

I have received the History Day rules and regulation and have reviewed them with my son/daughter. He/she has my permission to enter History Day.

Parent/guardian signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Choosing a Category

### The Rules

There are five formats for History Day projects in both the Junior (6<sup>th</sup>-8<sup>th</sup> grades) and Senior (9<sup>th</sup>-12<sup>th</sup> grades) divisions. **All categories require the same level of research and analysis.** Below is a summary of the rules for each category. Please see the NHD rule book for complete rules.

#### 1. Paper

- 1,500-2,500 words
- Annotated bibliography (no process paper is required)
- Individual only
- Can be presented creatively or analytically

#### 2. Exhibit

- Trifold, freestanding, or rotating
- 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
- Printed process paper and annotated bibliography (six copies for each contest)

#### 3. Performance

- 10 minute historical performance with student written script
- Should not be recitation of an entire speech
- Printed process paper and annotated bibliography (six copies for each contest)

#### 4. Documentary

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

#### 5. Website

- Must be constructed on NHD's Weebly site (nhd.weebly.com)
- No more than 1,200 student composed words
- All content must be on the site
- Must display the process paper and annotated bibliography within the website
- Weebly will not allow a site to exceed the 100 MB limit

	MIDDLE SCHOOL		HIGH SCHOOL	
	Individual	Group	Individual	Group
<b>Exhibit</b>	✓	✓	✓	✓
<b>Performance</b>	✓	✓	✓	✓
<b>Documentary</b>	✓	✓	✓	✓
<b>Website</b>	✓	✓	✓	✓
<b>Research Paper</b>	✓		✓	

## Exploring National History Day Formats

You have five categories to choose from to complete your NHD project. They are:

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

Visit [www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org), and click on the "Student Help" button, or use the materials your teacher gives you to explore the categories you are interested in.

**Papers:** There is only an individual category for papers...no groups! You will write a 1500-2500 word traditional research paper. You must include an annotated bibliography, but you don't have to write the process paper. If you are a good writer, this is a good category for you. Topics that need lots of explanation, or topics that are not very visual work well for papers.

- ☐ I have read "How to Create a National History Day Paper"
- ☐ I have read the rules for the paper category
- ☐ I have read a sample paper
- ☐ I have explored the information about writing a paper (only necessary if you choose to write a paper)

**Documentaries:** Documentaries can be done as individuals or as groups. Most students who do documentaries create History Channel-esque films for this category. There is great software available for free download or for purchase to create and burn your film onto DVD. There is a 10 minute limit on the length of the documentary. If you are good on the computer and are detail oriented, you might find this category interesting. Topics that have lots of pictures and/or video make good documentaries.

- ☐ I have read "How to Create a National History Day Documentary"
- ☐ I have read the rules for the documentary category
- ☐ I have watched a sample documentary
- ☐ I have explored the additional information about creating a documentary (only necessary if you choose to do a documentary)

**Exhibits:** Similar to a museum exhibit, this category can be entered by individuals or groups. You will create a display that presents your research in a visually appealing way. You can present your findings on a traditional tri-fold board, but as long as the size (not to exceed 6' high x 40" wide x 30" deep) and word (500 student-produced words) limits are kept, you can be as creative as you like with your design.

- ☐ I have read "How to Create a National History Day Exhibit"
- ☐ I have read the rules for the exhibit category
- ☐ I have looked at images of 5-10 exhibits
- ☐ I have explored the additional information about creating an exhibit (only necessary if you choose to do a documentary)

**Performances:** In this format, you will create either an individual or group historical performance about your topic, similar to a one-act play. The performance cannot exceed 10 minutes in length. If you like acting, this might be a great category for you. This format works well for less visual topics, especially ones that are dramatic or emotional. At its essence, this category is story-telling.

- ☐ I have read "How to Create a National History Day Performance"
- ☐ I have read the rules for the performance category
- ☐ I have watched a sample performance
- ☐ I have explored the additional information about creating a performance (only necessary if you choose to do a performance)

**Websites:** This is the most popular format, making it very competitive. There are categories for both individual and groups. If you enjoy working on the computer, this might be a good category for you. Creating a website is great for visual topics, as students can add lots of pictures and video (within limits). There is a limit of 1200 student-produced words allowed. **Websites must be created using [www.nhd.weebly.com](http://www.nhd.weebly.com).**

- ☐ I have read "How to Create a National History Day Website"
- ☐ I have read the rules for the website category
- ☐ I have viewed a sample website
- ☐ I have explored the additional information about creating a website (only necessary if you choose to do a website)

The format I have chosen for my NHD project is \_\_\_\_\_

\_\_\_\_\_ I prefer to work as an individual

\_\_\_\_\_ I want to be a part of a group

The group members I want to work with are

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## How to Create a Historical Paper

### What is a Historical Paper?

History papers present information and analyze an event, person, place or idea from the past in writing. Although you might attach a map, chart or photograph that you refer to in your paper, you will rely mainly on words. Writing a paper is a chance to tell what you know and what you think about a part of the past.

### How is a Paper Different from Other Categories?

A paper is a highly personal and individual effort, and if you prefer to work alone this may be the category for you. Papers depend almost entirely on words to tell the story, and you can usually include more information in a paper than in some of the other categories.

### Getting Started

- *Conduct your research.* Examine secondary and primary sources, taking careful notes and keeping track of which source each piece of information came from. From your research, you should come up with your thesis – the argument you want to make in your paper.
- *Make an outline.* Using your notes, you can create a list of the main information you want to include in your paper, where each piece of information will go, and in what order. This will help when you sit down to write your paper.
- *Start writing.* You might begin by writing your introduction in which you state your thesis.
  - Introduction: your introduction should tell the reader where you intend to go with the rest of your paper.
  - Body: the main body of your paper is where you can make the case for your conclusion. Present your evidence, the primary sources, and your analysis of how they support your thesis.
  - Conclusion: your conclusion is like the summary of your paper. It should summarize your main points that prove your thesis.
- *Read and Revise.* A polished product takes time, so it is important to re-read and revise your paper. Check for clarity, unity, and coherence. Is it clear how your topic relates to the NHD theme? Does your conclusion flow logically from your thesis?

## A. PAPER

A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written.

Part II, Rules for all Categories (except for Rule 14), applies to papers.

### Rule 1: Length Requirements

The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Each word or number in the text of the paper counts as one word. The paper category 2,500 word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental/appendix material. Appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and graphs, but we strongly suggest no other supplemental materials.

Handwritten papers are acceptable. Papers must be typed or computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder. The title page should have no illustrations.

### Rule 2: Citations

Citations—footnotes, endnotes or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to Part II,

Rule 17, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

### Rule 3: Preparation Requirements

Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder. The title page should have no illustrations.

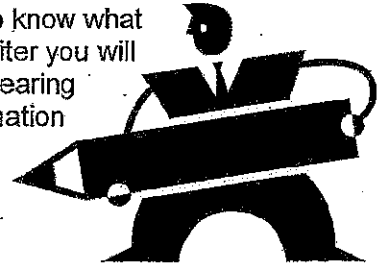
### Rule 4: Number of Copies

Four copies of the paper must be submitted, prior to the contest, with the appropriate entry form by the deadline established for the contest. Winning papers are sometimes published by contest officials; you must be prepared to give permission for such publication.

Refer to Rule 17 for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

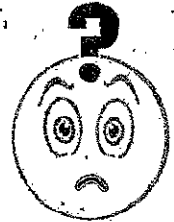
# Preparing to Write: Organizing Your Information

Beginning the writing process can be very difficult because it is hard to know what information to include, and how to arrange it to tell your story. As a writer you will be acting as both a "scholar" and a "chef" to complete your project. Wearing your scholar hat will help you to decide what the most important information is to include. As a chef you must prepare your project in a way that works well for your particular topic. Below are some tips for how to navigate the writing process.



## Top Tips on Writing for All Categories:

- **Break it down.** Instead of trying to write everything in one night, create an outline or guide that lets you write in smaller pieces. Using this as a guide for your project will also help viewers and judges more easily understand your project. Also, if you have divided the writing responsibilities up, make sure your writing style is cohesive in the end.
- **Use your thesis to guide you.** Everything included in your project should lead back to supporting your thesis. This should also help you divide information into smaller, more manageable pieces.
- **Seek advice.** Remember you want your project to be easily understood by anyone, so if your friends have that "huh?" look on their face, you may want to consider revising your work.
- **Keep it short and to the point.** Make sure you do the work for the viewer; no one goes to a museum to read a book. Before writing it is important to analyze your information so you know what to argue.
- **Once is not enough.** It is crucial to have at least one re-write of your information. Writing is a process, and the first draft will likely be inadequate for most projects.
- **Use an active voice.** Things rarely just "happen" in history, someone or something is usually propelling it. Instead of saying "the Berlin Wall came down in 1989," try, "the Berlin Wall was *taken* down in 1989."
- **Viewers can't read your mind.** You have been working on this topic for months, for some of the viewers and judges this may be the first time they encounter it. Don't assume they know anything about what you are presenting.



## Strategies for the Writing Process

- **Start by identifying the most important quotes, excerpts, images, etc.** Write these on notecards that you can arrange on a table.
- **Write it out on paper first.** Writing key points on notecards and then moving them around into different configurations can help you segment your work. This can also be a good way to save drafts you may want to come back to later, rather than having just erased them on the computer.
- **The best place to start is to start.** Don't let your time go to waste because you are afraid of "getting something wrong" or not writing it perfectly the first time. Once you write something on paper it is much easier for others to advise you and help you work on your writing.

# Organizing Your Information: Papers

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!

# NATIONAL HISTORY DAY

## Paper Checklist

### General checklist for the project

- ☐ I/we have a creative title for my project.
- ☐ I/we have demonstrated how my project relates to the theme of "Revolution, Reaction, Reform In History"  
I/we have a clearly stated thesis that unifies my project.
- ☐ I/we use both primary and secondary source material to support my thesis.
- ☐ I/we use a broad amount of resources instead of relying on one or two main sources.
- ☐ I/we have provided historical context for my topic.
- ☐ I/we have demonstrated the overall significance of my project in history.
- ☐ I/we have analyzed and interpreted evidence instead of regurgitating facts.
- ☐ I/we have presented different points of view in order to have balance.
- ☐ My/our project can stand alone for someone who has no idea about my topic.
- ☐ My/our project demonstrates originality and creativity.
- ☐ I/we have a complete process paper.
- ☐ I/we have an annotated bibliography with resources listed in proper form and divided in to primary and secondary sources.

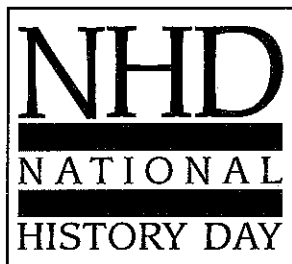
### Specific checklist for a paper

- ☐ The paper meets the word requirement as stated in the rules – between 1,500 and 2,500 words, not including notes, bibliography, annotations, or supplemental material.
- ☐ The paper is properly cited using MLA style.
- ☐ The paper is typed on plain white paper with 1 inch margins and written in 12 point font.
- ☐ The paper is clearly organized and follows a logical progression.

### Checklist for judging at regional competition

- ☐ I/we have four copies of our title page, process paper and annotated bibliography.
- ☐ I/we are prepared to answer the judges' questions about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition!**



JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Paper is original, clear, appropriate, organized and well-presented							
• Text is clear, grammatical and spelling is correct; entry is neatly prepared							

Rules Compliance	Yes	No
• Maintains length requirement (1500-2500 words)		
• Includes annotated bibliography		
• Other		

## COMMENTS

- Strengths
- Areas for Improvement

# HOW TO CREATE A HISTORICAL DOCUMENTARY

## What is a Historical Documentary?

NHD documentaries present information about an event, person, place or idea from the past through a ten minute presentation that showcases documents, images, photographs, and actual footage of the topic you are researching. Your documentary needs to have both primary and secondary research but also be an original production. Both individual entries and group entries are accepted in the documentary category.

## How is a Documentary Different from Other Categories?

Creating a documentary is different from other categories because of the technology necessary. Before deciding to create a documentary, you should ask yourself the following questions:

- Am I interested in using computers, cameras, and other technologies?
- Can I conduct and record interviews (for the purpose of including film clips in the documentary)?
- Can I find film clips to use in my documentary?
- Are there enough still photographs related to my topic and that I can use in my documentary?
- Do I have access to equipment that will be needed to make a documentary?
- Is creating a documentary the best way to show off my topic?

## Getting Started

- Create a Documentary Notebook to write down all of your ideas and keep your research organized. Watch historical documentaries and write a list of what you think makes a great historical documentary
- Make sure you have access to
  - a computer
  - a video camera
  - editing software
  - supplies: batteries, blank DVDs or videotapes, paper, pens, props
- *Research the topic first.* One way to choose your topic is to select a commonly known story and then find a different angle that brings something new to it. Remember that there are many unknown stories that also should be told. Regardless of the topic you select, choose one that truly interests you, and remember to put it into historical context.
- *Keep a database.* It is important that you have a database where you keep track of all of the information you are gathering. A database is simply any place where you can collect and easily access your sources and production materials.
- *Create a Timeline.* Before you jump into your project, it is a good idea to create a preliminary timeline of when you want to finish important steps along the way, especially the start and end dates of pre-production, research, production, and post-production.
- *Create a budget.* On the practical side, you need to have a sense of the costs of doing this project. Remember you don't have to break the bank to make a film. Spending more money does not make a film better in quality.

## D. DOCUMENTARY

A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance, much as professional documentaries do. The documentary category will help you develop skills in using photographs, film, video, audiotapes, computers, and graphic presentations. Your presentation should include primary materials but must also be an original production. To produce a documentary you must have access to equipment and be able to operate it.

Part II, Rules for all Categories, applies to documentaries.

### Rule 1: Time Requirements

Documentaries may not exceed 10 minutes in length. You will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Color bars and other visual leads in a video will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).

### Rule 2: Introduction

You must announce only the title of your presentation and names of participants. Live narration or comments prior to or during the presentation are prohibited.

### Rule 3: Student Involvement

You are responsible for running all equipment.

### Rule 4: Student Production

All entries must be student-produced. You must operate all equipment. You must provide the narration, voice-over, and

dramatization. Only those students listed as entrants may participate in the production or appear on camera.

### Rule 5: Entry Production

Your entry must be an original production. You may use professional photographs, film, slides, recorded music, etc. within your presentation. However, you must integrate such items into your presentation and give proper credit within the presentation as well as in your annotated bibliography. You must operate all editing equipment used in the production of your presentation.

### Rule 6: Credits

At the conclusion of the documentary, you should provide a general list of acknowledgments and credits for all sources. These credits should be a brief list and not full bibliographic citations. All sources (music, images, film/media clips, interviews, books, web sites) used in the making of the documentary should be properly cited in the annotated bibliography.

### Rule 7: Displays

Stand alone displays are prohibited.

### Rule 8: Computer Entries

You must be able to run the program within the 10-minute time limit. Interactive computer programs and web pages in which the audience or judges are asked to participate are not acceptable; judges are not permitted to operate any equipment. Students must provide and be able to run their own computers and software. Internet access will not be available.



## **11 Helpful Tips for Making a Documentary**

**Tip #1: Always write the script before you start creating the documentary!**

**Tip #2: Make sure you have enough visuals for your documentary**

- You might need more than you would think
  - Documentary= 10 minutes=600 seconds
  - Avg. length of time each picture is on the screen= 5 seconds
  - 600 divided by 5= 120 images!
- Other types of visuals: Newspaper headlines, video clips, interview clips, maps, drawings, cartoon documents, title screens, etc.
- NO FUZZY PICTURES. PERIOD!!!
- Places to go for visuals
  - Scan from books (Just like the old days!)
  - Take digital photos of books/photos
  - Google Images (Use medium or preferable large size images only!)
  - Take video from other documentaries (it is legal as long as you don't take any narration from the video. USE YOUR OWN NARRATION!!!)
  - ProQuest or other online databases

**Tip #3: Do a storyboard so that you know you have the visuals to support your narration**

**Tip #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 one built into computers are not very good
- Talk over your microphones so you do not get "popping" noises
- Limit distracting background noises

**Tip #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

**Tip #6: Do an interview (or better yet, do more than one interview)**

- Interviews provide a validating outside opinion and add spice to the flow of the documentary
- Good interview subjects:
  - Eyewitnesses
  - History professors (especially experts in the topic area)
  - A person alive during the time period
  - Authors
  - Newspaper reporters

- Elected officials
- Anyone else who can speak with a unique/authoritative voice on the subject

**Tip #7: Don't try to cram too much into your project**

- Talking faster just makes it hard 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/or analysis of research

**Tip #8: Don't go crazy with the transitions (special effects)**

- At some point, they just get annoying. And that point is usually when the audience actually starts to notice that there ARE transitions
- Mix it up, use a variety of them and concentrate on using the less noticeable ones

**Tip #9: Listen to your project with a critical ear towards 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
  - Use instrumental music only, unless there is some lyrical music that relates to the topic and is used unobtrusively
  - Check [www.freeplaymusic.com](http://www.freeplaymusic.com) for copyright clean, instrumental music that can be tailored to the length you want
  - Classical music is also good
- Balance music volume so that it is not competing with the narration

**Tip #10: Add a brief credits screen to give credit for music, research archives, interview subjects and any "special thanks" you would like to give**

**Tip #11: Make backup copies of your project and make sure it plays on a variety of formats and machines (DVD, VHS, Computer and LCD projector, etc.)**

## Creating a Storyboard: Documentary

Now that you have an outline for your documentary, it is time to get more specific and write a script. Using the structure below, you can begin to plan your script and the images you will use in it. Remember that your script should always dictate the images you use, so make sure to write it first!

In the **"Audio/Script"** section include **only** the words you are planning to use for the image you will place in the next box.

Draw a sketch of the images you will use in the **"Visual"** section.

Use the **"Notes"** section to describe the type of shot you will use or other important details not included in your script (ex: scanning from left to right, pulling back ward, etc.).

Audio/Script	Visual	Notes

# NATIONAL HISTORY DAY

## Documentary Checklist

### General checklist for the project

- ☐ I/we have a **creative title** for my project.
- ☐ I/we have demonstrated how my project relates to **the theme** of "Revolution, Reaction, Reform In History"  
I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use both **primary and secondary** source material to support my thesis.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/we have provided **historical context** for my topic.
- ☐ I/we have demonstrated the **overall significance** of my project in history.
- ☐ I/we have **analyzed and interpreted** evidence instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can stand alone for someone who has no idea about my topic.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

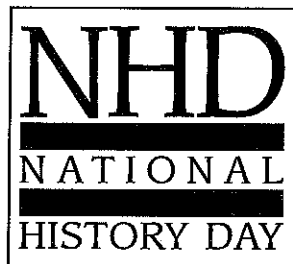
### Specific checklist for a documentary

- ☐ The documentary meets the **time requirement** of ten minutes.
- ☐ The documentary runs by itself without and user input.
- ☐ The documentary is **visually appealing**, with **clear and crisp** images and video.
- ☐ The images and video match the audio narration and add to the support of the thesis.
- ☐ The narration is **all original**.
- ☐ The audio level is a **consistent and comfortable volume**.
- ☐ The audio is **clear** to the viewer.
- ☐ General credits are displayed at the **end** of the documentary.

### Checklist for judging at regional competition

- ☐ I/we have four copies of our **title page**, process paper and **annotated bibliography**.
- ☐ I/we are prepared to answer the judges' questions about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition!**



# DOCUMENTARY

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

<b>Historical Quality (60%)</b>							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

<b>Relation to Theme (20%)</b>							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

<b>Clarity of Presentation (20%)</b>							
• Presentation, written material is original, clear, appropriate, organized and articulate							
• Entry is organized, visual impact is appropriate to topic							

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		

## COMMENTS

- Strengths
- Areas for Improvement

## 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

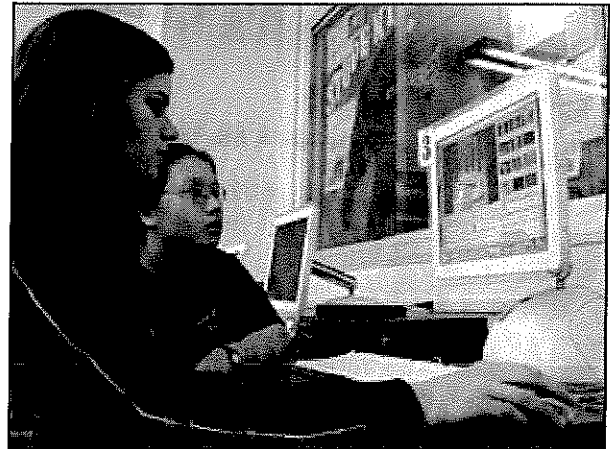
**Long Term Impact/Legacy:** How is this event/person remembered today? Why? How have things changed over a long period of time?

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

# National History Day Documentaries

## What is a Documentary?

A History Day documentary reflects your ability to use audiovisual equipment to communicate your topic's significance. Through a documentary you will be able to incorporate still images, moving images, narration, and other types of media into a 10-minute original production.



## The Basic Framework

- **Time Limit:** Documentaries may not exceed 10 minutes in length. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Color bars and other visual leads in a video will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).
- **Student Produced:** A History Day documentary must be produced only by the student or students who are listed as the creators of the entry. This means that only the students can work with the technology to create the documentary, record or film interviews, etc.
- **Credits:** You must also include credits at the end of the documentary and these credits will count towards the time limit.
- **Self Run:** A History Day documentary must also be self-run, which means that there is no live narration or commentary during the documentary. You should be able to hit "play" and walk away.
- **Be sure to check the NHD Contest Rulebook for complete category rules!**

## Why Should I Choose the Documentary Category?



A documentary can be an excellent way to communicate the research and analysis of your topic. You need to, however, make a careful decision in selecting the documentary category.

- **You need to be a good fit for the category.** You should be interested in working with computers and documentary technology. You should have access to a computer with documentary or computer-based slideshow software (such as PowerPoint or Keynote) either at home or at school. Do you know how to use this software or are you willing to learn? You should also think about where you will have to do most of the work on your documentary. If you are working in a group, how will you arrange transportation to group members' homes?
- **Your topic needs to be a good fit for the category.** You also need to think about if your topic will lend itself well to the documentary category. A great deal of visual materials are required to fill ten minutes in a documentary. What photographs, illustrations, film footage, etc. will you be able to find about your topic?

## Types of History Day Documentaries

There are two basic types for documentaries that will satisfy the requirements for a History Day documentary.

- **Video-Edited Documentaries:** Most History Day students use video-editing software to create a 10-minute documentary, much like professional documentary that you might see on PBS or the History Channel. Video editing programs often come standard on computers (Apple's iMovie or Windows' MovieMaker) but there are also many other choices for software. The advantage this approach offers is that you are able to more easily combine visual and audio elements in your presentation.
- **Computer-Based Slideshow Documentaries:** Although the popularity of this type of documentary has waned as new technology has been developed, a computer-based slideshow (such as a PowerPoint presentation) is still an acceptable way to create an NHD documentary. Students creating this type of documentary may be tempted to display their script as written text on slides, however, this is not the most effective form of presentation as viewers will want to hear the narration, not read it. Students can include audio narration through PowerPoint or synchronize an audio recording to be played simultaneously with the slideshow.

## Documentary Organization

Similar to any other History Day project, your documentary should **make an argument** about your topic. In order to make a clear argument, you need to have a good organizational structure to your documentary.

- **Opening/Introduction:** As the documentary begins and you introduce the subject to your viewers, make sure that you are also making your argument clear. You want to let your viewers know what you will prove with your documentary.
- **Body:** Make your documentary more than just one fact after another. Dividing your documentary into sections that will help support and prove the argument you have laid out in the opening. Sections will make it easier for you to create your documentary and easier for your viewers to follow along.
- **Closing/Conclusion:** While squeezing everything you want to say into just 10 minutes can be difficult, it's important to make time at the end of your documentary to reiterate your conclusions and argument for your viewer.
- **Credits:** Remember that one of the History Day rules is that you include credits at the end of your documentary.

### What should I include in my credits?

According to National History Day, "your credits include every source that appears in your documentary, but not every source you consulted." This means that you don't need to include your entire bibliography in the credits, but it should include a list of the general places you went for information, including: people who worked on the documentary, interviewees who appeared in the documentary, archives or institutions used to find information, music credits, filming locations, and any special thanks you would like to include. If you need a sample, check out a professional documentary to see what they include and how they format their credits.

## Documentary Elements

- **Script:** The script is one of the most important elements in your documentary. The script contains your thesis, support for your argument, and demonstrates your research. You should put a significant amount of time into writing a solid script. Your script can include quotes from your research that help to support your argument. You can incorporate the words of those you may have interviewed for your research. In the end, you will record your script to create the narration for your documentary.
- **Visual Images:** The visual images are critical in a good documentary as they provide the visual support for your script. It's important to build a large image collection as you are doing your research, instead of waiting until you are putting the documentary together. You can find images online for your documentary, but you can also building your image collection by scanning or taking digital images of photographs in books. Take care to make sure that you images are at a high enough resolution to not appear pixelated on screen.
- **Music or Sound Effects:** An effective soundtrack can make for a moving and effective presentation. What music or effects would enhance your documentary? Make sure that the music is not too loud or the effects too abrupt to distract from your narration, which is the most important part of your documentary.



## Equipment and Technology

Creating a documentary requires access to software and/or video editing and production equipment. This doesn't mean having to purchase pricey software programs! Apple's iMovie and Windows' MovieMaker are standard applications on the newest versions of each operating system. Talk with your parents and teacher about what resources are available at home or school and where you will plan to do the majority of your work. (This is especially important if you do not use the same program at home and school or have different programs at group members' homes.)

If you are planning on shooting your own footage or interviews, you may also need access to a video camera or recording equipment. Again, talk to your parents or teachers about what you can borrow from school, friends, or family. If equipment isn't available at your school, remember to check and see what might be available at other schools in your district.

## Frequently Asked Documentary Questions

### **Who can operate the camera or recording equipment to create the documentary?**

All entries must be student-produced, which means that group members (or the individual student) must operate all equipment. If you are creating a documentary as an individual and want to appear on camera, you will need to set the camera up on a tripod and film yourself in the scene.

### **Who can appear in the documentary?**

Since entries must be student-produced, this means that group members (or the individual student) must be the only ones that appear on camera as a narrator or in any dramatization that you may film. Please note that this does not include interviews that you do of participants in a historical event or experts.

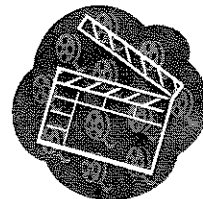
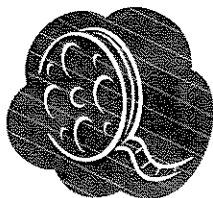
### **Can someone else read quotes or narrate the documentary for me?**

No, only group members (or the individual student) may provide the narration and voice-over for the documentary. Students can use pre-existing narration or sound clips, but cannot have something created by others specifically for use in your entry.

## Putting the Documentary Together

Organization and planning are important keys to success in the documentary category. Once you've completed your research, outline the main points of your argument and the sections you will need in your documentary, much like if you were writing a paper. From there, you will be able to write a script and develop a storyboard of images to include in your documentary. It is important to plan all of this out on paper before you even begin working with the computer program!

The **Video Storyboard** form on the following page offers you a simple template to plan out your documentary. Once you have your script written, you will want to select visuals to help explain, demonstrate, and support your argument. You may also want to keep track of the duration of each video clip or narration segment.



# Documentary Storyboard

Notes/Time	Visual	Audio

# Tips for Creating a Spectacular NHD Documentary

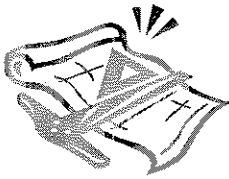
## Watch other Documentaries

One of the best ways to understand the qualities of a good documentary is to watch other documentaries, both professional and those produced for NHD. What are the effective features of the documentary? How do they convey their argument? Are there any techniques you think you should avoid?



## Develop Your Argument

No matter if you are working alone or in a group or in the junior or senior division, it is important to make sure that your argument (thesis) is clear in the project itself. Your argument should be your analysis of why your topic is significant in history. It is what transforms your documentary from just a story to an argument. It is the lens that brings everything else in your documentary into focus.



## Plan It Out

Using your thesis as a guide, outline your argument and write your script. You can then use a storyboard to plan out what visuals you can use to support your narration. Planning this all out on paper before you even begin using the program will save you frustration later on.

## Use Your Research

Your research is there for more than just embellishing your bibliography. Figure out ways to include your research as support in your documentary. Are there quotes that you can include in your script? Newspapers or photographs that you can use for visuals? Not only will this help to prove your argument but it will also make your documentary more interesting to your viewers.

## Content is More Important than Glitz

Fancy transitions, graphics and effects can make for a flashy documentary and can be fun to create, but remember that the history is the most important part of your documentary.



## The Documentary Stands Alone

When evaluating NHD documentaries, judges should be able to find all the information about your topic in the documentary itself. The documentary has to stand on its own. This means that your argument, support and theme connection need to be apparent within the documentary and not depend on your explanation in the interview. Ask someone who has never seen your documentary to watch it (a friend, teacher, neighbor, etc). Without saying anything, have them watch the documentary and then ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my documentary? What evidence have I shown to support that argument? What do you like about my documentary? What is confusing to you?

## Fair Use and Copyright

*Making History: How to Create a Historical Documentary*, a booklet produced by National History Day, offers a good summary of this issue for History Day students. "Because you are creating an *educational* documentary for the NHD competition and are following NHD's contest rules, your entry should fall within "fair use" copyright laws. But this means that"

- Your documentary can only be shown within NHD competitions.
- You must have proper *credits* within the film.
- You must list and credit *all* of your sources in your annotated bibliography.
- You cannot take and use verbatim the narration of another [professionally produced] documentary.

If you have questions regarding copyright issues, you should contact the NHD office or an attorney directly. In preparing your entry for NHD, you, your teacher, and your parents or guardians should be mindful of copyright issues. A helpful source to consult with respect to these issues is The Copyright Kids webpage, operated by The Copyright Society of the U.S.A. This page can be found at <http://www.copyrightkids.org/>.

# Preparing for Competition with a Documentary

## Available Technology at the Event

When registering for a History Day event, pay close attention to the technology that will be available. The contest registration materials should specify what types of technology will be available for documentaries. All event facilities will have TVs and VHS VCRs, but not all of them will have DVD players and very few will have computers and/or projection screens. If you have questions about the technology, be sure to contact your teacher or the contest coordinator.

## Showing Your Documentary

Students will have an assigned time at which they will share their documentary with the judges. When you play your documentary, other students, teachers and visitors will likely be able to quietly watch your project. You must be able to operate all technology to play your documentary at a competition.

History Day documentary judging usually follows the order given below:

- **Process Paper and Bibliography:** Give the judges copies of your process paper and bibliography first so they can begin reading these right away.
- **Set-Up:** While judges are reading these documents, begin set-up of your documentary. Make sure that the documentary works on the equipment provided and test the volume.
- **Wait for the Signal:** Wait patiently for the judges to give the signal that they are ready for you to start.
- **Introduction:** Introduce yourselves and your documentary. Make sure to only state your name(s) and the title of your project. Any other commentary at this time is inappropriate.
- **Play:** Begin the documentary. You may also need to adjust the lights.
- **Take-Down:** When the documentary is over, remove your documentary (and any extra equipment you may have brought) so that the next student can begin set-up.
- **Interview:** Then walk closer to the judges for your interview.

## Frequently Asked Questions about the Documentary Category at History Day Competitions

### What happens if I go over time?

The judges won't stop your documentary if you go over time while presenting at a competition. They will, however, note that you exceeded the time limit on your comment sheets. Going over the time limit can also affect your ranking at a competition as a significant time overage gives you an unfair advantage over other students.

### What happens if my documentary won't play?

Don't panic! We have all had technology problems and will work our hardest to make sure that you are able to play your documentary. If you are unable to get your documentary to play, talk to the judges and the contest coordinator. They may have access to additional equipment to play your documentary. If the documentary won't play during your assigned judging time, they will likely ask you to come back after the other documentaries are finished and try again.

### What if there is a final round of competition?

Sometimes there are more documentaries in your category/division than one panel of judges can watch. When this happens, documentary judging is split into first and final rounds of competition. For example, say there are 14 junior individual documentaries at a competition. These documentaries will likely be divided into two groups of seven for the first round. First round judges will then pick their top entries to advance to a final round of competition.

In a final round, the documentaries are shown again to a new set of judges and this judge panel will select the top entries. These run-off finalists will be announced after first round judging is complete and you should check the contest program for the time and location. There are no interviews in the final round, so all you need to do is play your documentary. If you are unable to be present for the final round, you will likely be able to ask a friend or teacher to play the documentary for you.

# What are the Qualities of a Good Documentary?

The qualities that a judge is looking for in your NHD documentary are written right on the evaluation sheet. Listed below are the same criteria judges will use to evaluate your project. After you create your documentary, go through this list and ask yourself if you've met the criteria or incorporated this information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your documentary is by far the most important part!)

- ☐ **My documentary is historically accurate:** All the information in my documentary is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My documentary doesn't just recount facts or tell a story. I interpret and analyze my topic. My documentary has a strong central thesis or argument that I prove. I can point to where I state my thesis on my script.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD documentary. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my documentary itself.
- ☐ **I demonstrate significance of my topic in history and draw conclusions:** My documentary does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My documentary and written materials are original, clear, appropriate and organized:** I have an organized and well written documentary. I was careful to avoid plagiarism and I have double checked spelling and grammar in my process paper and bibliography.
- ☐ **My documentary is organized, has visual impact and the documentary category is appropriate to my topic:** I thought about the overall organization to my documentary and was careful to make sure that this category was a good fit for my topic.



National History Day in Wisconsin  
Wisconsin Historical Society

[www.wisconsinhistory.org/teachers/historyday/](http://www.wisconsinhistory.org/teachers/historyday/)  
[historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)



WISCONSIN  
HISTORICAL  
SOCIETY

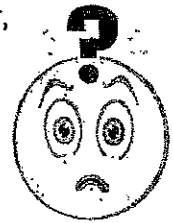
# Preparing to Write: Organizing Your Information

Beginning the writing process can be very difficult because it is hard to know what information to include, and how to arrange it to tell your story. As a writer you will be acting as both a "scholar" and a "chef" to complete your project. Wearing your scholar hat will help you to decide what the most important information is to include. As a chef you must prepare your project in a way that works well for your particular topic. Below are some tips for how to navigate the writing process.



## Top Tips on Writing for All Categories:

- **Break it down.** Instead of trying to write everything in one night, create an outline or guide that lets you write in smaller pieces. Using this as a guide for your project will also help viewers and judges more easily understand your project. Also, if you have divided the writing responsibilities up, make sure your writing style is cohesive in the end.
- **Use your thesis to guide you.** Everything included in your project should lead back to supporting your thesis. This should also help you divide information into smaller, more manageable pieces.
- **Seek advice.** Remember you want your project to be easily understood by anyone, so if your friends have that "huh?" look on their face, you may want to consider revising your work.
- **Keep it short and to the point.** Make sure you do the work for the viewer; no one goes to a museum to read a book. Before writing it is important to analyze your information so you know what to argue.
- **Once is not enough.** It is crucial to have at least one re-write of your information. Writing is a process, and the first draft will likely be inadequate for most projects.
- **Use an active voice.** Things rarely just "happen" in history, someone or something is usually propelling it. Instead of saying "the Berlin Wall came down in 1989," try, "the Berlin Wall was *taken* down in 1989."
- **Viewers can't read your mind.** You have been working on this topic for months, for some of the viewers and judges this may be the first time they encounter it. Don't assume they know anything about what you are presenting.



## Strategies for the Writing Process



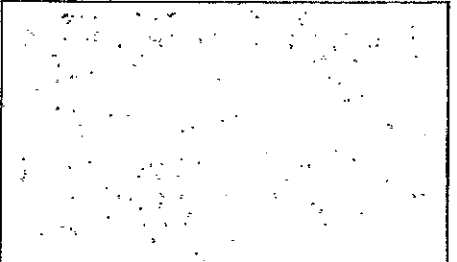
- **Start by identifying the most important quotes, excerpts, images, etc.** Write these on notecards that you can arrange on a table.
- **Write it out on paper first.** Writing key points on notecards and then moving them around into different configurations can help you segment your work. This can also be a good way to save drafts you may want to come back to later, rather than having just erased them on the computer.
- **The best place to start is to start.** Don't let your time go to waste because you are afraid of "getting something wrong" or not writing it perfectly the first time. Once you write something on paper it is much easier for others to advise you and help you work on your writing.

# Organizing Your Information: Documentaries

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 in total.

## Example of a Storyboard:

Script	Image
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.	
Many unions were soon formed and workers struck for better wages throughout the nation.	
However, the Act created controversy as some felt it worsened the Depression. It also created conflict between the two major union organizations.	

# HOW TO CREATE A HISTORICAL EXHIBIT

## What is a Historical Exhibit?

Historical exhibition presents information about an event, person, place, or idea from the past by physically displaying documents, images, or objects. We often see such exhibits at museums, but they are also presented at many other places such as archives, historic sites, park visitor centers, classrooms, and even airports and train stations. For your National History Day project, you will tell the story of your research through historic photographs, maps, drawings and other interesting objects. Both individual and group entries are allowed in this category.

## How is an Exhibit Different from Other Categories?

The exhibit category is three dimensional and is displayed on a physical structure. Exhibits use color, images, documents, objects, graphics, and design, as well as words, to tell your story. Exhibits can be interactive experiences by asking viewers to play music, solve a puzzle, look at a video, or open a door or window to see more documents or photos.

## Getting Started

- Brainstorm topics that are of interest to you and are related to this year's NHD theme.
- *Research the topic first.* Do your secondary research first. Reading secondary resources will help you understand your subject more completely, point you to primary sources, and assist you in selecting the important themes you want to investigate and the key questions you want to ask.
- *Select items to put on the exhibit.* You won't be able to use all the materials you find while doing your research. As you think about what to put on the exhibit, ask yourself the following questions:
  - Does the item fit in with the NHD theme and the theme of your exhibit?
  - Does the item advance the story you are trying to tell?
  - Is a document you are thinking of displaying too long or too wordy? Is it easy to read and understand? Will it take up too much space in your exhibit?
  - Is the item visually interesting?
  - What images best tell your story?
  - Do you want to include artifacts in your exhibit?
  - Will your exhibit contain audiovisual materials?
- *Prepare the script.* Writing your titles, text, and labels is often referred to as writing the script. Like all good writing, your exhibit script needs to be grammatically correct, use good sentence structure, make wise word choices, and contain no spelling errors. You should expect to write several drafts. Exhibit labels are brief, so they need to be clear and concise.



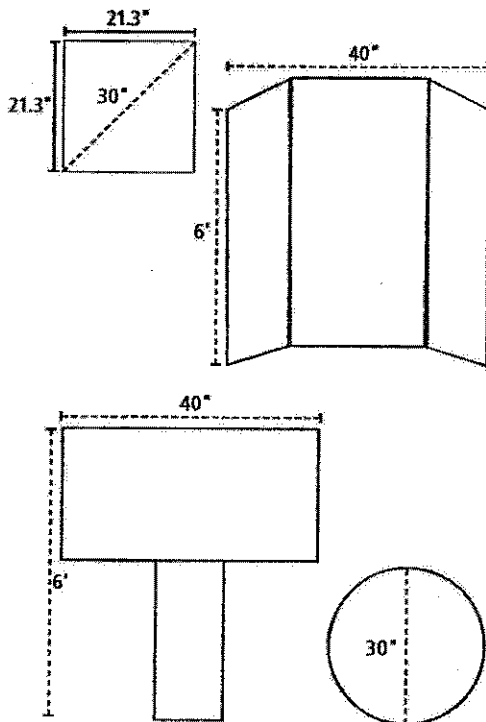
## B. EXHIBIT

An exhibit is a visual representation of your research and interpretation of your topic's significance in history, much like a small museum exhibit. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

Part II, Rules for all Categories, applies to exhibits.

### Rule 1: Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter. (See diagram below.)



### Rule 2: Media Devices

Media devices (e.g., tape recorders, projectors, video monitors, computers) used in an exhibit must not run for more than a total of 3 minutes and are subject to the 500-word limit (Rule 3). Viewers and judges must be able to control media devices. Any media devices used must fit within the size limits of the exhibit. Any media devices used should be integral to the exhibit—not just a device to bypass the prohibition against live student involvement.

### Rule 3: Word Limit

There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, computer files) or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your own words.

Words such as "a," "the" and "of" are counted as one word each.

Brief citations crediting the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit.

## Elements of an Effective Exhibit

# Orientation

Make sure the title and subtitle of the exhibit are prominent features of the design.

Make the main idea or thesis clear to the viewer.

# Segmentation

Organize the exhibit into subtopics.

Use design elements to make subtopics clear to viewer.

# Explanation

Use clear and concise captions and text to:

1. Identify pictures, objects, or documents, or
2. Interpret information for the viewer.

## Levels of Text:

*Introduction to the use of labels on historical displays*

# A TOWN BUILT ON IRON

*The main title introduces the topic and attracts viewer interest*

## *"The Evolution of Hibbing, Minnesota, 1880 - 1980"*

*The subtitle focuses the topic and limits what the project will interpret*

### Moving the Town

*A subject label breaks down the topic into smaller parts for explanation and organization. These labels guide the viewer around the display.*

**The original townsite of Hibbing was located over a rich lode of iron ore. Because the ore was more valuable than the town, the buildings of Hibbing were moved to a new site in 1919.**

*Captions are the most detailed label and provide the opportunity for interpretation. These should be short, active, and clear.*

## **Exhibit Checklist**

### **General checklist for the project**

- € I/we have a **creative title** for the project.
- € I/we have demonstrated how the project **relates to the theme** of "Revolution, Reaction, Reform in History"
- € I/we have a **clearly stated thesis** that unifies my project.
- € I/we use a **broad amount of resources** instead of relying on one or two main sources.
- € I/w have provided **historical context** for the topic.
- € I/we have demonstrated the **overall significance** of the project in history.
- € I/we have **analyzed and interpreted evidence** instead or regurgitating facts.
- € I/we have presented **different points of view** in order to have balance.
- € My/our project can **stand alone** for someone who has no idea about my topic.
- € My/our project demonstrates **originality and creativity**.
- € I/we have a **complete process paper**.
- € I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources.

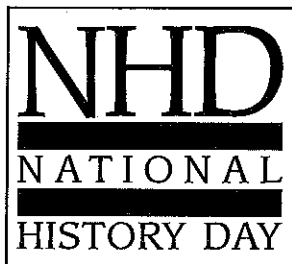
### **Specific checklist for an exhibit**

- € The exhibit meets the **size requirements** as stated in the rules—no larger than 40 inches wide, 30 inches deep, and 6 feet high.
- € The exhibit meets the **word requirements** as stated in the rules—500 student composed words.
- € If used, the **media device** follows the requirement of no longer than 3 minutes.
- € The exhibit is **visually appealing**, with clear and crisp images.
- € The **title** is clear and visible
- € The **subtopics** are obvious and organized.
- € All **text** is readable and consistent in size and font.
- € There are a **wide variety** of visual materials.

### **Checklist for judging at regional competition**

- € I/we have four copies of our title page, process paper and annotated bibliography.
- € I/we are prepared to answer the judges questions about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition.**



# EXHIBIT

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Exhibit, written material is original, clear, appropriate and organized							
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.							

Rules Compliance	Yes	No
• Maintains size requirement (40" x 30" x 72")		
• Media device maintains time limit (3 minutes)		
• Maintains word limit (500 words)		
• Includes annotated bibliography		
• Other		

# National History Day Exhibits

## What is an exhibit?

An exhibit is a visual representation of your research and interpretation of your topic's significance in history. Your exhibit will look a lot like a small version of an exhibit you might see in a museum. You may have already made something similar to an exhibit if you have ever created a poster to display your research.

Creating an exhibit gives you the opportunity to use a variety of visual materials to make your argument. In addition to text, you can use things like timelines, maps, graphs, charts, photographs, paintings, or artifacts. You can also incorporate primary sources into your exhibit – including quotations, letters, newspaper articles, and more. Using these visual elements will help you create a rich and informative exhibit.



## The Basic Framework

- **Size Limit:** the overall size of your exhibit when displayed can be up to 40 inches wide, 30 inches deep and 6 feet high.
- **Word Limit:** There is a 500 word limit to all text that you create that appears on or as part of your exhibit. All the text that *you write* counts toward the 500 word limit. If you didn't write it, it doesn't count towards the limit. This means that you can use quotations from other sources and it won't count towards your limit.

Examples of things that count...	Examples of things that don't count...
<ul style="list-style-type: none"><li>• Titles and subtitles</li><li>• Captions</li><li>• Graphs, charts, or timelines that you create yourself</li><li>• Text that you write that is on your exhibit, is included in a scrapbook, or narration in a media device</li></ul>	<ul style="list-style-type: none"><li>• Quotations</li><li>• Graphs, charts, or timelines that you don't create yourself</li><li>• Brief citations crediting the source of an illustration or quotations</li></ul>

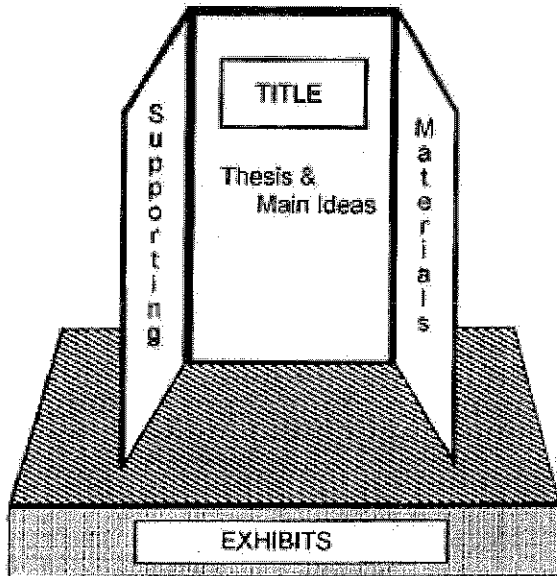
- **Media:** Media devices (such as tape recorders, projectors, computers or video monitors) can be used in your exhibit. They must not run for more than a total of 3 minutes and the viewer must be able to control the media device. Remember, media devices must fit inside the size limit and if you write narration for your media clip, it will count towards your 500 word-limit.
- **Be sure to check the *NHD Contest Rulebook* for complete category rules!**

## Why Should I Choose the Exhibit Category?

The exhibit category is great for people who enjoy working with their hands and physically building an argument. If you've ever gone to a museum and wondered how they put an exhibit together and thought you might want to give it a try—now is your chance. You should make sure that you have access to exhibit building supplies, including exhibit or poster board, construction paper, a printer, scissors, adhesives, etc. While many topics can be effectively conveyed using the exhibit category, this category is especially suitable for topics that have a variety of visual materials that can be used to support the argument, including photographs, illustrations, maps, graphs, newspaper articles, letters, etc.

# Exhibit Shapes and Sizes

Exhibits are designed to display visual and written information on a topic in an easy-to-understand and attractive manner. Exhibits are not simply collections of material. They are carefully designed to make an argument about your topic. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.



## Three-Panel Display

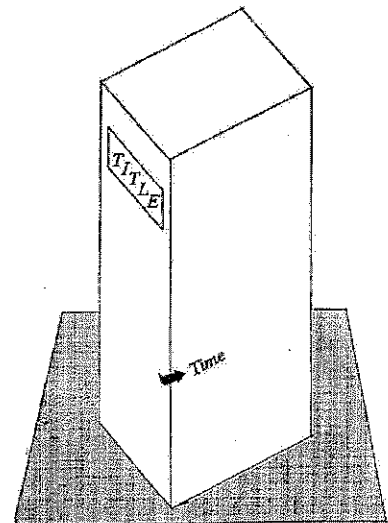
The most common form of an exhibit is a three-panel display, similar to the one on the left. This style is the least complicated to design and build, but is still a very effective way to present your information. Here are some tips for this style:

- Be sure your title is the main focus of the center panel.
- Use the center panel to present your main ideas and argument.
- Use the side panels to provide supporting evidence for your argument.
- Divide the exhibit into sections to give it an organizational structure that makes sense to the viewer.
- If your topic is presented chronologically, make sure the sequence works visually on the panels.
- You have a limited number of words; use them sparingly and let the quotations, documents, artifacts, drawings, and photographs demonstrate your thesis.
- Artifacts or other materials may also be placed on the table between the side panels, but remember that it should be directly related to the topic and necessary to support your argument.

## Three-Dimensional Exhibit

A three-dimensional exhibit is more complicated to construct, but can be especially effective for explaining topics where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit, the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.

When making a three-dimensional exhibit, good organization is especially important. Because your exhibit has so many sides, viewers may be more easily confused about how to follow your exhibit's narrative. Make sure that each side is clearly labeled, cleanly organized, and that there is a logical flow of ideas as the viewer moves about your exhibit.



This is just a start to the creative ways that History Day students have expressed their arguments in the exhibit category. Think about ways to connect the content of your project with the look of your exhibit. The only limit is your imagination and ability to transport your project to a competition!

# A Closer Look at History Day Exhibits

A good design doesn't just jazz up your exhibit; it helps express your ideas. Can you guess what this exhibit is about without even reading the text? The cut-out of Rosie the Riveter lets the viewer immediately know the project's topic. The student took the theme a step further by using a red, white, and blue color scheme to convey the patriotic aspects of her topic.

History Day isn't about glitz. The student has a simple, effective design for a project with a clear argument and solid research.

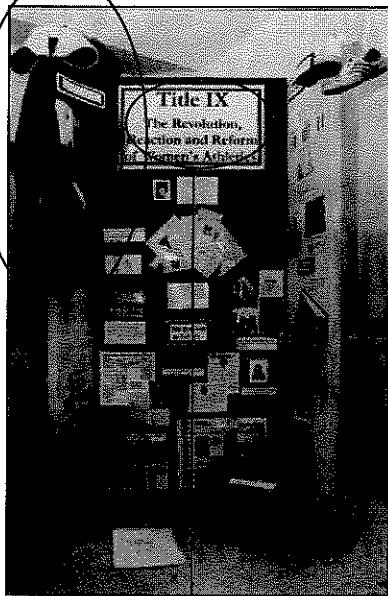


History Day exhibits come in all shapes and sizes, but there are several common characteristics you can see in many good exhibits. Check out these exhibits from other Wisconsin students!

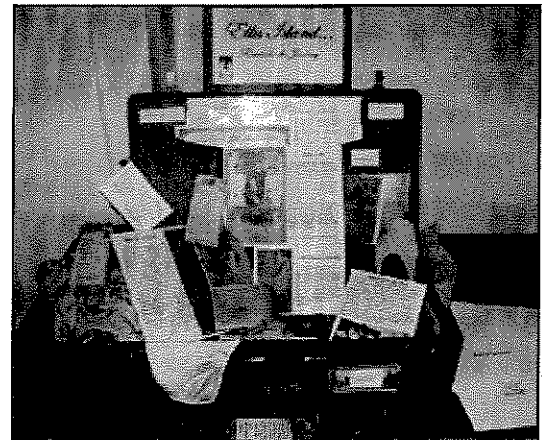
The thesis and main argument are very clear to the viewer in this project. The student used a larger font and a bold border to immediately attract your attention

Photographs, newspapers, and sheet music are just a few of the primary sources that the student was able to incorporate into the project to prove her argument.

This exhibit incorporates a variety of interesting artifacts for the viewer to examine.



The theme for the year this project was created was "Revolution, Reaction, Reform." To show the topic's connection to the theme, the student used words from the theme in the title and section headings.

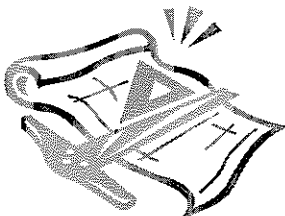


This project was about the journey that immigrants took through Ellis Island to their new lives in America. To connect the project to the topic, the students used an old suitcase as the frame for their exhibit. They made sure their argument stood out and divided up the space to give the exhibit an organizational structure in the same way they would have if they had used an exhibit board.



# Tips for Creating a Spectacular NHD Exhibit

## Planning



### Getting Started

After you finish your research, try making an outline for your exhibit—just like you would before you write a paper. Make sure to include the main arguments and points that you would like to make in the exhibit. Using this outline, you'll be able to see what the main sections of your exhibit need to be in order to support your argument and convey it to the viewer.

### Plan It Out

Plan out your exhibit with a simple sketch before you start to create the full-scale project.

### Connect Content to Design

Let the topic of your project inspire the design of your exhibit. What visual look can you give your exhibit that will connect the appearance of your project to your topic? This can be as simple as using appropriate colors. A project about women's suffrage, for example, would be striking using purple and gold, colors commonly associated with the movement. In the past, students have been able to connect the look of their project with the content on even larger scales. Students have created projects about conservation that look like trees, projects about education reform that look like school houses and exhibits about wars that have included dioramas of battle scenes. No matter what you decide to do, remember that your project doesn't have to be fancy to be effective.

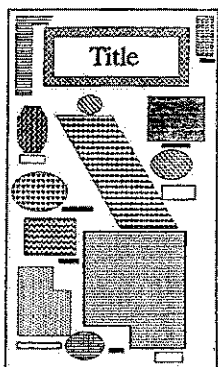
### Divide and Conquer

Just like writing a research paper, before you begin creating your project you should first create an outline by dividing up all your information into sections and putting them into a logical order. You should do the same thing before you create your NHD exhibit. Organizing your exhibit into logical sections will make it easier for you to assemble and easier for your viewer to understand what you are trying to say. What sections might you need in your exhibit? Background? Significance? Historical Context? Outcomes? Relation to Theme?

### What's Your Point?

No matter what type of exhibit you decide to create, what topic you choose, or what division you are in, it is important to make sure that your argument (thesis) is clear **in the project itself**. Your argument should be the first thing the viewer looks at so they know right away what you will be proving in your exhibit. It should be concise and well-written. Usually students do this by making sure the argument is located where the viewers' eyes will look first, usually in the center in a larger font.

## Putting It All Together



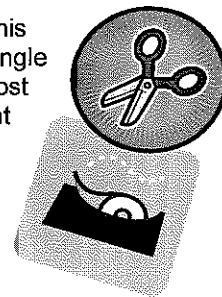
*A cluttered exhibit can leave your viewers feeling overwhelmed and unsure about the argument you are trying to make.*

### Avoid Clutter

It is always tempting to try to get as much on your exhibit panels as possible, but this usually makes for a cluttered and confusing display. You don't have to put every single photo, drawing, and map that you found onto your exhibit. Try to select only the most important items for your project boards. Clarity and organization are most important goals for this project. Everything should have a reason for being on your exhibit.

### Content is More Important Than Glitz

Fancy exhibits are nice to look at and can be a lot of fun to create—but remember that your historical argument is the most important part of your exhibit.



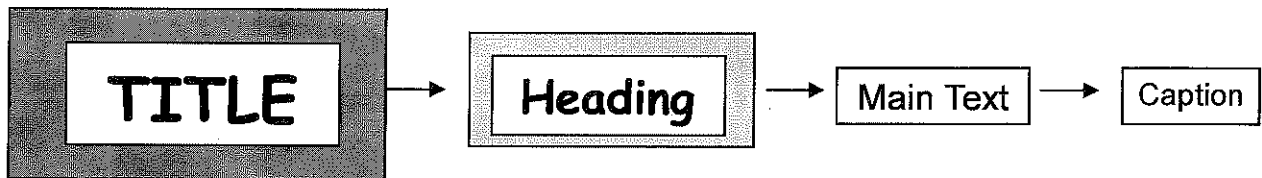
## A Note on the Quote

Quotations can be an effective way of using historical evidence to support your argument. Sometimes, a quote from the historical figure just says it better than you could say it yourself.

Only original words (i.e. words written by you) count toward the word limit, so quotations do not take away from your 500 words. Quotations should not, however, be used just to “get around” the word limit. Using quotations this way and covering your exhibit with tons of quotes can easily make your exhibit cluttered and overwhelming for the viewer. The important aspects of your NHD project, your argument, analysis and interpretation, should stand out. It is important, therefore, to make sure that there is a reason for everything you put up on your exhibit and that it is well organized.

## Labels

Once you’ve divided up your information into sections, you should make sure to label those sections. The labels you use for your title and main ideas are important because they direct the viewer’s eye around your project. Remember—**Big Idea=Big Font**. You will want to put your title in the largest font on your exhibit and then scale the rest of your fonts down according to their importance.



One way to make your labels stand out is to have the writing on a light colored piece of paper with a darker background or matting behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes your labels easier to read. Photographs and written materials will also stand out more on backgrounds.

## Captions



Captions can be very useful in showing how a particular illustration or item you’ve included in your exhibit helps prove your point. Which of the following captions do *you* think would work best with the political cartoon on the right about former Wisconsin Governor Robert La Follette? Why?

- A. Political Cartoon about Governor La Follette
- B. Governor La Follette’s supporters championed his reforms as beneficial for citizens of the state.

## Keep it Neat

You’ve spent a lot of energy researching and creating your exhibit. Take the time to give it some extra polish. Make sure you’ve checked your spelling and grammar. Use your best handwriting or print text using a computer. Make sure you’ve cut and glued things to your exhibit board as neatly as possible.

## Look It Over

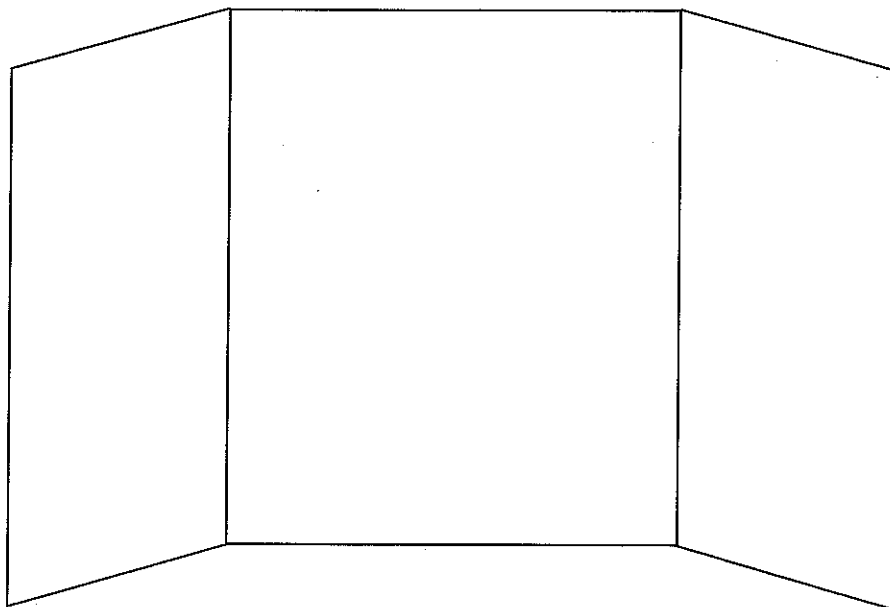


### The Exhibit Stands Alone

When evaluating NHD exhibits, judges should be able to find all the information about your topic in your exhibit itself. *The exhibit has to stand on its own*. Have someone who has never seen your exhibit look at it (a friend, teacher, neighbor, etc). Without saying anything, let them read through the entire exhibit. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my exhibit? What evidence have I shown to support that argument? What do you like about my exhibit? What is confusing to you?

# History Day Exhibit Planning

Title:	
Thesis:	
Connection to Theme:	
Design and Color Ideas:	
Main ideas that support my thesis: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	Main sections to organize my exhibit: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Possible illustrations to use:	



# What are the qualities of a good exhibit?

The qualities that a judge is looking for in your NHD exhibit are written right on the evaluation sheet. Listed below are the same criteria judges will use to evaluate your project. After you create your exhibit, go through this list and ask yourself if you've met the criteria or incorporated this information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your exhibit is by far the most important part!)

- ☐ **My exhibit is historically accurate:** All the information in my exhibit is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My exhibit doesn't just recount facts or tell a story. I interpret and analyze my topic. My exhibit has a strong central thesis or argument that I prove. I can point to where I state my thesis on my exhibit.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD exhibit. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my exhibit itself.
- ☐ **I demonstrate the significance of my topic in history and draw conclusions:** My exhibit does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My exhibit and written materials are original, clear, appropriate and organized:** I have an organized and well written project. I was careful to avoid plagiarism and I have double checked spelling and grammar in my exhibit, process paper and bibliography.
- ☐ **My exhibit is organized, has visual impact, correctly uses maps, photos, etc:** I thought about the overall design and organization to my project. I chose my visual illustrations carefully to help prove my argument.



National History Day in Wisconsin  
Wisconsin Historical Society

[www.wisconsinhistory.org/teachers/historyday/](http://www.wisconsinhistory.org/teachers/historyday/)  
[historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)



## 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 sentences 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.

# "Less is More!"

## Achieving clarity of text in an exhibit

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)

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."

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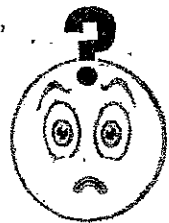
# Preparing to Write: Organizing Your Information

Beginning the writing process can be very difficult because it is hard to know what information to include, and how to arrange it to tell your story. As a writer you will be acting as both a "scholar" and a "chef" to complete your project. Wearing your scholar hat will help you to decide what the most important information is to include. As a chef you must prepare your project in a way that works well for your particular topic. Below are some tips for how to navigate the writing process.



## Top Tips on Writing for All Categories:

- **Break it down.** Instead of trying to write everything in one night, create an outline or guide that lets you write in smaller pieces. Using this as a guide for your project will also help viewers and judges more easily understand your project. Also, if you have divided the writing responsibilities up, make sure your writing style is cohesive in the end.
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- **Viewers can't read your mind.** You have been working on this topic for months, for some of the viewers and judges this may be the first time they encounter it. Don't assume they know anything about what you are presenting.



## Strategies for the Writing Process

- **Start by identifying the most important quotes, excerpts, images, etc.** Write these on notecards that you can arrange on a table.
- **Write it out on paper first.** Writing key points on notecards and then moving them around into different configurations can help you segment your work. This can also be a good way to save drafts you may want to come back to later, rather than having just erased them on the computer.
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# Organizing Your Information: Exhibits

There are 3 basic elements to consider when organizing an effective exhibit:

## 1. Orientation

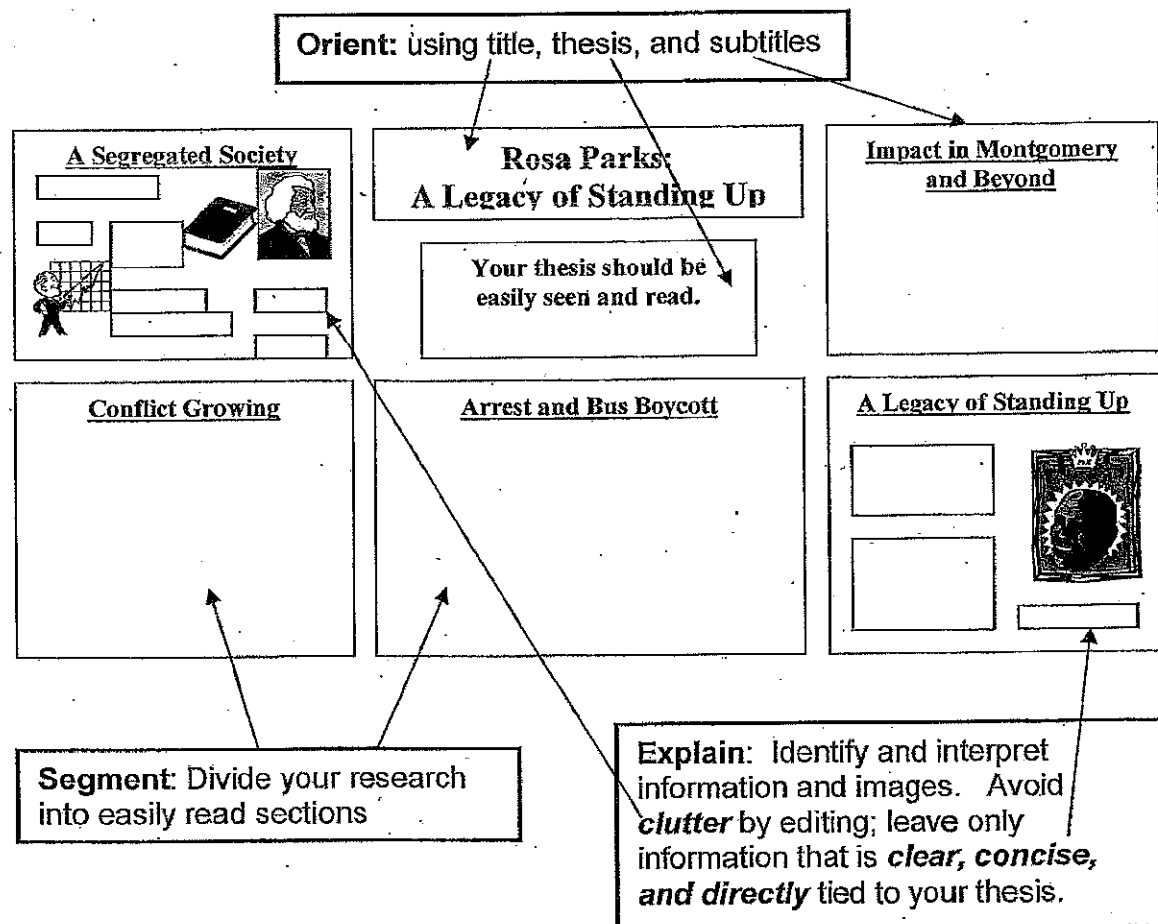
- Make sure the title and subtitle of the exhibit are prominent features of the design
- Make the main idea or thesis clear to the viewer

## 2. Segmentation

- Organize the exhibit into subtopics
- Use **design elements** (color, background, font, etc.) to make subtopics clear to the viewer

## 3. Explanation

- Use clear, concise, captions and texts to:
  - Identify pictures, objects, or documents *and*
  - Interpret information for the viewer- don't pad your board with unnecessary pictures, charts, or other information that doesn't directly relate to your point



# HOW TO CREATE A HISTORICAL PERFORMANCE

## What is a Historical Performance?

A performance is a live, dramatic presentation of your topic's significance in history. You may perform individually or as part of a group. A performance should be a scripted portrayal based on research of your chosen topic. Your script should be structured on a thesis statement, supporting statements, and a conclusion. Your performance should have dramatic appeal, but not at the expense of historical information. Both groups and individuals may enter this category.

## How is a Performance Different from Other Categories?

The performance category is the only one that is presented live. Developing a strong narrative that allows your subject to unfold in a dramatic and visually interesting way is important. Memorizing, rehearsing, and refining your script is essential, so you should schedule time for this in addition to research, writing, costuming and prop gathering.

## Getting Started

- Decide whether the chosen topic will be most effective as a group or as an individual performance.
- *Research the topic first.* Write down important facts or quotes that may be important to the performance. Write a thesis statement, supporting statements and a conclusion. Think about how these might become part of your performance.
- *Prepare a script.* Brainstorm with general ideas and how they might be presented. If a group is performing, each member should describe different ways in which characters might interact.
  - Make sure your script contains references to the historical evidence found in your research.
  - Using actual dialogue, quotations, or brief excerpts from speeches are good ways to put historical detail into your performance.
  - Remember that your script should center on the thesis statement, supporting statements, and the conclusion that you developed from your research.
- *Prepare the set.* Think about different types of sets that might help depict your topic. Is there a prop that is central to the story?
- *Prepare the blocking.* To "block" a performance is to determine where the actors will stand, move, and/or relate to the set. You should think about these movements when deciding what type of set to design.
- *Prepare the costuming.* Good costumes help make a performer convincing, but make sure they are appropriate to the topic. You do not need to purchase or make an elaborate costume - sometimes simple works best (e.g. white shirt and dark pants/skirt can fit almost any time period).
- *Practice, practice, practice!* Work on speaking clearly, pronouncing all words correctly, and projecting your voice so that the judges and the audience can hear every word. Rehearse with the set and full costumes as often as possible.



## C. PERFORMANCE

A performance is a dramatic portrayal of your topic's significance in history and must be original in production.

Part II, Rules for all Categories, applies to performances.

### Rule 1: Time Requirements

Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance following the announcement of the title and student name(s). Any other introductory remarks will be considered part of the performance and will be counted as part of the overall time. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.

### Rule 2: Performance Introduction

The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

### Rule 3: Media Devices

Use of slides, tape recorder, computers, or other media within your performance is permitted. You must run all equipment and carry out any special lighting or sound effects.

### Rule 4: Script

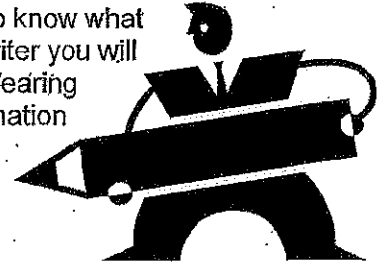
The script for the performance should not be included with the written material presented to the judges.

### Rule 5: Costumes

You may have a costume produced for you, but the design, choice of fabrics, etc. must be your own. Or, you may rent a costume. Remember: simple is best.

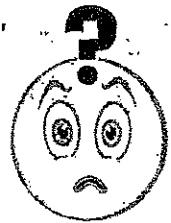
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# Organizing Your Information: Performances

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 1<sup>st</sup> person and 3<sup>rd</sup> 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.

# **NATIONAL HISTORY DAY**

## **Performance Checklist**

### **General checklist for the project**

- ☐ I/we have a **creative title** for my project.
- ☐ I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform in History"  
I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use **both primary and secondary source** material to support my thesis.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/we have **provided historical context** for my topic.
- ☐ I/we have **demonstrated the overall significance** of my project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project **can stand alone** for someone who has no idea about my topic.
- ☐ My/our project demonstrates **originality and creativity**.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

### **Specific checklist for a performance**

- ☐ The performance meets the **time requirement** as stated in the rules - no longer than 10 minutes
- ☐ All **props and equipment** are supplied and run by the students.
- ☐ The props can be **set up** in five minutes and **taken down** in five minutes.
- ☐ The performance is **rehearsed and memorized**.
- ☐ The performance is **acted and not simply spoken**.

### **Checklist for judging at regional competition**

- ☐ I/we have four copies of our **title page, process paper and annotated bibliography**.
- ☐ I/we are prepared to **answer the judges' questions** about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition!**

# National History Day Performances

## What is a performance?

The History Day performance category allows you to create a play that conveys a historical argument with dramatic appeal. Innovative performances have made this category the highlight of many History Day events.

In creating a performance, it's important to remember that entries in this category are not oral reports about a topic. You will create a script, with characters, lines and costumes in order to convey your argument to the audience. Use your imagination and have fun!



## The Basic Framework

- **Time Limit:** Your performance may not be longer than 10 minutes. This does not include your performance introduction (including only the title and participant names). Timing will begin after you introduce your project. You will have five additional minutes to set up your performance and five additional minutes to take it down.
- **Media:** You are able to use media in your performance, including CD players, computers, etc. However, only group members are allowed to run this equipment and you will have to provide the equipment yourselves.
- **Costumes:** Performers can find costumes in a variety of places. You can create your own or have one produced for you. You can also rent a costume from a store or borrow one from your school drama department. No matter what you do, the choice of pieces in the costume, choice of fabrics used and choice of design of the costume must be your own. You do not have to buy or rent expensive historically accurate costumes, but you are expected to consider the appropriateness of your clothing in relation to the time period and the script. For example, a student might wear a plain grey shirt and slacks to represent a Confederate soldier in the Civil War, understanding that a dark blue shirt and slacks wouldn't be appropriate.
- **Script:** You should bring an extra copy of your script to a competition in case you want to review your lines, but you should not include your script with the other written materials presented to your judges.
- **A Live Performance:** The very nature of the performance category means that performance are not pre-recorded. You will have to perform in front of an audience of judges and other viewers. Don't be afraid! The people watching your performance will be other students, teachers or family members and will all be there to support you.
- **Be sure to check the NHD Contest Rulebook for complete category rules!**

## Why Should I Choose the Performance Category?



If you enjoy being on stage and performing in front of an audience, this is the category for you! You should enjoy creative writing and producing scripts. It's also important to have access to costumes and props and have the ability to transport them to competitions.

In choosing this category, it's important to think about the appropriateness of your topic for a performance. Is there a character or event that is related to your topic that you can turn into an effective argument about your topic? Are there various types of historical evidence that you can include in your performance, such as quotes, music, photographs, maps, etc?

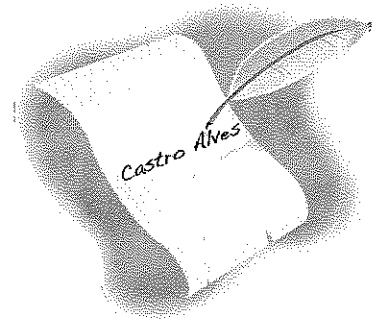
# Elements of a History Day Performance

## The Script

Your script is the most important element of your performance. It is the culmination of all your research and conveys your argument to the audience. The script must be an original creation of the student(s) working on the project.

History Day scripts are similar to other types of performances or plays. If you've never seen a script before, check your library or ask your teacher for an example to see how scripts are formatted.

Remember, this isn't a Broadway drama! Since your performance can only be 10 minutes long, you don't have a lot of space to write your script. You will be able to include about 5 pages (double-spaced) of script in a History Day performance.

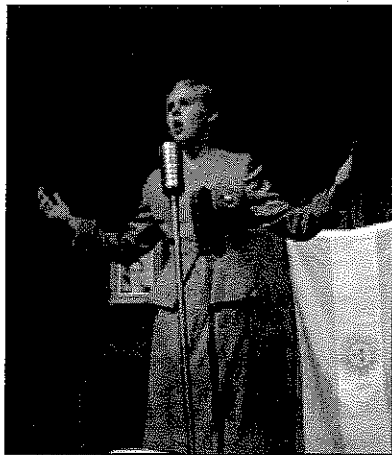


## Blocking & Stage Directions

In preparing your performance, it's important to think about how you will present your words to the audience. In addition to your lines, write stage direction for the actors. How should they deliver certain lines? Is the character angry? Happy? Sad? Where should they pause for dramatic effect or to let the character's words sink in? Where should each character be on the stage while delivering their lines? How do the characters interact with each other? Thinking about these elements before will help your performance to appear polished and consistent.

## The Stage

The stage you will use to present your performance will vary at different History Day competitions. Most likely, you will have a classroom to share your performance. An area will be cleared at the front of the classroom and the desks will be set into rows for the audience. At other competitions, you may find that there is a stage or a platform in a lecture hall. No matter where you are, there will be room for group members to move around comfortably. You may or may not be able to operate the lights in your performance room.



## Props & Set

History Day sets don't have to be elaborate. (In fact, elaborate sets can cause problems when it comes time to move them during competitions. You only have five minutes to set-up and an additional five minutes to take down your set.)

Every prop should have a use, and you should use every prop. When you have your script written, make a list of every object that a character **must** use, including furniture. If your list is huge, think about whether all the props are really necessary, or whether you can get away without certain items. Let the audience use their imaginations!

## Costumes

An effective costume will help your audience understand who you are as a character and the time period in which your performance takes place. You can make your costume yourself, rent your costume or have one produced for you. However, according to NHD rules, the student(s) in the performance must make all the decisions about the costume, including the selection of materials, patterns or costume selection. Look at photographs, paintings or costume design books about the time period for inspiration.

Remember, effective costumes do not have to be elaborate. Plain clothing, with simple hats or coats can easily show an audience a change of character.

## Media

You are allowed to include media in your performance, including the use of CD or tape players. Remember, you will need to provide all additional equipment to play these media elements and only group members may operate them.



# Tips for Creating a Spectacular NHD Performance

## Planning

### Remember the NHD Criteria

Especially in the performance category, it's easy to get caught up in telling a story through drama. It's important to remember the purpose of your performance and the elements that the judges will be looking for:

**Argument:** A performance should clearly express an argument, just like a written paper. Incorporate it at the beginning to let your audience know what you will be proving. Make sure to incorporate it again at the end to reiterate your argument for the audience.

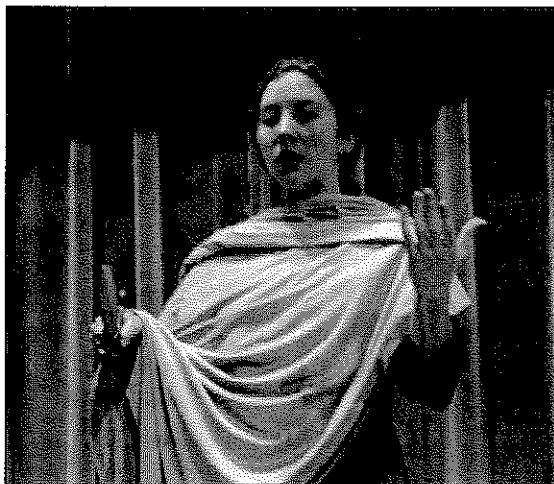
**Historical Context:** When researching and creating your performance, you should consider more than just the narrative of the topic. Think about what took place before or during the time period. How did these people, place or events influence your topic? This historical context is important to understanding your topic and making an argument.



**Evidence:** Just like other presentation categories, it's important to incorporate historical evidence that supports your argument. What lines can you include in your script that will show this evidence or support? For example, let's say that you are creating a group performance about Susan B. Anthony and the women's voting rights movement in the United States. A pro-voting rights character might give reasons that he or she thinks women should have the right to vote. These don't necessarily have to be quotations from the past, but should be the same arguments that women from the movement gave for demanding the right to vote.

In addition, are there quotations from primary sources, such as letters or diaries, which you can use in your script? Are there photographs or other visual elements that you can incorporate into your performance?

## Putting It All Together



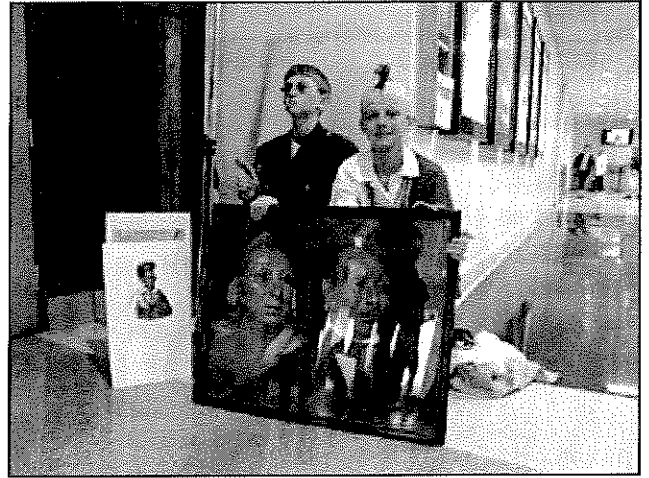
### Be Historically Accurate

Your performance should appeal dramatically to the audience, but this shouldn't be at the expense of historical accuracy. Be creative when you make up characters, imagine scenes or write dialog. However, make sure there is a historical basis for the narrative of your performance. It's okay to imagine what Susan B. Anthony might have said to her supporters as she fought for women's right to vote, but it's not appropriate to contend that she fought against the vote. That wouldn't be based on historical fact.

# Tips for Creating a Spectacular NHD Performance

## Focus on Certain Characters During a Moment in History Rather Than Narrating an Entire Biography or Timeline

The characters depicted in your performance can be real or fictional, as long as they're supported by evidence. Before writing your script, brainstorm a list of people – famous or unknown – who were affected in one way or another by the historical topic you are researching. Consider each person's unique perspective on events. What scenes do you imagine for them as characters in a performance? How could different characters help express your argument?



## Establish the Scene Right Away

Who are you? Where are you? What time period are you in? Who is your character talking to? Communicate the "who, what, where and when" early in your script. This will not only help you give a stronger performance, but will also let the audience tune in to your argument and ideas instead of trying to identify your topic and setting.

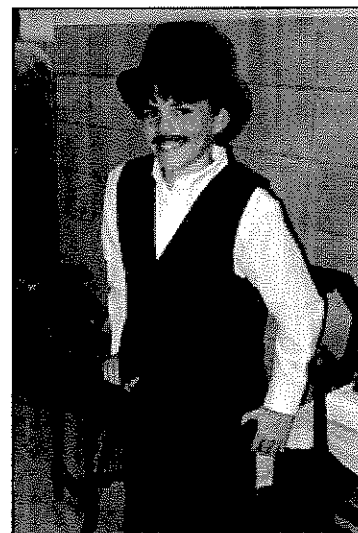
## Less Can Be More

Remember the purpose of your History Day performance before getting too involved in elaborate scenes, props, character changes and costumes. Most of your effort should be put into your research, argument and a solid script.

## Look it Over

### The Performance Stands Alone

When evaluating NHD performances, the judges should be able to find all the information about your topic in the performance itself. The performance has to stand on its own. Have someone who has never seen your performance watch it (a friend, teacher, neighbor, etc.). After they have seen the performance, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my performance? What evidence have I shown to support that argument? What do you like about my performance? What is confusing to you?



# Planning Your Performance

## Research First

Since your research is the basis for your performance, it's only fitting that you should have a strong basis of research *before* you begin writing your script. No matter how tempting it is to dive in and begin writing a script, it's best to have your research done to understand the full range of possibilities open to you.

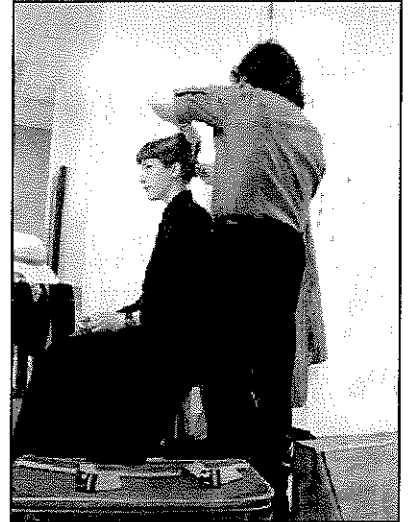
## Brainstorm Your Options

Having a strong foundation of research will allow you to write a brief description of your topic. Then, think about all the possible answers to the following questions:

- What events, both major and minor, are connected to my topic?
- What characters, both famous and not, are connected to my topic?
- What scenes, both real and imagined, might I use in my performance?

## Get Inspired

Check out other types of historical dramas or NHD performances to get inspired about what you might do through your performance. You can borrow sample performances from the NHD in Wisconsin office, or check out samples online through the national office at <http://www.nhd.org/ProjectExamples.htm>



## Develop Your Characters

Once you've decided on your characters, it's time to "get into your character's head," whether you're portraying a real or fictional person.

- How does the character dress? How does the character speak?
- What is the character's personality or mood?
- What was life like for someone like this character?
- What does the character think about events in his or her time period?
- What kinds of social behavior would someone in this character's time or situation portray?

## Outline the Basics of Your Performance

Before you begin writing your script, take the time to outline the basics of your performance. You don't want to get too far into your writing and then realize that a certain aspect of your performance won't work. This is also a great time to think about how you will make transitions in time and characters in your performance, if applicable.

- What sections are you going to break your performance into?
- Where are you stating your argument?
- How does each part of your performance support your argument?
- What evidence or primary source might you be able to incorporate and where?
- Where do you show how your topic is connected to the them?
- How do you address historical context through your performance?

## Edit It Down

About five pages of double space script will be enough to fill 10 minutes of performance. You may have to make some difficult decisions as to what you are and are not able to include. Remember that your historical argument and evidence are the most important parts of your performance. When you have finished a draft of your script, highlight the parts that express your argument in one color and specific supporting evidence in a different color. If it looks like there's not enough of one color on the script, it may be time for some editing! It should be easier to see what parts of your performance you may be able to edit out.

## Practice, Practice, Practice!

Having a working script done is just the beginning. Keep rehearsing to learn your lines and to practice speaking at the right speed, volume and tone. As you go through your lines, take time to block out where your characters will stand, how they will move and what props they might need to use. If possible, ask someone to tape record your performance. You can watch it later to see how the performance looks from the audience's perspective.

# Going to a NHD Competition with a Performance

Presenting a project in the performance category at a History Day competition is similar to presenting projects in other categories. At your assigned time, you will have the chance to share your work with the judges. This is how a presentation in the performance category usually works:

- **Set-Up:** You have five minutes to set up your set and props for your performance. Your judges will ask for your process paper and bibliography before you set up so that they can begin looking at it. Remember, only group members should set up the props and any background. Once you are set-up, wait for the judges signal begin your performance.
- **Performance**
- **Take-Down:** Take down your set and move your props to the side of the room or into the hallway. Make sure to be as quiet as possible while you are doing this as there may be other presentations going on in the same area.
- **Interview:** Don't be afraid of the interview! This is your chance to help your judges understand your argument and highlight any cool research that you have done. Remember, the interview isn't a memorized presentation for the judges. You will respond to the questions they ask, such as "How did you choose your topic?" or "Why do you think your topic is significant in history?"

## Frequently Asked Questions About Performances

### Does my performance have to be memorized?

There isn't a rule that says that your performance has to be memorized, but it's best if it is. Memorizing your script will help you focus on *how* you say your lines versus just reading a script to your audience. Finally, memorized lines contribute to good stage presence, which is part of clarity of presentation on the History Day evaluation sheet.

### What props might be available at the competition?

To be safe, it's best to bring all the props necessary to a competition. You're likely to find a chair or table at a competition, however, these are not guaranteed. If you have questions, be sure to check with the contest coordinator.

### What happens if I go over the time limit?

Going a few seconds over the time limit with your performance isn't the end of the world. Judges will understand that you may be nervous and that this may happen. What isn't appropriate is to go *significantly* over the time limit, as this would give you an unfair disadvantage over other projects. If you do go significantly over time, the judges will take this into consideration in your final ranking. When planning and rehearsing your performance, try to plan extra time to allow for audience response or forgotten lines at a competition.

### What do I give judges at the competition?

Before you begin your performance, your judges will ask for copies of your process paper and annotated bibliography. You should not give them a copy of your script or copies of your research.

### A Few Final Reminders:

- **Be Confident!** You're the expert on your topic. You've spent a lot of time researching and creating your performance and should be proud of all your hard work.
- **Speak Slowly and Loudly:** It's easy to get nervous and rush through your lines, but take a breath and slow down. This is the first time your audience has seen your performance and they need to be able to hear and understand your words.
- **Have Fun!** The History Day event is your opportunity to share your research with other scholars. Take the time to learn from the other projects you see, meet new people and enjoy yourself!



# What are the Qualities of a Good Performance?

The qualities that a judge is looking for in your NHD performance are written right on the evaluation sheet. Listed below is the same criteria judges will use to evaluate your performance. After you create your performance, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.



## **Historical Quality - 60%** (At 60%, the historical quality of your performance is by far the most important)

- ☐ **My performance is historically accurate:** All the information in my performance is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My performance doesn't just recount facts or tell a story. I interpret and analyze my topic. My performance has a strong central thesis or argument that I prove. I can point to where I state my thesis in my script.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD performance. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme - 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my performance itself.
- ☐ **I demonstrates significance of my topic in history and draw conclusions:** My performance does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation - 20%**

- ☐ **My performance and written materials are original, clear, appropriate and organized:** I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my performance, process paper and bibliography.
- ☐ **Performers show good stage presence; props, costumes and historically accurate:** I have used the performance category to effectively communicate my historical argument. My lines are memorized and I deliver them in a manner that is easy for my audience to understand. I have carefully chosen my staging, props and costumes to best represent my topic and its time period.

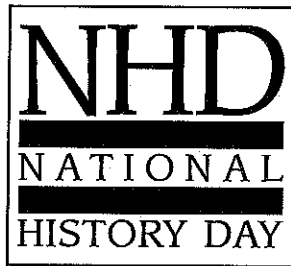


National History Day in Wisconsin  
Wisconsin Historical Society

[www.wisconsinhistory.org/teachers/historyday/](http://www.wisconsinhistory.org/teachers/historyday/)  
[historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)



WISCONSIN  
HISTORICAL  
SOCIETY



# PERFORMANCE

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Presentation, written material is original, clear, appropriate, organized and articulate							
• Performers show good stage presence; props and costumes are historically accurate							

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		

# HOW TO CREATE A HISTORICAL WEBSITE

## What is a Historical Web Site?

A historical web site is a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. Your web site should be an accumulation of research and argument that incorporates textual and non-textual (photographs, maps, music, etc.) description, interpretation, and multimedia sources to engage and inform viewers about your chosen historical topic.

## How is a Web Site Different from Other Categories?

Web sites can display materials online, your own historical analysis as well as primary and secondary sources. These can be photographs, maps, documents, or audio and video files. Web sites are interactive experiences where viewers can play music, solve a puzzle, or look at a video or click on different links. Viewers can move through the web site in various undirected ways. Web sites use color, images, fonts, documents, objects, graphics and design, as well as words, to tell your story. The website category is open to both individual entries and group entries.

## Getting Started

- Decide whether you want to create your web site as part of a group or on your own.
- *Research your topic first.* Examine secondary and primary sources. From this research, create your thesis. This will be the point that you want to make with your historical web site.
- *Narrow in on the content of your web site.* Decide what information you want to incorporate in your web pages, including any photos, primary documents, or media clips you may have found. You should be sure to have plenty of supporting information for your thesis.
- Create your website with the Weebly. This must be done online at [www.nhd.weebly.com](http://www.nhd.weebly.com). You must use the Weebly designed especially for NHD. You must register for a new website address each year. When you register a website, you will be given the opportunity to customize your address. DO NOT DO THIS. Sometimes this interferes with the judges' ability to open your website.
- Organize and Design
  - Keep It Simple: don't waste too much time on bells and whistles. Tell your story and tell it straight.
  - Borrow Ideas from Other Web Sites: find design elements that work and imitate them on your web site. Just remember to give credit where credit is due.
  - Make sure every element of your design points back to your topic, thesis, and/or time period. There should be a conscious reason for every choice you make about color, typeface, or graphics.
- In most regions, websites must be pre-submitted. Check with your regional coordinator for the deadline.

## Rules for Websites

### E. Web Site

The web site category is the most interactive of all NHD categories. Therefore, a web site should reflect your ability to use web site design software and computer technology to communicate the topic's significance in history.

Your historical web site should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual (photographs, maps, music, etc.) descriptions, interpretations, and sources to engage and inform viewers.

To construct a web site project, you must be able to operate, and have access to, the Internet, appropriate software and equipment.

Part II, Rules for all Categories, applies to web sites.

### Rule E1: Entry Production

All entries must be original productions constructed using the NHD web site editor beginning at the school level. You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. You must operate all software and equipment in the development of the web site.

NOTE: Using objects created by others for specific use in your entry violates this rule. For example, using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exist is acceptable.

### Rule E2: Size Requirements

Web site entries may contain no more than 1,200 visible, student-composed words. Code used to build the site and alternate text tags on images do not count toward the word limit. Also excluded are: words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; words within primary documents and artifacts; and the annotated bibliography and process paper that must be integrated into the site. The entire site, including all multimedia, may use no more than 100MB of file space.

### Rule E3: Navigation

One page of the web site must serve as the "home page." The home page must include the names of participants, entry title, division, and the main menu that directs viewers to the various sections of the site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

### Rule E4: Multimedia

Each multimedia clip may not last more than 45 seconds. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. All multimedia must be stored within the site; you may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips you may use but you must respect the file size limit. If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files



that cannot be viewed cannot be evaluated as part of the entry.

#### Rule E5: Required Written Materials

The annotated bibliography and process paper must be included as an integrated part of the web site. They should be included in the navigational structure. They do NOT count toward the 1,200-word limit. Refer to Part II, Rules 15–17, for citation and style information.

#### Rule E6: Stable Content

The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

#### Rule E7: Viewing Files

The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Firefox, Safari). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule E4.

#### Rule E8: Submitting Entry for Judging

You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Because all required written materials from Part II, Rule 12, are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit [www.nhd.org](http://www.nhd.org).

## **NHD Web Site Category**

### **Quick Guide for Students & Teachers**

The basics of the web site category break down as such:

- Students create web site entries no larger than 100MB.
- Students must use the development tools available at the **NHD Web Portal**.
- Entries are entirely online, even during the construction process.
- Entries are judged in this online environment.

Students must use the **NHD Web Portal** (found at [nhd.weebly.com](http://nhd.weebly.com)), to build their web sites. Students are NOT to create a site on [www.weebly.com](http://www.weebly.com), which is the public Weebly site and is not compatible with NHD web site category rules.

Once on [nhd.weebly.com](http://nhd.weebly.com), students (or teachers) must create an account for EACH entry to be entered into competition and establish a username and password for that account. Students and teachers should provide an email address when setting up the account, as that is the only way a password can be recovered should the student forget it. (A teacher or coach may use the same email address for multiple entries. This means that password recovery for all entries will go through that email address.) A unique web address (URL) will be assigned to each entry. This is the URL that judges will use to access a web site for judging. Students and teachers must keep this URL noted for reference.

**Group Entries:** Though accessed by more than one student, will call for only a single account to be created. All students working on that particular entry will use the same login to access their site.

#### ***What if students and teachers have questions?***

At the **NHD Web Portal**, participants have access to a variety of resources to help them start on their entries. Support for use of the Weebly tools and examples of entries are available. Participants can contact their affiliate NHD Coordinator with questions. NHD staff can also be contacted at [info@nhd.org](mailto:info@nhd.org) for more help.

#### ***At the NHD Web Portal***

Participants should find the tools available at the **NHD Web Portal** to be powerful and intuitive. These tools were designed to make web site construction easy while still being able to meet more advanced user needs, including advanced editing tools and custom HTML features.

#### ***Site URL and 8-digit ID***

When web site entry accounts are set up at the **NHD Web Portal** ([nhd.weebly.com](http://nhd.weebly.com)), a unique URL is assigned. The URL will be formatted as such: <http://17427217.nhd.weebly.com>. The bold part of the URL is the unique 8-digit ID for the web site entry. Students and teachers should be sure to note this 8-digit ID because they will need to fill out this information when registering for the NHD contests. Be sure that the web site is published before the registration deadline of the contest.

#### ***Contest Registration and Judging***

When registering for the NHD contests, the site URL and/or the 8-digit ID will be requested. Be sure to double check that this information is correct when filled out, as an incorrect URL could mean the judges have difficulty evaluating the web site. During judging periods, editing capabilities on the web sites will be locked. Once judging periods end, sites will be unlocked and those entries to advance can be modified.

before the next level of competition. Those entries that do not advance to the next contest will have the option of transferring to [www.weebly.com](http://www.weebly.com) (where they will be hosted free of charge) should participants wish to preserve their entries.

***A Note on Registration for the National Contest***

When students register for the NHD National contest, within their “Entry Information” section they will need to indicate not only their web site ID/URL, but also list their username and password. This information is collected to insure that should the web site be unavailable or unpublished, NHD staff can correct this before judges evaluate the web sites.

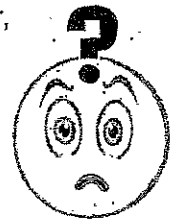
# Preparing to Write: Organizing Your Information

Beginning the writing process can be very difficult because it is hard to know what information to include, and how to arrange it to tell your story. As a writer you will be acting as both a "scholar" and a "chef" to complete your project. Wearing your scholar hat will help you to decide what the most important information is to include. As a chef you must prepare your project in a way that works well for your particular topic. Below are some tips for how to navigate the writing process.



## Top Tips on Writing for All Categories:

- **Break it down.** Instead of trying to write everything in one night, create an outline or guide that lets you write in smaller pieces. Using this as a guide for your project will also help viewers and judges more easily understand your project. Also, if you have divided the writing responsibilities up, make sure your writing style is cohesive in the end.
- **Use your thesis to guide you.** Everything included in your project should lead back to supporting your thesis. This should also help you divide information into smaller, more manageable pieces.
- **Seek advice.** Remember you want your project to be easily understood by anyone, so if your friends have that "huh?" look on their face, you may want to consider revising your work.
- **Keep it short and to the point.** Make sure you do the work for the viewer; no one goes to a museum to read a book. Before writing it is important to analyze your information so you know what to argue.
- **Once is not enough.** It is crucial to have at least one re-write of your information. Writing is a process, and the first draft will likely be inadequate for most projects.
- **Use an active voice.** Things rarely just "happen" in history, someone or something is usually propelling it. Instead of saying "the Berlin Wall *came* down in 1989," try, "the Berlin Wall was *taken* down in 1989."
- **Viewers can't read your mind.** You have been working on this topic for months, for some of the viewers and judges this may be the first time they encounter it. Don't assume they know anything about what you are presenting.



## Strategies for the Writing Process

- **Start by identifying the most important quotes, excerpts, images, etc.** Write these on notecards that you can arrange on a table.
- **Write it out on paper first.** Writing key points on notecards and then moving them around into different configurations can help you segment your work. This can also be a good way to save drafts you may want to come back to later, rather than having just erased them on the computer.
- **The best place to start is to start.** Don't let your time go to waste because you are afraid of "getting something wrong" or not writing it perfectly the first time. Once you write something on paper it is much easier for others to advise you and help you work on your writing.

# Organizing Your Information: Website

Websites can be organized in many ways, use your judgment to decide how this will work best for your particular topic.

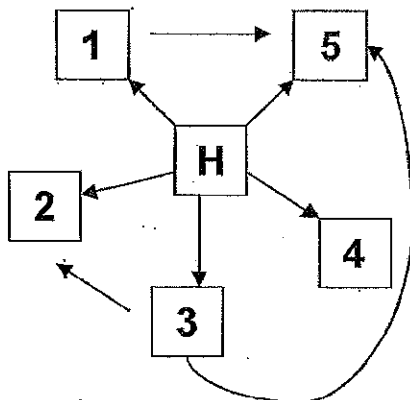
- **Segment your information in a logical way.** This can be done in multiple ways, for example: chronologically, topically, by location, etc. You may use any or all of these to divide your information into different pages.
- **Homepage:** Include all of the most important information here- your argument, title, names, and introduction. All pages must link to this page.
- **Unify your pages.** Use a common text, color, template/ layout, font, etc. to establish a flow that makes it easy for the viewer to understand your information.
- **Avoid visual clutter.** Don't include all the funky widgets you can find, this will overwhelm your viewer. Viewers will quickly see through the glitz if there is little substance.
- **Pay attention to structure.** Use the diagrams below to help you think about how your information is best presented.
- **Know the rules.** The website category has changed a bit this year. Don't make a "live website," (a www website), use a program that will let you save your work to a CD such as iWeb or Dreamweaver and check it on multiple browsers. New this year, all websites must list an annotated bibliography as one of the pages.

These diagrams offer some ideas about how to structure your web site.

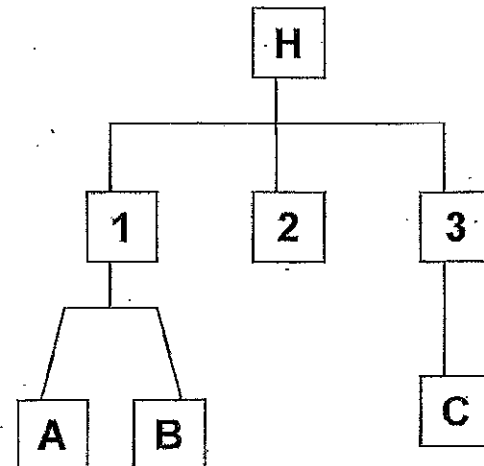
**Linear Organization:** This allows you to sequence the exact order your viewer goes from page to page.



**Spider Web:** This organization allows the viewer to explore the website in any way they choose. Viewers will assume that all of the information is equally important because it is only one step away from the homepage. Not all pages must link together.



**Hierarchical Organization:** Viewer may look at this type of website in multiple ways. By layering the information you show the viewer that some is more important than the rest. The closer the page is to the homepage, the more essential the information will be assumed to be.



This information is taken from the National History Day website, for more info and tips please visit [www.nationalhistoryday.org](http://www.nationalhistoryday.org).

### **General checklist for the project**

- € I/we have a **creative title** for the project.
- € I/we have demonstrated how the project **relates to the theme** of "Revolution, Reaction, Reform in History"
- € I/we have a **clearly stated thesis** that unifies my project.
- € I/we use a **broad amount of resources** instead of relying on one or two main sources.
- € I/w have provided **historical context** for the topic.
- € I/we have demonstrated the **overall significance** of the project in history.
- € I/we have **analyzed and interpreted evidence** instead or regurgitating facts.
- € I/we have presented **different points of view** in order to have balance.
- € My/our project can **stand alone** for someone who has no idea about my topic.
- € My/our project demonstrates **originality and creativity**.
- € I/we have a **complete process paper** integrated into my website.
- € I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources integrated into my website.

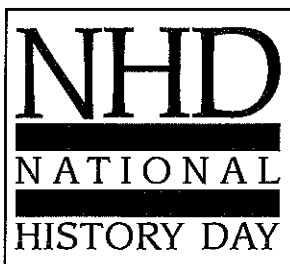
### **Specific checklist for a website**

- € The website meets the memory requirement of no more than 100 MB.
- € The website is published on Weebly, and the URL has been submitted.
- € The exhibit meets the **word requirements** as stated in the rules—no more than 1200 student composed words.
- € Multimedia clips are no more than **45 seconds long**.
- € The website is **visually appealing**, with clear and crisp images and video.
- € The **title** is clear and visible, and the home page contains the names of the students, the category of the entry, and the title of the entry.
- € The websites links function successfully on two different computers.
- € The website actively involves the user.

### **Checklist for judging at regional competition**

- € My/our process paper and annotated bibliography have been integrated into the project.
- € I/we are prepared to answer the judges questions about our project.
- € I/we are prepared to give the judges a tour of our website.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition.**



# WEB SITE

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Web site, written material is original, clear, appropriate, organized and articulate							
• Web site has visual impact, uses multi-media effectively and actively involves viewer							

Rules Compliance	Yes	No
• Maintains word limit (1200 words)		
• Maintains size limit (100 MB)		
• Multimedia clips maintain time limit (45 seconds)		
• Includes annotated bibliography		
• Other		

# National History Day Web Sites

## What is a web site?

A History Day web site is a computer-based representation of your research and argument that incorporates both textual and non-textual content (e.g. images, songs, interviews, videos, and other media) to engage and inform your viewer about your topic. A web site is more than just an electronic paper or an exhibit on a computer. Through a web site you are able to incorporate non-textual elements with which a viewer can interact. These elements help to differentiate web sites from other categories.

The web site category is the newest National History Day category, first appearing at the national contest in 2008.



## The Basic Framework

- **Size Limit:** The overall file size of your web site can be no more than 100MB of file space, including all multimedia.
- **Word Limit:** The web site may contain no more than 1200 visible, student-composed words. This means that the words that you write that are visible to the viewer count towards your word limit. If you didn't write it, it doesn't count towards the limit. You can use quotations from other sources and it won't count against your 1200 words. Words that are not visible to the viewer – code used to build the site and alternate text tags on images – do not count against the limit, either.

Examples of things that count...	Examples of things that don't count...
<ul style="list-style-type: none"><li>• Captions</li><li>• Text in graphs, charts, or timelines that you create yourself</li><li>• Words that you write that appear on your web pages.</li></ul>	<ul style="list-style-type: none"><li>• Reoccurring menus, titles, and navigation instructions that are used as an integral part of the web site.</li><li>• Quotations</li><li>• Text in graphs, charts or timelines that you do <b>not</b> create yourself</li><li>• Brief text crediting the source of an illustration, quotation, or piece of media</li><li>• Code used to build the site, and alternate text tags on images</li></ul>

- Be sure to check the most recent version of the *NHD Contest Rulebook* for complete category rules!

## Why Should I Choose the Web Site Category?

The web site category is great for people who enjoy working with computers and the web. If you've ever wanted to learn how to build a web site, now is your chance. While many topics can be effectively conveyed using the web site category, this category is especially suitable for topics that have a variety of non-textual materials (media, photos, documents, timelines, illustrations, newspaper articles, etc.) that can be used to support your argument.

Since this category requires additional equipment and supplies, you should make sure you have access to this equipment before you start. Do you, at home or school, have access to a computer with internet access? You will need to use the **NHD web site editor**, available online, to build and submit your website and you must have a computer with internet access to do this.



# Interactivity

A good History Day web site is not just a paper translated into HTML and viewed in an internet browser. Your site should actively teach viewers about your topic. Imagine that the viewer has just arrived at your site. How did you catch their attention and curiosity? How do you get them involved in learning about your topic? Your site should incorporate some interactive elements to help accomplish this.

## What are interactive elements?

There are many different interactive elements that you can include in your web site to engage your viewer in learning about your topic, such as image maps, pop-up windows, sound, videos, timelines, or databases.

## Not all interactive elements are created equal

Make sure your interactivity helps interpret your topic. Interactive elements should give the viewer a better understanding of the information and ideas that you're presenting. For example, if your topic was a particular Civil War soldier, an interactive map that follows the path of the soldier's regiment would help the viewer understand where the events you're describing took place. On the other hand, a quiz that simply reviews factual information found elsewhere in the site would not interpret your topic because it would not provide the audience with a new understanding.

## Interactive elements don't have to be high-tech!

You don't have to be a professional web designer or have years of experience to incorporate interactive elements into your web site. Look at other history web sites to see how they engage their viewers.

- Think about the example above, the interactive map that follows the path of the Civil War soldier's regiment. You could design an image map that would allow the viewer to click on battle locations. Maybe a window pops up giving you a historic photo of that location. Maybe the pop-up window includes a letter that soldier wrote while at that site.
- Or, let's say you're creating a web site about the Black Hawk War. You want to include portions of the 1804 treaty between the government and two representatives of the Sauk nation. This treaty set the stage for the conflict to occur 25 years later and is an important part of the story. Links on key words in the document could take viewers to a more detailed explanation of the word or idea.

# Non-Textual Content

## Non-Textual Content

Interactive elements, media, and other non-textual context woven with text make the web site category unique. Depending on your topic, there's a variety of non-textual elements that you could include in your web site: documents, artifacts, oral history selections, quotations, photographs, paintings, video clips, songs, newspaper articles, or a recording from an interview. (Remember: A single multimedia clip can be no longer than 45 seconds and you have an overall size limit of 100 MB for your entire site.)

## Incorporating Non-Textual Content into your Web Site

Non-textual content should do more than just illustrate or decorate a page. Brainstorm what photographs, documents, maps, etc. will help the viewer better understand your argument. How will each element do this? Incorporate historical evidence for your viewer to examine and discover. Documents, photographs, or newspapers are good way to do this. Consider lower resolution, smaller thumbnails with links to larger resolution, easily legible versions. Think about ways to use non-textual primary source elements as proof for your argument.

- You will have to edit photos, songs, videos, and other media outside of the NHD Website Editor before uploading!

## Add Your Interpretation

Pages of illustrations, media clips, or documents without a purpose for being on the web site will not help you prove your argument. Adding interpretive captions, rather than just descriptive, will help the viewer understand how that element builds your overall argument and gives it a purpose for being on your web site.

Similarly, putting all of your photos or media clips in a separate "photo gallery" page doesn't help tie this support to your argument. Integrate the text and non-textual elements. (Putting all the illustrations on a separate page would be similar to a documentary only having text for the first five minutes and only photographs for the last five. It would be boring and not make much sense!)

# Web Site Organization and Variation

After completing your research, your next step is to begin planning your web site. You will have to decide:

1. How you want to divide your information into different web pages.
2. How you want to organize those pages within your site.

These are important decisions that need to be made before you even begin constructing your site on the computer. The way you organize and present your information gives physical form to your argument.

## Dividing Your Information into Web Pages

You have a lot of choices as to how you can divide your research and argument into different pages on your site. Time, location, or topic are just a few of the general categories into which you can sort information. Different categories will help you to make different arguments through your web site. For example, a web site about the Black Hawk War could be organized chronologically, sorted by battle or by groups of people involved in the conflict. How would each of these organizational formats help or hinder a viewer's understanding of the topic?

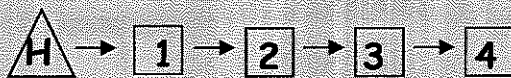
To get started, think about your information as if you were writing an outline for a paper. How would you divide up your material into major sections? How does each section support your argument? Now, think of another way you could divide the information (chronologically, topically, by location, etc.). Which system do you think will make more sense to your viewer?



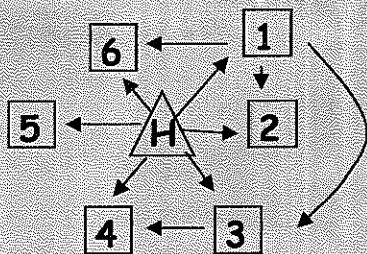
No matter how you choose to divide your information up—each page should fit together to support your thesis. How do the ideas on each page connect to the others?

## Web Site Organization

You're not just building different *web pages*, you're building a *web site*. You have to give your site an overall organization that is logical and easy to navigate. There are many ways to do this and building your site on paper first will give you a chance to play with these organizational structures before you put time and energy into construction. Here are a few examples:

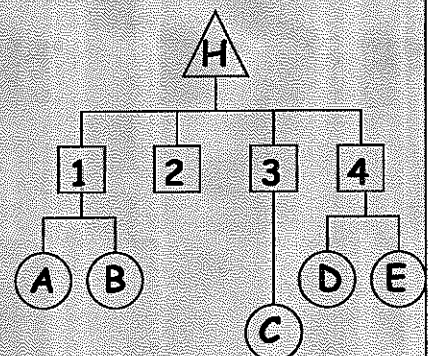


**Linear organization** assumes that a viewer is going to go from one page to the next in a very specific order.



**Spider web organization** is designed to let the viewer explore the web site in a variety of ways. Since the pages are one level deep, it assumes that information is equally important. Note: Not all pages have to link together

**Hierarchical organization** is also designed to let the viewer explore the web site in a variety of ways. However, since there are multiple levels of pages, you can organize the more important



information to be closer to the homepage and the supporting information to be deeper in the site.

# NHD Web Site Category Rules



**Website category rules were updated in for the 2010-2011 school year. Be sure to double check the rulebook for the most recent version of the rules!**



## **Individual and Group Categories Split for Competition**

Individual and group projects will be split for the purposes of NHD competitions. Individual entries will only compete against other individual entries in each division. Group entries will only compete against other group entries in each division.

## **Important Rule Changes Implemented in 2011**

### **Rule 4: Multimedia**

Each multimedia clip may not last more than 45 seconds and may not include student composed narration. All multimedia must be stored within the site, you may not use embedded material hosted elsewhere (i.e. YouTube or Google Video). There is no limit to the number of multimedia clips other than the file size limit. Voiceover of material not composed by students is allowed. If an entry uses any form of multimedia requiring a plug-in (for example, Flash, QuickTime or Real Player), you must provide on the same page a link to an Internet site where the plug-in is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

- All content used in the web site must be uploaded through and hosted by the NHD Website Editor.
- Students may continue to use content that they find elsewhere, but they must download it, edit it to fit time limits, and then re-upload it through the NHD Web Site Editor.
- This rule clarification was included to make sure that total file size counts were accurate.

### **Rule 5: Required Written Materials**

The annotated bibliography and process paper must be included as an integrated part of the web site. They should be included in the navigational structure and does NOT count toward the 1,200-word limit. Refer to Part II Rules 15-17, for citation and style information.

- Students must include BOTH their process paper and annotated bibliography as part of their web site.

### **Rule 8: Submitting Entry for Judging**

The URL for the site must be submitted in advance by the established deadline, after which participants will be blocked from editing their sites to allow for judging. Since all required written materials from Part II Rule 12 are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit [www.nhd.org/WebSite.htm](http://www.nhd.org/WebSite.htm).

- Students must include BOTH their process paper and annotated bibliography as part of their web site.
- Students must have their website completed in the NHD Web Site Editor by the competition registration deadline. At this point students will be locked out of editing their in order to allow judges to view sites in advance of the competition.

**Be sure to read the complete general and category-specific rules before creating your NHD website, available online at [www.nhd.org/](http://www.nhd.org/) - search "Rulebook."**

# 10 Tips for Creating a Spectacular NHD Web Site

## Tech Check

Creating a web site involves different resources than other categories. To create and submit an NHD website, you will need to use the **NHD website editor**, which is available online. This means you will need access to a computer with an internet connection. Check with your teacher and/or parent to see if technology is available at home or school. Where will you have to do the majority of your work?

## Research Comes First!

Research is the most important part of a successful History Day project. Don't begin playing with the software until you have a solid foundation of research and analysis.

## Organize, Organize, Organize!

Before putting your thoughts into HTML, put them onto paper. How do you want to break up your information into various pages? Will it be sorted by topic area? Around a timeline? How will you emphasize your thesis? What kinds of visual materials and multimedia would you like to have, and what can you manage technically? How can you get your audience actively involved in learning about your topic?

- **Make Your Argument Clear:** Don't hide your argument! Put your thesis on the first page as part of an introduction to the web site.
- **A Cohesive Web Site:** Remember, you're not making separate web pages—you're making an **entire web site**. A clear cohesive argument should unite everything. Don't just put something on a page "just because it's cool" or fill a page with random facts. All pages and elements should support your argument and have a purpose for being there.

## Develop Your Template

Designing your template is an important step in deciding how you are going to convey your information to your audience. The choices you make about style, fonts, colors, etc. make an impression upon your viewer even before they read a word. The NHD website editor offers you many template pages that you can use to create a web site, but think carefully about the template. Does the format of the template fit with your design and organization ideas?

Through the NHD website editor, you also have the option of customizing the template and layout you are using. Don't be intimidated by this option—the help documents within this program can offer you more information! Creating your own template for a web site doesn't mean that you have to reinvent web formats. Look at other history web sites to see what formatting they have used to communicate their information. (You can always look at their code to see how they built their site.) Taking time to create your own basic layout – header, footer, colors, fonts, etc. – that can be duplicated for the entire site.

- **Your Color Scheme: Not just your site's pretty face:** Pick colors for your background, text and links that are not just attractive, but also help your audience understand what your project is about. Your design should connect to your topic.
- **Use a Common Font:** Use a "browser safe font" like Times New Roman or Arial for your body text. This ensures that your font will be the same for each viewer. Fancy fonts can be great for highlights and titles, but they can be difficult to read and probably won't work on your viewer's computer. If you download a cool font to use in your web site, keep in mind that your viewers' computers will translate it into another font unless the text is saved within a .jpg or .gif image that you create.
- **Use the Same Basic Layout on Every Page:** Your site will be easier for viewers to use if each page has navigation buttons and content in about the same places. It's always helpful to have a header with your web sites' title on each page.
- **Strive for Clarity:** You want your viewers to understand the content of your web site, and not struggle to read it. Remember that background images can make text difficult to read and long paragraphs or blocks of text can be difficult to read on computer screens.

## **The Homepage**

One page of the web site must serve as the "home page." To create this page, keep in mind the following:

- Your homepage must include the names of the participants, entry title, division, and a main web site menu that directs viewers to various sections of the site.
- Don't hide your thesis! The homepage is a great place to give an introduction to your project, including your thesis. Let your viewer know right away the argument you will be making.
- Your homepage does not have to include a description of why you are creating the web site or of National History Day. Since this web site is not for the general public, your viewers will already be aware of the program and the purpose of the site. Save your words for your subject!
- Your process paper and annotated bibliography should be included as an integral part of the web site (but will not count towards the word limit).

## **Content is More Important Than Glitz**

Computers can do a lot of cool things, but think about the NHD criteria and remember the most important elements of your web site: analysis, interpretation, historical context and connection to theme. In order to make sure these ideas are clear for your viewer, make sure your web site design is easy to read and understand. Keep decorative animation and clip art to an absolute minimum and avoid "busy" background images and other clutter. It's also a good idea to include some blank space in your pages so the viewer isn't overwhelmed.

## **Give Credit Where Credit is Due**

As in all NHD categories, you must give credit for and make apparent which materials are not yours, such as illustrations, media, movies, applications, scripts, forms, etc. These materials should have a complete citation in the annotated bibliography. It is also a good idea to give a brief text crediting the source on the site, such as "Photo from the Wisconsin Historical Society." Remember these brief credits do not count against your word limit.

When borrowing or using someone else's coding or scripting, you must give them credit just as you would with other materials. Please note that the credit for these materials must be given in a manner that is visible to the average user, not just in the code itself. If you are using a credits page, please be specific as to what each script or code does and its author.

When using quotations, either from primary or secondary sources, it is your job to make it clear to the judges that these are not your words. Judges will need to know this to obtain an accurate word count for your project. Furthermore, including other people's work under the impression that it's yours is plagiarism.

## **Test It Out**

Before you are finished with your site for judging, triple-check your site to make sure it works! Make sure that your site has been "published" (is viewable on the internet) and is NOT password protected.

## **Submitting Web Sites to Competition.**

Contact your contest coordinator for the most current registration materials for registering and submitting your web site for competition. A few points to keep in mind:

- You will have to create your web site through the NHD website editor beginning at the school level. Creating your web site within the NHD program will allow it to be submitted for competition online.
- Your website will need to be submitted in advance of the competition in order for the judges to have adequate time to review the project before the competition. This means that your final version of the site will need to be ready by the registration deadline, usually two weeks before the competition. Once the registration deadline passes, you will be unable to make further changes to your site for that competition.

## **The Web Site Stands Alone**

When evaluating NHD web sites, judges should be able to find all the information about your topic in your web site itself. The web site has to stand on its own. Have someone who has never seen your web site look at it (a friend, teacher, neighbor, etc.). Without saying anything, let them read through the entire web site. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my web site? What evidence have I shown to support that argument? What do you like about my web site? What is confusing to you?

# History Day Web Site Planning

Professional web designers think about building a web site like building a house. First the architect decides the important features of the house (such as how many bedrooms the house will have and how many square feet it will be). Next they draw the house on paper, plotting out the kitchen, bathroom and living room and making sure these elements are arranged in a way that will be comfortable for the family living there. Only after plans are finished and double checked does anyone pick up a hammer to begin construction. Prior planning and building your web site in the right order will save you a lot of time, energy and frustration.

## Research

As in all other History Day categories, good research is the first step and foundation for your web site. After completing your primary and secondary source research, you will have the following pieces of information ready for the web site:

- Thesis
- Connection to theme (remember, it's your job to show how your topic connects to the theme!)
- Project title

## Figure Out What You Need in Your Site

As the web designer, it's your job to decide what you want your audience to learn from your web site and to brainstorm ways that you can teach them. Using note cards or pieces of paper, write down the major ideas you have about your topic. You can layout these cards and rearrange them to understand how the ideas fit together. What categories do they fall into? What logical order should they be arranged in? How do these ideas relate to my thesis? Once you feel comfortable with these categories, they will become the pages of your web site.

- Page titles

## Create Your Blueprints

You can create the blueprints for your web site by using unlined paper to draft what will go on each page and how it will be organized.

1. **Site Design:** What is the template for the web site? Are you going to create one yourself? What colors, fonts and general style will you use on the site? How will all the pages link together to create the entire site?
  - Page template
  - Diagram of the organization web pages created
2. **Page Content:** What are the headings for each of the pages? What information should go on each page? Remember, drafting your text during this step in a word processing program will be much easier than writing it in the web design program.
  - First draft of text for pages
3. **Non-Textual Content and Interactive Elements:** As you draft your site on paper, you will also have to decide what non-textual content (illustrations, media, etc.) and interactive elements you will include. What photos or multimedia are available? How will each piece help the viewer understand your argument and topic? How can you engage the viewer through interactive elements?
  - Non-textual content selected and edited *before* uploading into NHD Website Editor
  - Captions written
  - Interactive elements identified and planned

## Look It Over

Once you have your first paper draft of the web site ready, look it over to see how all the elements fit together. Have a teacher, friend or a family member look it over to get feedback from an outside observer before you begin.

## Begin Construction

After taking these initial steps, you're ready to begin constructing your web site. Become familiar with the NHD web site editor and start translating your ideas into reality!

# What are the Qualities of a Good Web Site?

The qualities that a judge is looking for in your NHD web site are written right on the evaluation sheet. Listed below is the same criteria judges will use to evaluate your web site. After you create your web site, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.



## **Historical Quality - 60%** (At 60%, the historical quality of your web site is by far the most important)

- ☐ **My web site is historically accurate:** All the information in my web site is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My web site doesn't just recount facts or tell a story. I interpret and analyze my topic. My web site has a strong central thesis or argument that I prove. I can point to where I state my thesis in my web site.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD web site. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme - 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my web site itself.
- ☐ **I demonstrate significance of my topic in history and draw conclusions:** My web site does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation - 20%**

- ☐ **My web site and written materials are original, clear, appropriate, and organized:** I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my web site, process paper and bibliography.
- ☐ **My web site has visual impact, uses multimedia effectively and actively involved the viewer:** I thought about the overall design and organization of my web site. I chose multimedia and interactive elements to help viewers understand my topic and prove my argument.



## **Rules Compliance**

- ☐ My site has no more than 1200 student composed **words**.
- ☐ My site is no larger than 100 MB.
- ☐ My media clips are no longer than 45 **seconds**.
- ☐ My **process paper** and **bibliography** are included in my website.

## Workshop 16

### Organizing an NHD Project

This week's workshop is not really a workshop, per se. Because students are working on several different types of projects now, it would not be beneficial to do a whole-class workshop. Instead, meet with students according to the project format they are working on (paper, documentaries, exhibits, performances or websites). Allow other students to continue to work on their projects until it is their turn to meet with you.

As you meet with each group, discuss the organization of that particular type of NHD project. Last week the students should have looked at several documents that would help them organize their materials. Remind them that they can return to those documents to help them with ideas. The flash drive folder for workshop 16 contains a guide for each type of project. These guides, created by the Wisconsin Historical Society and National History Day in Wisconsin (thanks, Wisconsin!) are a great tool to help you demonstrate the organizational steps necessary to create a solid NHD project. Go over the packet with each group, then allow them to go put the ideas they have learned into practice.

Students should be aware of approaching deadlines. Remind them that they will need to complete the project outside of class.

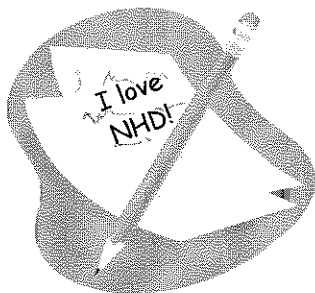
Students should also be considering whether they wish to compete or not. While the competition phase of National History Day is a fun way for students to be rewarded for their hard work, it is not required. Encourage your students to participate, as the contest is a great experience and looks great on a college application! In the end, though, students should be allowed to choose whether they will compete or not.



# National History Day Historical Papers

## What is a historical paper?

A paper is the traditional form of presenting historical research. A History Day paper is not simply a biography or a book report. It is a grammatically correct and well-written historical argument. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules.



## The Basic Framework

- Must be completed as an individual. No group papers.
- No less than 1,500 words, no more than 2,500 words (about 6-10 pages).
- Contains citations to document work (footnotes, endnotes, or other internal documentation).
- **Be sure to check the *Contest Rulebook* for additional requirements and guidelines.**

## Why Should I Choose the Paper Category?

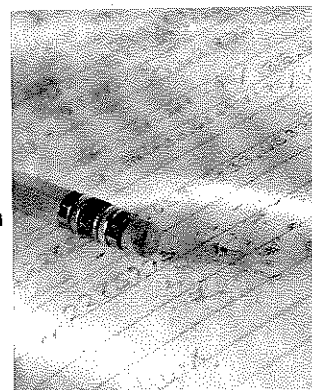
Creating a History Day paper can be a rewarding experience and can be a successful way to communicate an argument about a topic. You will especially enjoy the paper category if you like to write and can express your ideas well through writing. The paper category is also great because you need very little visual evidence to support your argument, unlike a documentary. Since you cannot create a group paper for NHD, you also have to be willing to work alone.

It's important to remember that projects in the paper category must be completed and submitted in advance of History Day competitions, usually one to two weeks before the event takes place. This will give judges time to read your paper in advance of your interview. While it may be a challenge to complete the project before students in other categories, you will be far more relaxed than your fellow students the night before the competition.

## History Day Paper Formatting

The National History Day Rulebook provides specific formatting guidelines for paper entries. Pay special attention to the following requirements:

- Papers must be typed, computer printed, or legibly handwritten in ink.
- Print papers on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides.
- Pages must be numbered consecutively and double-spaced.
- Pages must be single-sided.
- Papers must be stapled in the top left corner and should not be enclosed in any cover or binder.
- The title page should list your title, name, and division/category only.
- No illustrations are permitted on the title page.
- It's best to use a font that is easy to read, such as Arial or Times New Roman, and an average-size font (10, 11, or 12 point).



It may look like quite a list of rules, but following these guidelines will help make sure your paper looks as polished and professional as possible!

# NHD Paper Writing Process

Creating a paper for History Day is similar to other research papers you have written and generally falls into three basic steps:

## 1. Collection of Information

The process you will go through to collect information for a paper is the same as for all other History Day categories. The information you collect will form the basis for your entire paper. See the *NHD in Wisconsin Student Guide* for more information on **research** and **note taking**.

## 2. Organization of Information

The organization of information is especially important to create a successful historical paper. This begins with the **analysis** of your research and development of your **argument** or thesis statement. You can then begin to divide your research into different categories and draft an **outline**. Your outline is important as it is the roadmap for your entire project. Remember that each section in your outline (and in your final paper) should help support and prove your thesis.

## 3. Presentation of the topic in an interesting and convincing way

A historical research paper is more than just a story and is more interesting than just the presentation of one fact after another. To create a **structured argument**, each paragraph should have a topic sentence to focus the content of that paragraph. By following an outline that is connected to your thesis, you are going to build solid and convincing support for your argument. Additionally, what sorts of **supporting materials** can you incorporate into your paper? Are there quotes from historical actors that you can incorporate into your paper as evidence? Would a relevant map, photograph, or chart help your viewer to understand your argument? Finally, it is important to work through **multiple drafts** of your paper before you turn the final copy in to a competition or your teacher. Think critically about your paper and ask for feedback from others. Do you have a clear argument? Is your paper well-organized? Have you checked for spelling and grammatical errors?



**NOTE:** There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin. Ask your history or English teacher to suggest some useful guides.

## Frequently Asked Questions about the Paper Category

### How do I count words in a historical paper?

Each word or number in the text of the paper counts as one word. The word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental/appendix material.

### May I include an appendix in my paper?

Yes, but appendix material must be directly referenced in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts and graphs.

### May I include illustrations in my paper?

Yes, illustrations (such as photographs, maps, charts, and graphs) can be included in your paper. However, it's important that all supplemental material is directly tied to the content of your paper and that illustrations effectively help you to prove your argument. They should not just be used for decoration.

### May I include other elements—such as an exhibit board or PowerPoint—with my paper?

No, in choosing the paper category you are limited to submitting only your written paper and supporting materials (annotated bibliography and optional appendix). No other elements are permitted.

### Is creative writing permitted as a historical paper?

Yes, you can submit various forms of creative writing, such as fictional diaries or poems. Remember, however, that all paper entries must still conform to category rules. Most importantly, all papers must convey and support a historical argument. Look at the NHD criteria for a paper to see how you can combine a creative style of writing with historical research and analysis.

# Annotated Bibliographies and Citations

The annotated bibliography and the citations in your paper work together to show your reader the research that you have done and to demonstrate how this research has influenced your argument. Understanding bibliographies and citations and successfully incorporating them into a research paper will be a skill that is necessary through middle school, high school, college, and beyond.

## Annotated Bibliographies

The bibliography is a list of sources you have consulted in creating your paper. This listing of every source that contributed to your project will be stapled to the end of your paper. Each source will be annotated, which is a brief description of how that source was useful to your research. Keep a **working bibliography** to track the sources you have used throughout your research process. It will be very challenging, if not impossible, to try and remember this information once you have finished your project.

Refer to the NHD in Wisconsin Student Guide and a style manual for MLA or Turabian (the accepted NHD citation styles) for additional information on creating this document.

- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
- Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*

## Citations

Citations are used within the paper to show the origins of ideas or quotations presented in the paper. History Day students can use several different styles of citations – footnotes, endnotes or parenthetical citations – depending on the citation style they choose (MLA or Turabian).

### What is a citation?

Your historical paper will be created using the evidence and ideas created by other researchers or historical actors. Citations are a writer's explanations that ideas or quotations presented in the paper are not their own. Citations not only give credit to the originators of the ideas, but also point out the historical evidence in support of your argument about the past.



**NOTE:** The failure to acknowledge the origin of an idea or a quote is the equivalent to using someone else's work and claiming it as your own. This is plagiarism and can have serious consequences!

### Usually citations occur in three situations:

1. **Quoting a Primary Source:** An example of this would be including a selection from a speech or interview in your paper.
2. **Quoting a Secondary Source:** If you include a direct quotation in your paper from someone else (such as a book) you must cite it.
3. **Paraphrasing a Secondary Source:** Even if you change the author's ideas into your own words you must cite where you found this information when you include it in your paper.

**NOTE:** Footnotes and endnotes can also be used to provide further explanation for your paper. If there is an idea that requires additional explanation, but that explanation would interrupt the flow of your text, you can discuss it in a footnote. Please note, however, that extensive footnotes should not be used to get around the word limit.



### What do I put in a citation?

Citations are brief and provide only enough information to guide the reader to the correct complete reference in the annotated bibliography.

- **Parenthetical citations** usually include the author's last name and page number.
- For the first time you reference a book in a **footnote or endnote**, you usually include the author's name, title, publishing information, date, and page. For each time you create a footnote or endnote for that source after that, your citation can be shorter, usually just the author's last name and page number.

**NOTE:** The requirements and formatting for parenthetical citations, footnotes or endnotes will vary depending on the style guide you are using (MLA or Turabian) and the type of source you are referencing (book, article, interview, etc.). **Be sure to refer to the appropriate guide for more information!**



# Annotated Bibliographies and Citations

## Where do I Place Citations?

You have several options for placement of citations depending on personal preference and the style manual you are using. You will select from one of the following:

**Parenthetical Citations:** Parenthetical citations are placed in parentheses at the end of the sentence where they are referenced.

**Footnotes:** For footnote citations, a superscript number is placed at the end of the sentence that refers to a citation at the bottom of the page. Most word processing programs can format footnotes automatically.

**Endnotes:** For endnote citations, a superscript number is placed at the end of the sentence that refers to a citation on a separate page at the end of the paper. Most word processing programs can format endnotes automatically.



**NOTE:** While placing citations in parentheses in the text is permissible according to the MLA style rules, many readers prefer footnotes since they do not interrupt the flow of the text. Most History Day students will use footnotes or endnotes.

National History Day is an academic enrichment program and each year more than half a million students participate in schools across the country. National History Day (NHD) is a great opportunity for students to become historians as they investigate a topic in which they are interested. Historical research is important in helping students to develop skills that will help them achieve good scores on tests as well as develop habits they will need for the rest of their lives (Kasperek, Malone and Schock 2004, viii).

For students, the impact of the program goes far beyond school. According to Stephen Frese, 2006 NHD Grand Prize Winner, "It's true: History Day is not just a day. It is an experience that can change your life."<sup>1</sup> At this moment, students across the nation are creating documentaries, exhibits, papers, performances and web sites to share their ideas with others. The most popular presentations category is exhibits.<sup>2</sup> Many students creating projects in this category work hard on the visual impact of

1. National History Day, "2006 National History Day Annual Report," 15 July 2008, <<http://www.nhd.org/images/uploads/library/34726p1web.pdf>>.

This sample page should help you understand how parenthetical citations, footnotes, and endnotes look in a paper. Remember that you should not use all three methods at once. You will **pick one** method, according your style guide, and use only that for your citations.

This parenthetical citation tells you the page where the author found the information (page viii) and gives you just enough information to find the complete citation in the bibliography.

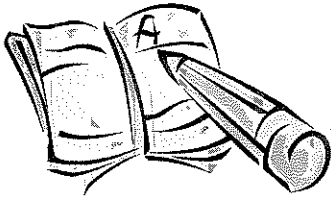
This small number refers readers to the footnote at the bottom of the page.

This small number refers to an endnote at the end of the paper.

### Endnotes

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2. -----
3. -----
4. -----
5. -----

# 10 Tips for Creating a Spectacular NHD Paper



## Find Your Voice

Using the right tone in your paper will make your paper as professional and polished as it can be. Your History Day paper is a type of formal writing, so use a formal voice and style for your paper. *the way U rite sez alot 2 ur reader*. Don't use slang, informal abbreviations, jargon or offensive language. Think about the mechanics and look of good writing: grammar, punctuation, capitalization, spelling and well formed paragraphs. Look at historical books or articles for models.

## Focus on the Writing

In the paper category, your words are all you have to convey your argument and analysis to the judges. A well structured argument will go a long way to convey your ideas to the judges. You will likely have much more to say than you can include in just 2,500 words. You are going to have to think critically about what information is most relevant to your paper. Decide what evidence most effective in establishing your thesis. In doing this, you will likely create multiple drafts of your paper before you are ready for your first competition.



## Polish Your Work

Putting an extra polish on your work is especially important in the paper category. Since papers are read before the day of the competition, judges will likely look over your work multiple times. In addition to asking others to help you with proofreading, it's a good idea for you to proof your paper from a printed copy, not just on the computer screen where it is much easier to miss errors. In addition, try reading your paper aloud. Sometimes your eyes don't notice a mistake until your ears tell you that something isn't right.

## Prepare in Advance

National History Day papers are submitted before the competition, usually with your registration materials. The version of the paper that you submit in advance is the final version that judges will use for the competition. Judges will already have read your paper by the time you come to the competition. This means that you will have to be finished with your final product about two weeks before the competition. Make sure that your timeline for completing a paper includes this variable.



## The Interview is Important

Just because the judges have already read your paper doesn't mean that the interview is unimportant. The judges will use the interview to answer questions they had about your paper, analysis, research, etc. The interview is also your chance to clarify your argument and show off all your hard work for the judges.

## The Paper Stands Alone

When evaluating NHD papers, judges should be able to find all the information about your topic in your paper itself. The paper has to stand on its own. Have someone who has never seen your paper look at it (a friend, teacher, neighbor, etc.). Without saying anything, let them read through the entire paper. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my paper? What evidence have I shown to support that argument? What do you like about my paper? What is confusing to you?

# What are the Qualities of a Good Historical Paper?

The qualities that a judge is looking for in your NHD paper are written right on the evaluation sheet. Listed below is the same criteria judges will use to evaluate your paper. After you create your paper, go through this list and ask yourself if you've met the criteria or incorporated the following elements into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your paper is by far the most important part!)

- ☐ **My paper is historically accurate:** All the information in my paper is true to the best of my knowledge and supported by my evidence and research.
- ☐ **I show analysis and interpretation:** My paper doesn't just recount facts or tell a story. I interpret and analyze my topic. My paper has a strong central thesis or argument that I prove. I can point to where I state my thesis in my paper.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD paper. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my paper itself.
- ☐ **I demonstrates significance of my topic in history and draw conclusions:** My paper does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My paper and written materials are original, clear, appropriate, organized, and well-presented:** I have an organized and well-written paper. I was careful to avoid plagiarism.
- ☐ **My paper text is clear, grammar and spelling are correct and my entry is neatly prepared:** I have double-checked spelling and grammar in my paper, and bibliography. I have been careful to follow the NHD requirements in formatting my paper.



National History Day in Wisconsin  
Wisconsin Historical Society

[www.wisconsinhistory.org/teachers/historyday/](http://www.wisconsinhistory.org/teachers/historyday/)  
[historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)

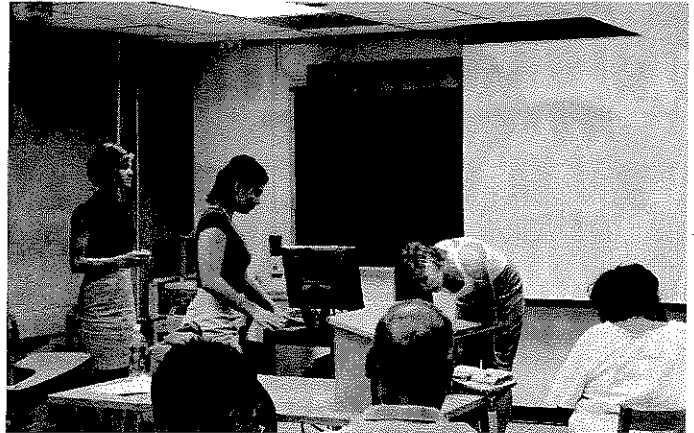


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SOCIETY

# National History Day Documentaries

## What is a Documentary?

A History Day documentary reflects your ability to use audiovisual equipment to communicate your topic's significance. Through a documentary you will be able to incorporate still images, moving images, narration, and other types of media into a 10-minute original production.



## The Basic Framework

- **Time Limit:** Documentaries may not exceed 10 minutes in length. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Color bars and other visual leads in a video will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).
- **Student Produced:** A History Day documentary must be produced only by the student or students who are listed as the creators of the entry. This means that only the students can work with the technology to create the documentary, record or film interviews, etc.
- **Credits:** You must also include credits at the end of the documentary and these credits will count towards the time limit.
- **Self Run:** A History Day documentary must also be self-run, which means that there is no live narration or commentary during the documentary. You should be able to hit "play" and walk away.
- **Be sure to check the NHD Contest Rulebook for complete category rules!**

## Why Should I Choose the Documentary Category?



A documentary can be an excellent way to communicate the research and analysis of your topic. You need to, however, make a careful decision in selecting the documentary category.

- **You need to be a good fit for the category.** You should be interested in working with computers and documentary technology. You should have access to a computer with documentary or computer-based slideshow software (such as PowerPoint or Keynote) either at home or at school. Do you know how to use this software or are you willing to learn? You should also think about where you will have to do most of the work on your documentary. If you are working in a group, how will you arrange transportation to group members' homes?
- **Your topic needs to be a good fit for the category.** You also need to think about if your topic will lend itself well to the documentary category. A great deal of visual materials are required to fill ten minutes in a documentary. What photographs, illustrations, film footage, etc. will you be able to find about your topic?

## Types of History Day Documentaries

There are two basic types for documentaries that will satisfy the requirements for a History Day documentary.

- **Video-Edited Documentaries:** Most History Day students use video-editing software to create a 10-minute documentary, much like professional documentary that you might see on PBS or the History Channel. Video editing programs often come standard on computers (Apple's iMovie or Windows' MovieMaker) but there are also many other choices for software. The advantage this approach offers is that you are able to more easily combine visual and audio elements in your presentation.
- **Computer-Based Slideshow Documentaries:** Although the popularity of this type of documentary has waned as new technology has been developed, a computer-based slideshow (such as a PowerPoint presentation) is still an acceptable way to create an NHD documentary. Students creating this type of documentary may be tempted to display their script as written text on slides, however, this is not the most effective form of presentation as viewers will want to hear the narration, not read it. Students can include audio narration through PowerPoint or synchronize an audio recording to be played simultaneously with the slideshow.

## Documentary Organization

Similar to any other History Day project, your documentary should **make an argument** about your topic. In order to make a clear argument, you need to have a good organizational structure to your documentary.

- **Opening/Introduction:** As the documentary begins and you introduce the subject to your viewers, make sure that you are also making your argument clear. You want to let your viewers know what you will prove with your documentary.
- **Body:** Make your documentary more than just one fact after another. Dividing your documentary into sections that will help support and prove the argument you have laid out in the opening. Sections will make it easier for you to create your documentary and easier for your viewers to follow along.
- **Closing/Conclusion:** While squeezing everything you want to say into just 10 minutes can be difficult, it's important to make time at the end of your documentary to reiterate your conclusions and argument for your viewer.
- **Credits:** Remember that one of the History Day rules is that you include credits at the end of your documentary.

### What should I include in my credits?

According to National History Day, "your credits include every source that appears in your documentary, but not every source you consulted." This means that you don't need to include your entire bibliography in the credits, but it should include a list of the general places you went for information, including: people who worked on the documentary, interviewees who appeared in the documentary, archives or institutions used to find information, music credits, filming locations, and any special thanks you would like to include. If you need a sample, check out a professional documentary to see what they include and how they format their credits.

## Documentary Elements

- **Script:** The script is one of the most important elements in your documentary. The script contains your thesis, support for your argument, and demonstrates your research. You should put a significant amount of time into writing a solid script. Your script can include quotes from your research that help to support your argument. You can incorporate the words of those you may have interviewed for your research. In the end, you will record your script to create the narration for your documentary.
- **Visual Images:** The visual images are critical in a good documentary as they provide the visual support for your script. It's important to build a large image collection as you are doing your research, instead of waiting until you are putting the documentary together. You can find images online for your documentary, but you can also building your image collection by scanning or taking digital images of photographs in books. Take care to make sure that you images are at a high enough resolution to not appear pixelated on screen.
- **Music or Sound Effects:** An effective soundtrack can make for a moving and effective presentation. What music or effects would enhance your documentary? Make sure that the music is not too loud or the effects too abrupt to distract from your narration, which is the most important part of your documentary.



## Equipment and Technology

Creating a documentary requires access to software and/or video editing and production equipment. This doesn't mean having to purchase pricey software programs! Apple's iMovie and Windows' MovieMaker are standard applications on the newest versions of each operating system. Talk with your parents and teacher about what resources are available at home or school and where you will plan to do the majority of your work. (This is especially important if you do not use the same program at home and school or have different programs at group members' homes.)

If you are planning on shooting your own footage or interviews, you may also need access to a video camera or recording equipment. Again, talk to your parents or teachers about what you can borrow from school, friends, or family. If equipment isn't available at your school, remember to check and see what might be available at other schools in your district.

## Frequently Asked Documentary Questions

### **Who can operate the camera or recording equipment to create the documentary?**

All entries must be student-produced, which means that group members (or the individual student) must operate all equipment. If you are creating a documentary as an individual and want to appear on camera, you will need to set the camera up on a tripod and film yourself in the scene.

### **Who can appear in the documentary?**

Since entries must be student-produced, this means that group members (or the individual student) must be the only ones that appear on camera as a narrator or in any dramatization that you may film. Please note that this does not include interviews that you do of participants in a historical event or experts.

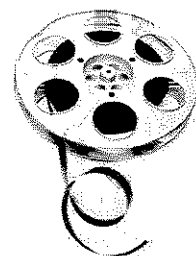
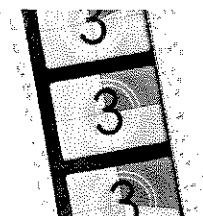
### **Can someone else read quotes or narrate the documentary for me?**

No, only group members (or the individual student) may provide the narration and voice-over for the documentary. Students can use pre-existing narration or sound clips, but cannot have something created by others specifically for use in your entry.

## Putting the Documentary Together

Organization and planning are important keys to success in the documentary category. Once you've completed your research, outline the main points of your argument and the sections you will need in your documentary, much like if you were writing a paper. From there, you will be able to write a script and develop a storyboard of images to include in your documentary. It is important to plan all of this out on paper before you even begin working with the computer program!

The **Video Storyboard** form on the following page offers you a simple template to plan out your documentary. Once you have your script written, you will want to select visuals to help explain, demonstrate, and support your argument. You may also want to keep track of the duration of each video clip or narration segment.



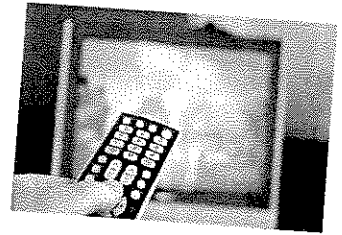
# Documentary Storyboard

Notes/Time	Visual	Audio

# Tips for Creating a Spectacular NHD Documentary

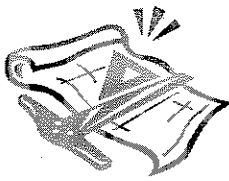
## Watch other Documentaries

One of the best ways to understand the qualities of a good documentary is to watch other documentaries, both professional and those produced for NHD. What are the effective features of the documentary? How do they convey their argument? Are there any techniques you think you should avoid?



## Develop Your Argument

No matter if you are working alone or in a group or in the junior or senior division, it is important to make sure that your argument (thesis) is clear **in the project** itself. Your argument should be your analysis of why your topic is significant in history. It is what transforms your documentary from just a story to an argument. It is the lens that brings everything else in your documentary into focus.



## Plan It Out

Using your thesis as a guide, outline your argument and write your script. You can then use a storyboard to plan out what visuals you can use to support your narration. Planning this all out on paper before you even begin using the program will save you frustration later on.

## Use Your Research

Your research is there for more than just embellishing your bibliography. Figure out ways to include your research as support in your documentary. Are there quotes that you can include in your script? Newspapers or photographs that you can use for visuals? Not only will this help to prove your argument but it will also make your documentary more interesting to your viewers.

## Content is More Important than Glitz

Fancy transitions, graphics and effects can make for a flashy documentary and can be fun to create, but remember that the history is the most important part of your documentary.



## The Documentary Stands Alone

When evaluating NHD documentaries, judges should be able to find all the information about your topic in the documentary itself. The documentary has to stand on its own. This means that your argument, support and theme connection need to be apparent within the documentary and not depend on your explanation in the interview. Ask someone who has never seen your documentary to watch it (a friend, teacher, neighbor, etc). Without saying anything, have them watch the documentary and then ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my documentary? What evidence have I shown to support that argument? What do you like about my documentary? What is confusing to you?

## Fair Use and Copyright

*Making History: How to Create a Historical Documentary*, a booklet produced by National History Day, offers a good summary of this issue for History Day students. "Because you are creating an *educational* documentary for the NHD competition and are following NHD's contest rules, your entry should fall within "fair use" copyright laws. But this means that"

- Your documentary can only be shown within NHD competitions.
- You must have proper *credits* within the film.
- You must list and credit *all* of your sources in your annotated bibliography.
- You cannot take and use verbatim the narration of another [professionally produced] documentary.

If you have questions regarding copyright issues, you should contact the NHD office or an attorney directly. In preparing your entry for NHD, you, your teacher, and your parents or guardians should be mindful of copyright issues. A helpful source to consult with respect to these issues is The Copyright Kids webpage, operated by The Copyright Society of the U.S.A. This page can be found at <http://www.copyrightkids.org/>.

# Preparing for Competition with a Documentary

## Available Technology at the Event

When registering for a History Day event, pay close attention to the technology that will be available. The contest registration materials should specify what types of technology will be available for documentaries. All event facilities will have a DVD player, computer, and projection screen. Please make sure that your documentary will play on a DVD and Computer. If you have questions about the technology, be sure to contact your teacher or the contest coordinator.

## Showing Your Documentary

Students will have an assigned time at which they will share their documentary with the judges. When you play your documentary, other students, teachers and visitors will likely be able to quietly watch your project. You must be able to operate all technology to play your documentary at a competition.

History Day documentary judging usually follows the order given below:

- **Process Paper and Bibliography:** Give the judges copies of your process paper and bibliography first so they can begin reading these right away.
- **Set-Up:** While judges are reading these documents, begin set-up of your documentary. Make sure that the documentary works on the equipment provided and test the volume.
- **Wait for the Signal:** Wait patiently for the judges to give the signal that they are ready for you to start.
- **Introduction:** Introduce yourselves and your documentary. Make sure to only state your name(s) and the title of your project. Any other commentary at this time is inappropriate.
- **Play:** Begin the documentary. You may also need to adjust the lights.
- **Take-Down:** When the documentary is over, remove your documentary (and any extra equipment you may have brought) so that the next student can begin set-up.
- **Interview:** Then walk closer to the judges for your interview.

## Frequently Asked Questions about the Documentary Category at History Day Competitions

### What happens if I go over time?

The judges won't stop your documentary if you go over time while presenting at a competition. They will, however, note that you exceeded the time limit on your comment sheets. Going over the time limit can also affect your ranking at a competition as a significant time overage gives you an unfair advantage over other students.

### What happens if my documentary won't play?

Don't panic! We have all had technology problems and will work our hardest to make sure that you are able to play your documentary. If you are unable to get your documentary to play, talk to the judges and the contest coordinator. They may have access to additional equipment to play your documentary. If the documentary won't play during your assigned judging time, they will likely ask you to come back after the other documentaries are finished and try again.

### What if there is a final round of competition?

Sometimes there are more documentaries in your category/division than one panel of judges can watch. When this happens, documentary judging is split into first and final rounds of competition. For example, say there are 14 junior individual documentaries at a competition. These documentaries will likely be divided into two groups of seven for the first round. First round judges will then pick their top entries to advance to a final round of competition.

In a final round, the documentaries are shown again to a new set of judges and this judge panel will select the top entries. These run-off finalists will be announced after first round judging is complete and you should check the contest program for the time and location. There are no interviews in the final round, so all you need to do is play your documentary. If you are unable to be present for the final round, you will likely be able to ask a friend or teacher to play the documentary for you.

# What are the Qualities of a Good Documentary?

The qualities that a judge is looking for in your NHD documentary are written right on the evaluation sheet. Listed below are the same criteria judges will use to evaluate your project. After you create your documentary, go through this list and ask yourself if you've met the criteria or incorporated this information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your documentary is by far the most important part!)

- ☐ **My documentary is historically accurate:** All the information in my documentary is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My documentary doesn't just recount facts or tell a story. I interpret and analyze my topic. My documentary has a strong central thesis or argument that I prove. I can point to where I state my thesis on my script.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD documentary. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my documentary itself.
- ☐ **I demonstrate significance of my topic in history and draw conclusions:** My documentary does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My documentary and written materials are original, clear, appropriate and organized:** I have an organized and well written documentary. I was careful to avoid plagiarism and I have double checked spelling and grammar in my process paper and bibliography.
- ☐ **My documentary is organized, has visual impact and the documentary category is appropriate to my topic:** I thought about the overall organization to my documentary and was careful to make sure that this category was a good fit for my topic.



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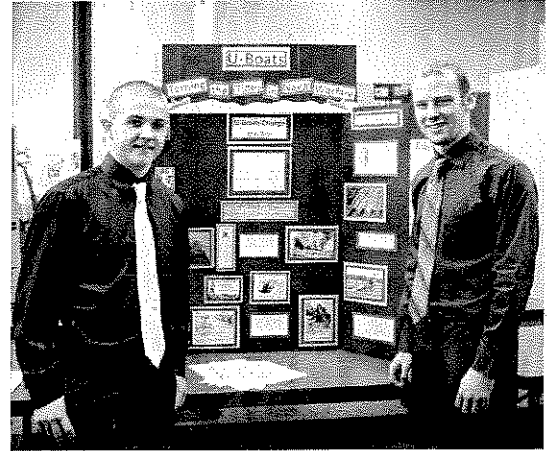
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# National History Day Exhibits

## What is an exhibit?

An exhibit is a visual representation of your research and interpretation of your topic's significance in history. Your exhibit will look a lot like a small version of an exhibit you might see in a museum. You may have already made something similar to an exhibit if you have ever created a poster to display your research.

Creating an exhibit gives you the opportunity to use a variety of visual materials to make your argument. In addition to text, you can use things like timelines, maps, graphs, charts, photographs, paintings, or artifacts. You can also incorporate primary sources into your exhibit – including quotations, letters, newspaper articles, and more. Using these visual elements will help you create a rich and informative exhibit.



## The Basic Framework

- **Size Limit:** the overall size of your exhibit when displayed can be up to 40 inches wide, 30 inches deep and 6 feet high.
- **Word Limit:** There is a 500 word limit to all text that you create that appears on or as part of your exhibit. All the text that *you write* counts toward the 500 word limit. If you didn't write it, it doesn't count towards the limit. This means that you can use quotations from other sources and it won't count towards your limit.

Examples of things that count...	Examples of things that don't count...
<ul style="list-style-type: none"><li>• Titles and subtitles</li><li>• Captions</li><li>• Graphs, charts, or timelines that you create yourself</li><li>• Text that you write that is on your exhibit, is included in a scrapbook, or narration in a media device</li></ul>	<ul style="list-style-type: none"><li>• Quotations</li><li>• Graphs, charts, or timelines that you don't create yourself</li><li>• Brief citations crediting the source of an illustration or quotations</li></ul>

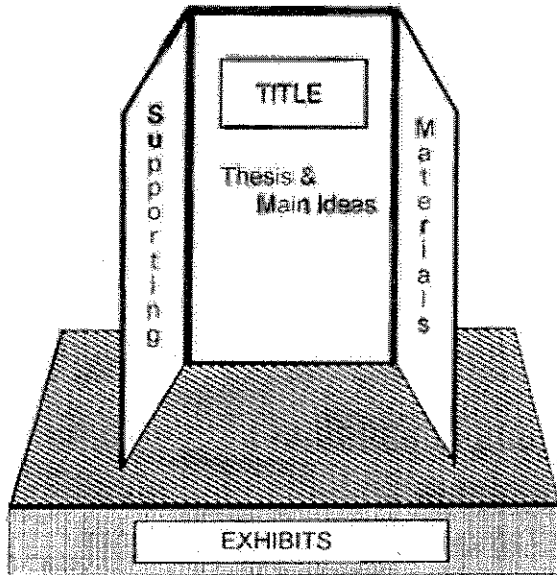
- **Media:** Media devices (such as tape recorders, projectors, computers or video monitors) can be used in your exhibit. They must not run for more than a total of 3 minutes and the viewer must be able to control the media device. Remember, media devices must fit inside the size limit and if you write narration for your media clip, it will count towards your 500 word-limit.
- **Be sure to check the *NHD Contest Rulebook* for complete category rules!**

## Why Should I Choose the Exhibit Category?

The exhibit category is great for people who enjoy working with their hands and physically building an argument. If you've ever gone to a museum and wondered how they put an exhibit together and thought you might want to give it a try—now is your chance. You should make sure that you have access to exhibit building supplies, including exhibit or poster board, construction paper, a printer, scissors, adhesives, etc. While many topics can be effectively conveyed using the exhibit category, this category is especially suitable for topics that have a variety of visual materials that can be used to support the argument, including photographs, illustrations, maps, graphs, newspaper articles, letters, etc.

# Exhibit Shapes and Sizes

Exhibits are designed to display visual and written information on a topic in an easy-to-understand and attractive manner. Exhibits are not simply collections of material. They are carefully designed to make an argument about your topic. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.



## Three-Panel Display

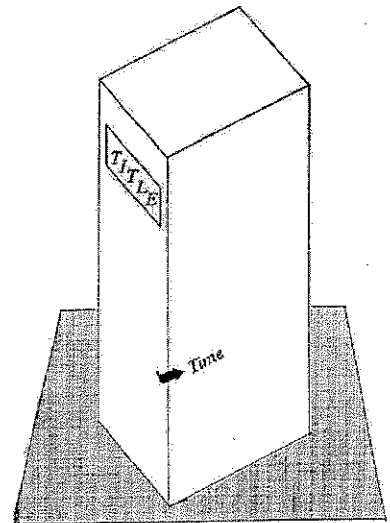
The most common form of an exhibit is a three-panel display, similar to the one on the left. This style is the least complicated to design and build, but is still a very effective way to present your information. Here are some tips for this style:

- Be sure your title is the main focus of the center panel.
- Use the center panel to present your main ideas and argument.
- Use the side panels to provide supporting evidence for your argument.
- Divide the exhibit into sections to give it an organizational structure that makes sense to the viewer.
- If your topic is presented chronologically, make sure the sequence works visually on the panels.
- You have a limited number of words; use them sparingly and let the quotations, documents, artifacts, drawings, and photographs demonstrate your thesis.
- Artifacts or other materials may also be placed on the table between the side panels, but remember that it should be directly related to the topic and necessary to support your argument.

## Three-Dimensional Exhibit

A three-dimensional exhibit is more complicated to construct, but can be especially effective for explaining topics where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit, the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.

When making a three-dimensional exhibit, good organization is especially important. Because your exhibit has so many sides, viewers may be more easily confused about how to follow your exhibit's narrative. Make sure that each side is clearly labeled, cleanly organized, and that there is a logical flow of ideas as the viewer moves about your exhibit.



This is just a start to the creative ways that History Day students have expressed their arguments in the exhibit category. Think about ways to connect the content of your project with the look of your exhibit. The only limit is your imagination and ability to transport your project to a competition!

# A Closer Look at History Day Exhibits

A good design doesn't just jazz up your exhibit; it helps express your ideas. Can you guess what this exhibit is about without even reading the text? The cut-out of Rosie the Riveter lets the viewer immediately know the project's topic. The student took the theme a step further by using a red, white, and blue color scheme to convey the patriotic aspects of her topic.

History Day isn't about glitz. The student has a simple, effective design for a project with a clear argument and solid research.

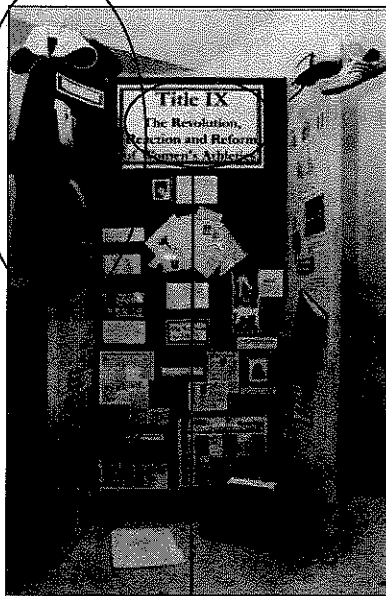


History Day exhibits come in all shapes and sizes, but there are several common characteristics you can see in many good exhibits. Check out these exhibits from other Wisconsin students!

The thesis and main argument are very clear to the viewer in this project. The student used a larger font and a bold border to immediately attract your attention

Photographs, newspapers, and sheet music are just a few of the primary sources that the student was able to incorporate into the project to prove her argument.

This exhibit incorporates a variety of interesting artifacts for the viewer to examine.



The theme for the year this project was created was "Revolution, Reaction, Reform." To show the topic's connection to the theme, the student used words from the theme in the title and section headings.

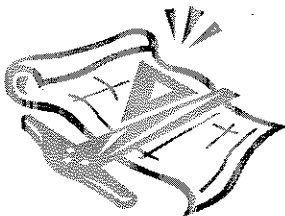


This project was about the journey that immigrants took through Ellis Island to their new lives in America. To connect the project to the topic, the students used an old suitcase as the frame for their exhibit. They made sure their argument stood out and divided up the space to give the exhibit an organizational structure in the same way they would have if they had used an exhibit board.



# Tips for Creating a Spectacular NHD Exhibit

## Planning



### Getting Started

After you finish your research, try making an outline for your exhibit—just like you would before you write a paper. Make sure to include the main arguments and points that you would like to make in the exhibit. Using this outline, you'll be able to see what the main sections of your exhibit need to be in order to support your argument and convey it to the viewer.

### Plan It Out

Plan out your exhibit with a simple sketch before you start to create the full-scale project.

### Connect Content to Design

Let the topic of your project inspire the design of your exhibit. What visual look can you give your exhibit that will connect the appearance of your project to your topic? This can be as simple as using appropriate colors. A project about women's suffrage, for example, would be striking using purple and gold, colors commonly associated with the movement. In the past, students have been able to connect the look of their project with the content on even larger scales. Students have created projects about conservation that look like trees, projects about education reform that look like school houses and exhibits about wars that have included dioramas of battle scenes. No matter what you decide to do, remember that your project doesn't have to be fancy to be effective.

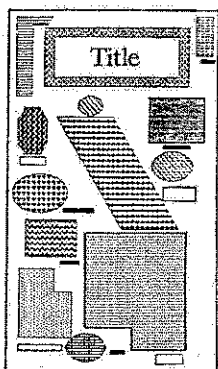
### Divide and Conquer

Just like writing a research paper, before you begin creating your project you should first create an outline by dividing up all your information into sections and putting them into a logical order. You should do the same thing before you create your NHD exhibit. Organizing your exhibit into logical sections will make it easier for you to assemble and easier for your viewer to understand what you are trying to say. What sections might you need in your exhibit? Background? Significance? Historical Context? Outcomes? Relation to Theme?

### What's Your Point?

No matter what type of exhibit you decide to create, what topic you choose, or what division you are in, it is important to make sure that your argument (thesis) is clear **in the project itself**. Your argument should be the first thing the viewer looks at so they know right away what you will be proving in your exhibit. It should be concise and well-written. Usually students do this by making sure the argument is located where the viewers' eyes will look first, usually in the center in a larger font.

## Putting It All Together



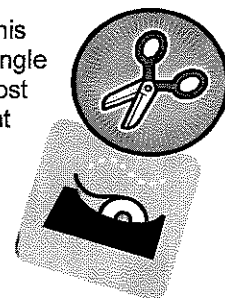
*A cluttered exhibit can leave your viewers feeling overwhelmed and unsure about the argument you are trying to make.*

### Avoid Clutter

It is always tempting to try to get as much on your exhibit panels as possible, but this usually makes for a cluttered and confusing display. You don't have to put every single photo, drawing, and map that you found onto your exhibit. Try to select only the most important items for your project boards. Clarity and organization are most important goals for this project. Everything should have a reason for being on your exhibit.

### Content is More Important Than Glitz

Fancy exhibits are nice to look at and can be a lot of fun to create—but remember that your historical argument is the most important part of your exhibit.



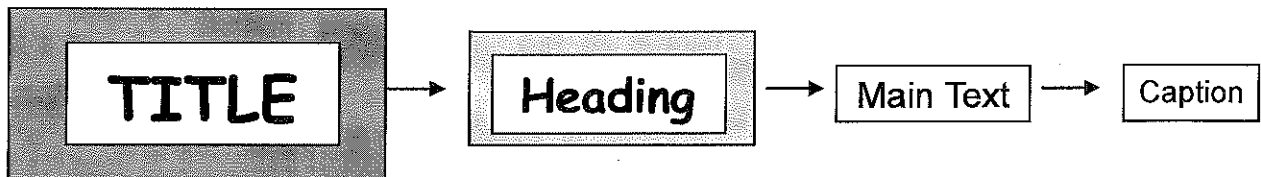
## A Note on the Quote

Quotations can be an effective way of using historical evidence to support your argument. Sometimes, a quote from the historical figure just says it better than you could say it yourself.

Only original words (i.e. words written by you) count toward the word limit, so quotations do not take away from your 500 words. Quotations should not, however, be used just to “get around” the word limit. Using quotations this way and covering your exhibit with tons of quotes can easily make your exhibit cluttered and overwhelming for the viewer. The important aspects of your NHD project, your argument, analysis and interpretation, should stand out. It is important, therefore, to make sure that there is a reason for everything you put up on your exhibit and that it is well organized.

## Labels

Once you’ve divided up your information into sections, you should make sure to label those sections. The labels you use for your title and main ideas are important because they direct the viewer’s eye around your project. Remember—**Big Idea=Big Font**. You will want to put your title in the largest font on your exhibit and then scale the rest of your fonts down according to their importance.



One way to make your labels stand out is to have the writing on a light colored piece of paper with a darker background or matting behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes your labels easier to read. Photographs and written materials will also stand out more on backgrounds.

## Captions



Captions can be very useful in showing how a particular illustration or item you’ve included in your exhibit helps prove your point. Which of the following captions do *you* think would work best with the political cartoon on the right about former Wisconsin Governor Robert La Follette? Why?

- A. Political Cartoon about Governor La Follette
- B. Governor La Follette’s supporters championed his reforms as beneficial for citizens of the state.

## Keep it Neat

You’ve spent a lot of energy researching and creating your exhibit. Take the time to give it some extra polish. Make sure you’ve checked your spelling and grammar. Use your best handwriting or print text using a computer. Make sure you’ve cut and glued things to your exhibit board as neatly as possible.

## Look It Over

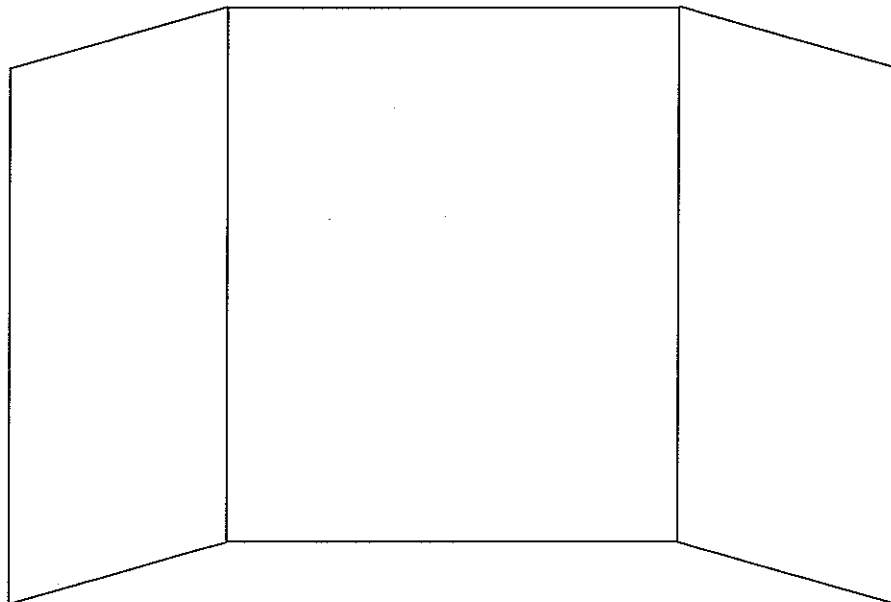


### The Exhibit Stands Alone

When evaluating NHD exhibits, judges should be able to find all the information about your topic in your exhibit itself. *The exhibit has to stand on its own*. Have someone who has never seen your exhibit look at it (a friend, teacher, neighbor, etc). Without saying anything, let them read through the entire exhibit. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my exhibit? What evidence have I shown to support that argument? What do you like about my exhibit? What is confusing to you?

# History Day Exhibit Planning

Title:	
Thesis:	
Connection to Theme:	
Design and Color Ideas:	
Main ideas that support my thesis: • • • • • •	Main sections to organize my exhibit: • • • • • •
Possible illustrations to use:	



# What are the qualities of a good exhibit?

The qualities that a judge is looking for in your NHD exhibit are written right on the evaluation sheet. Listed below are the same criteria judges will use to evaluate your project. After you create your exhibit, go through this list and ask yourself if you've met the criteria or incorporated this information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your exhibit is by far the most important part!)

- ☐ **My exhibit is historically accurate:** All the information in my exhibit is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My exhibit doesn't just recount facts or tell a story. I interpret and analyze my topic. My exhibit has a strong central thesis or argument that I prove. I can point to where I state my thesis on my exhibit.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD exhibit. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my exhibit itself.
- ☐ **I demonstrate the significance of my topic in history and draw conclusions:** My exhibit does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My exhibit and written materials are original, clear, appropriate and organized:** I have an organized and well written project. I was careful to avoid plagiarism and I have double checked spelling and grammar in my exhibit, process paper and bibliography.
- ☐ **My exhibit is organized, has visual impact, correctly uses maps, photos, etc:** I thought about the overall design and organization to my project. I chose my visual illustrations carefully to help prove my argument.



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# National History Day Performances

## What is a performance?

The History Day performance category allows you to create a play that conveys a historical argument with dramatic appeal. Innovative performances have made this category the highlight of many History Day events.

In creating a performance, it's important to remember that entries in this category are not oral reports about a topic. You will create a script, with characters, lines and costumes in order to convey your argument to the audience. Use your imagination and have fun!



## The Basic Framework

- **Time Limit:** Your performance may not be longer than 10 minutes. This does not include your performance introduction (including only the title and participant names). Timing will begin after you introduce your project. You will have five additional minutes to set up your performance and five additional minutes to take it down.
- **Media:** You are able to use media in your performance, including CD players, computers, etc. However, only group members are allowed to run this equipment and you will have to provide the equipment yourselves.
- **Costumes:** Performers can find costumes in a variety of places. You can create your own or have one produced for you. You can also rent a costume from a store or borrow one from your school drama department. No matter what you do, the choice of pieces in the costume, choice of fabrics used and choice of design of the costume must be your own. You do not have to buy or rent expensive historically accurate costumes, but you are expected to consider the appropriateness of your clothing in relation to the time period and the script. For example, a student might wear a plain grey shirt and slacks to represent a Confederate soldier in the Civil War, understanding that a dark blue shirt and slacks wouldn't be appropriate.
- **Script:** You should bring an extra copy of your script to a competition in case you want to review your lines, but you should not include your script with the other written materials presented to your judges.
- **A Live Performance:** The very nature of the performance category means that performance are not pre-recorded. You will have to perform in front of an audience of judges and other viewers. Don't be afraid! The people watching your performance will be other students, teachers or family members and will all be there to support you.
- **Be sure to check the NHD Contest Rulebook for complete category rules!**

## Why Should I Choose the Performance Category?



If you enjoy being on stage and performing in front of an audience, this is the category for you! You should enjoy creative writing and producing scripts. It's also important to have access to costumes and props and have the ability to transport them to competitions.

In choosing this category, it's important to think of the appropriateness of your topic for a performance. Is there a character or event that is related to your topic that you can turn into an effective argument about your topic? Are there various types of historical evidence that you can include in your performance, such as quotes, music, photographs, maps, etc.?

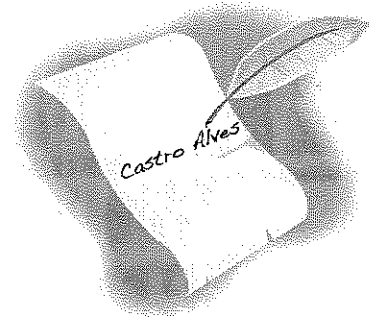
# Elements of a History Day Performance

## The Script

Your script is the most important element of your performance. It is the culmination of all your research and conveys your argument to the audience. The script must be an original creation of the student(s) working on the project.

History Day scripts are similar to other types of performances or plays. If you've never seen a script before, check your library or ask your teacher for an example to see how scripts are formatted.

Remember, this isn't a Broadway drama! Since your performance can only be 10 minutes long, you don't have a lot of space to write your script. You will be able to include about 5 pages (double-spaced) of script in a History Day performance.

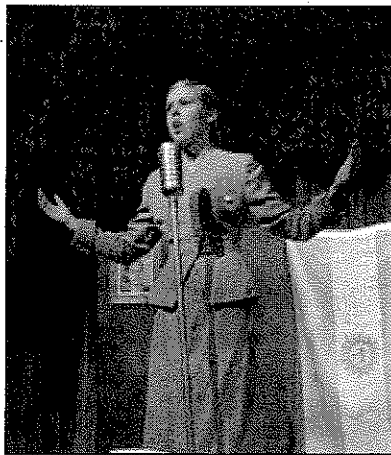


## Blocking & Stage Directions

In preparing your performance, it's important to think about how you will present your words to the audience. In addition to your lines, write stage direction for the actors. How should they deliver certain lines? Is the character angry? Happy? Sad? Where should they pause for dramatic effect or to let the character's words sink in? Where should each character be on the stage while delivering their lines? How do the characters interact with each other? Thinking about these elements before will help your performance to appear polished and consistent.

## The Stage

The stage you will use to present your performance will vary at different History Day competitions. Most likely, you will have a classroom to share your performance. An area will be cleared at the front of the classroom and the desks will be set into rows for the audience. At other competitions, you may find that there is a stage or a platform in a lecture hall. No matter where you are, there will be room for group members to move around comfortably. You may or may not be able to operate the lights in your performance room.



## Props & Set

History Day sets don't have to be elaborate. (In fact, elaborate sets can cause problems when it comes time to move them during competitions. You only have five minutes to set-up and an additional five minutes to take down your set.)

Every prop should have a use, and you should use every prop. When you have your script written, make a list of every object that a character **must** use, including furniture. If your list is huge, think about whether all the props are really necessary, or whether you can get away without certain items. Let the audience use their imaginations!

## Costumes

An effective costume will help your audience understand who you are as a character and the time period in which your performance takes place. You can make your costume yourself, rent your costume or have one produced for you. However, according to NHD rules, the student(s) in the performance must make all the decisions about the costume, including the selection of materials, patterns or costume selection. Look at photographs, paintings or costume design books about the time period for inspiration.

Remember, effective costumes do not have to be elaborate. Plain clothing, with simple hats or coats can easily show an audience a change of character.

## Media

You are allowed to include media in your performance, including the use of CD or tape players. Remember, you will need to provide all additional equipment to play these media elements and only group members may operate them.

# Tips for Creating a Spectacular NHD Performance

## Planning

### Remember the NHD Criteria

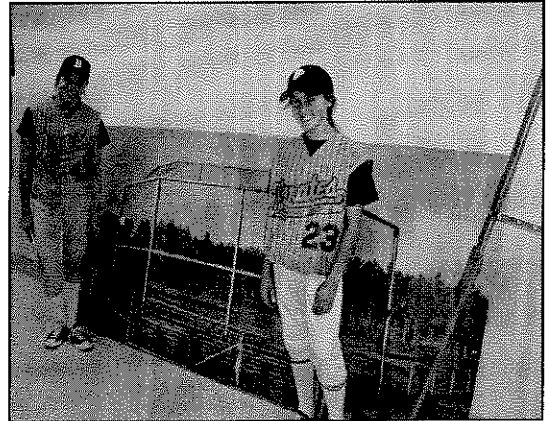
Especially in the performance category, it's easy to get caught up in telling a story through drama. It's important to remember the purpose of your performance and the elements that the judges will be looking for:

**Argument:** A performance should clearly express an argument, just like a written paper. Incorporate it at the beginning to let your audience know what you will be proving. Make sure to incorporate it again at the end to reiterate your argument for the audience.

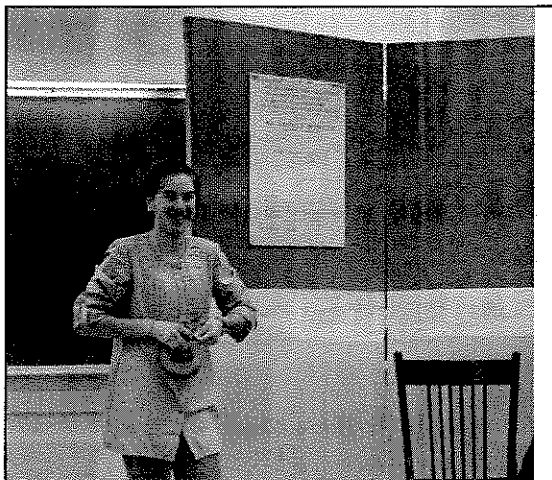
**Historical Context:** When researching and creating your performance, you should consider more than just the narrative of the topic. Think about what took place before or during the time period. How did these people, place or events influence your topic? This historical context is important to understanding your topic and making an argument.

**Evidence:** Just like other presentation categories, it's important to incorporate historical evidence that supports your argument. What lines can you include in your script that will show this evidence or support? For example, let's say that you are creating a group performance about Susan B. Anthony and the women's voting rights movement in the United States. A pro-voting rights character might give reasons that he or she thinks women should have the right to vote. These don't necessarily have to be quotations from the past, but should be the same arguments that women from the movement gave for demanding the right to vote.

In addition, are there quotations from primary sources, such as letters or diaries, which you can use in your script? Are there photographs or other visual elements that you can incorporate into your performance?



## Putting It All Together



### Be Historically Accurate

Your performance should appeal dramatically to the audience, but this shouldn't be at the expense of historical accuracy. Be creative when you make up characters, imagine scenes or write dialog. However, make sure there is a historical basis for the narrative of your performance. It's okay to imagine what Susan B. Anthony might have said to her supporters as she fought for women's right to vote, but it's not appropriate to contend that she fought against the vote. That wouldn't be based on historical fact.

# Tips for Creating a Spectacular NHD Performance

## Focus on Certain Characters During a Moment in History Rather Than Narrating an Entire Biography or Timeline

The characters depicted in your performance can be real or fictional, as long as they're supported by evidence. Before writing your script, brainstorm a list of people – famous or unknown – who were affected in one way or another by the historical topic you are researching. Consider each person's unique perspective on events. What scenes do you imagine for them as characters in a performance? How could different characters help express your argument?



## Establish the Scene Right Away

Who are you? Where are you? What time period are you in? Who is your character talking to? Communicate the "who, what, where and when" early in your script. This will not only help you give a stronger performance, but will also let the audience tune in to your argument and ideas instead of trying to identify your topic and setting.

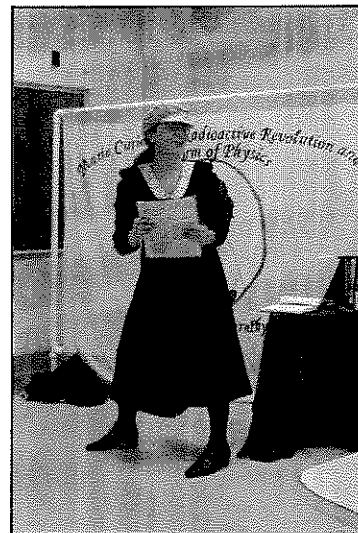
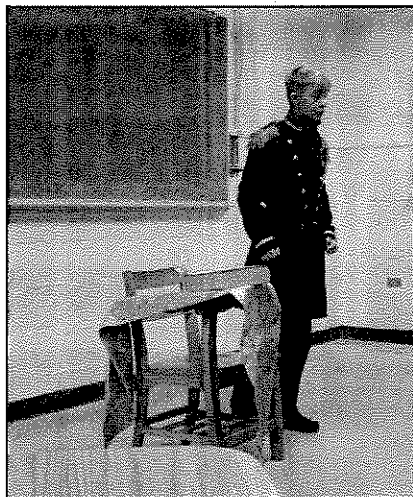
## Less Can Be More

Remember the purpose of your History Day performance before getting too involved in elaborate scenes, props, character changes and costumes. Most of your effort should be put into your research, argument and a solid script.

## Look it Over

### The Performance Stands Alone

When evaluating NHD performances, the judges should be able to find all the information about your topic in the performance itself. The performance has to stand on its own. Have someone who has never seen your performance watch it (a friend, teacher, neighbor, etc.). After they have seen the performance, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my performance? What evidence have I shown to support that argument? What do you like about my performance? What is confusing to you?





# Planning Your Performance

## Research First

Since your research is the basis for your performance, it's only fitting that you should have a strong basis of research *before* you begin writing your script. No matter how tempting it is to dive in and begin writing a script, it's best to have your research done to understand the full range of possibilities open to you.

## Brainstorm Your Options

Having a strong foundation of research will allow you to write a brief description of your topic. Then, think about all the possible answers to the following questions:

- What events, both major and minor, are connected to my topic?
- What characters, both famous and not, are connected to my topic?
- What scenes, both real and imagined, might I use in my performance?

## Get Inspired

Check out other types of historical dramas or NHD performances to get inspired about what you might do through your performance. You can borrow sample performances from the NHD in Wisconsin office, or check out samples online through the national office at <http://www.nhd.org/ProjectExamples.htm>

## Develop Your Characters

Once you've decided on your characters, it's time to "get into your character's head," whether you're portraying a real or fictional person.

- How does the character dress? How does the character speak?
- What is the character's personality or mood?
- What was life like for someone like this character?
- What does the character think about events in his or her time period?
- What kinds of social behavior would someone in this character's time or situation portray?

## Outline the Basics of Your Performance

Before you begin writing your script, take the time to outline the basics of your performance. You don't want to get too far into your writing and then realize that a certain aspect of your performance won't work. This is also a great time to think about how you will make transitions in time and characters in your performance, if applicable.

- What sections are you going to break your performance into?
- Where are you stating your argument?
- How does each part of your performance support your argument?
- What evidence or primary source might you be able to incorporate and where?
- Where do you show how your topic is connected to the them?
- How do you address historical context through your performance?

## Edit It Down

About five pages of double space script will be enough to fill 10 minutes of performance. You may have to make some difficult decisions as to what you are and are not able to include. Remember that your historical argument and evidence are the most important parts of your performance. When you have finished a draft of your script, highlight the parts that express your argument in one color and specific supporting evidence in a different color. If it looks like there's not enough of one color on the script, it may be time for some editing! It should be easier to see what parts of your performance you may be able to edit out.

## Practice, Practice, Practice!

Having a working script done is just the beginning. Keep rehearsing to learn your lines and to practice speaking at the right speed, volume and tone. As you go through your lines, take time to block out where your characters will stand, how they will move and what props they might need to use. If possible, ask someone to tape record your performance. You can watch it later to see how the performance looks from the audience's perspective.

# Going to a NHD Competition with a Performance

Presenting a project in the performance category at a History Day competition is similar to presenting projects in other categories. At your assigned time, you will have the chance to share your work with the judges. This is how a presentation in the performance category usually works:

- **Set-Up:** You have five minutes to set up your set and props for your performance. Your judges will ask for your process paper and bibliography before you set up so that they can begin looking at it. Remember, only group members should set up the props and any background. Once you are set-up, wait for the judges signal begin your performance.
- **Performance**
- **Take-Down:** Take down your set and move your props to the side of the room or into the hallway. Make sure to be as quiet as possible while you are doing this as there may be other presentations going on in the same area.
- **Interview:** Don't be afraid of the interview! This is your chance to help your judges understand your argument and highlight any cool research that you have done. Remember, the interview isn't a memorized presentation for the judges. You will respond to the questions they ask, such as "How did you choose your topic?" or "Why do you think your topic is significant in history?"

## Frequently Asked Questions About Performances

### Does my performance have to be memorized?

There isn't a rule that says that your performance has to be memorized, but it's best if it is. Memorizing your script will help you focus on *how* you say your lines versus just reading a script to your audience. Finally, memorized lines contribute to good stage presence, which is part of clarity of presentation on the History Day evaluation sheet.

### What props might be available at the competition?

To be safe, it's best to bring all the props necessary to a competition. You're likely to find a chair or table at a competition, however, these are not guaranteed. If you have questions, be sure to check with the contest coordinator.

### What happens if I go over the time limit?

Going a few seconds over the time limit with your performance isn't the end of the world. Judges will understand that you may be nervous and that this may happen. What isn't appropriate is to go *significantly* over the time limit, as this would give you an unfair disadvantage over other projects. If you do go significantly over time, the judges will take this into consideration in your final ranking. When planning and rehearsing your performance, try to plan extra time to allow for audience response or forgotten lines at a competition.

### What do I give judges at the competition?

Before you begin your performance, your judges will ask for copies of your process paper and annotated bibliography. You should not give them a copy of your script or copies of your research.

### A Few Final Reminders:

- **Be Confident!** You're the expert on your topic. You've spent a lot of time researching and creating your performance and should be proud of all your hard work.
- **Speak Slowly and Loudly:** It's easy to get nervous and rush through your lines, but take a breath and slow down. This is the first time your audience has seen your performance and they need to be able to hear and understand your words.
- **Have Fun!** The History Day event is your opportunity to share your research with other scholars. Take the time to learn from the other projects you see, meet new people and enjoy yourself!



# What are the Qualities of a Good Performance?

The qualities that a judge is looking for in your NHD performance are written right on the evaluation sheet. Listed below is the same criteria judges will use to evaluate your performance. After you create your performance, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your performance is by far the most important)

- ☐ **My performance is historically accurate:** All the information in my performance is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My performance doesn't just recount facts or tell a story. I interpret and analyze my topic. My performance has a strong central thesis or argument that I prove. I can point to where I state my thesis in my script.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social, and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD performance. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my performance itself.
- ☐ **I demonstrates significance of my topic in history and draw conclusions:** My performance does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My performance and written materials are original, clear, appropriate and organized:** I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my performance, process paper and bibliography.
- ☐ **Performers show good stage presence; props, costumes and historically accurate:** I have used the performance category to effectively communicate my historical argument. My lines are memorized and I deliver them in a manner that is easy for my audience to understand. I have carefully chosen my staging, props and costumes to best represent my topic and its time period.



National History Day in Wisconsin  
Wisconsin Historical Society

[www.wisconsinhistory.org/teachers/historyday/](http://www.wisconsinhistory.org/teachers/historyday/)  
[historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)



WISCONSIN  
HISTORICAL  
SOCIETY

# National History Day Web Sites

## What is a web site?

A History Day web site is a computer-based representation of your research and argument that incorporates both textual and non-textual content (e.g. images, songs, interviews, videos, and other media) to engage and inform your viewer about your topic. A web site is more than just an electronic paper or an exhibit on a computer. Through a web site you are able to incorporate non-textual elements with which a viewer can interact. These elements help to differentiate web sites from other categories.

The web site category is the newest National History Day category, first appearing at the national contest in 2008.



## The Basic Framework

- **Size Limit:** The overall file size of your web site can be no more than 100MB of file space, including all multimedia.
- **Word Limit:** The web site may contain no more than 1200 visible, student-composed words. This means that the words that you write that are visible to the viewer count towards your word limit. If you didn't write it, it doesn't count towards the limit. You can use quotations from other sources and it won't count against your 1200 words. Words that are not visible to the viewer – code used to build the site and alternate text tags on images – do not count against the limit, either.

Examples of things that count...	Examples of things that don't count...
<ul style="list-style-type: none"><li>• Captions</li><li>• Text in graphs, charts, or timelines that you create yourself</li><li>• Words that you write that appear on your web pages.</li></ul>	<ul style="list-style-type: none"><li>• Reoccurring menus, titles, and navigation instructions that are used as an integral part of the web site.</li><li>• Quotations</li><li>• Text in graphs, charts or timelines that you do <b>not</b> create yourself</li><li>• Brief text crediting the source of an illustration, quotation, or piece of media</li><li>• Code used to build the site, and alternate text tags on images</li></ul>

- Be sure to check the most recent version of the *NHD Contest Rulebook* for complete category rules!

## Why Should I Choose the Web Site Category?

The web site category is great for people who enjoy working with computers and the web. If you've ever wanted to learn how to build a web site, now is your chance. While many topics can be effectively conveyed using the web site category, this category is especially suitable for topics that have a variety of non-textual materials (media, photos, documents, timelines, illustrations, newspaper articles, etc.) that can be used to support your argument.

Since this category requires additional equipment and supplies, you should make sure you have access to this equipment before you start. Do you, at home or school, have access to a computer with internet access? You will need to use the **NHD web site editor**, available online, to build and submit your website and you must have a computer with internet access to do this.

# Interactivity

A good History Day web site is not just a paper translated into HTML and viewed in an internet browser. Your site should actively teach viewers about your topic. Imagine that the viewer has just arrived at your site. How did you catch their attention and curiosity? How do you get them involved in learning about your topic? Your site should incorporate some interactive elements to help accomplish this.

## What are interactive elements?

There are many different interactive elements that you can include in your web site to engage your viewer in learning about your topic, such as image maps, pop-up windows, sound, videos, timelines, or databases.

## Not all interactive elements are created equal

Make sure your interactivity helps interpret your topic. Interactive elements should give the viewer a better understanding of the information and ideas that you're presenting. For example, if your topic was a particular Civil War soldier, an interactive map that follows the path of the soldier's regiment would help the viewer understand where the events you're describing took place. On the other hand, a quiz that simply reviews factual information found elsewhere in the site would not interpret your topic because it would not provide the audience with a new understanding.

## Interactive elements don't have to be high-tech!

You don't have to be a professional web designer or have years of experience to incorporate interactive elements into your web site. Look at other history web sites to see how they engage their viewers.

- Think about the example above, the interactive map that follows the path of the Civil War soldier's regiment. You could design an image map that would allow the viewer to click on battle locations. Maybe a window pops up giving you a historic photo of that location. Maybe the pop-up window includes a letter that soldier wrote while at that site.
- Or, let's say you're creating a web site about the Black Hawk War. You want to include portions of the 1804 treaty between the government and two representatives of the Sauk nation. This treaty set the stage for the conflict to occur 25 years later and is an important part of the story. Links on key words in the document could take viewers to a more detailed explanation of the word or idea.

# Non-Textual Content

## Non-Textual Content

Interactive elements, media, and other non-textual context woven with text make the web site category unique. Depending on your topic, there's a variety of non-textual elements that you could include in your web site: documents, artifacts, oral history selections, quotations, photographs, paintings, video clips, songs, newspaper articles, or a recording from an interview. (Remember: A single multimedia clip can be no longer than 45 seconds and you have an overall size limit of 100 MB for your entire site.)

## Incorporating Non-Textual Content into your Web Site

Non-textual content should do more than just illustrate or decorate a page. Brainstorm what photographs, documents, maps, etc. will help the viewer better understand your argument. How will each element do this? Incorporate historical evidence for your viewer to examine and discover. Documents, photographs, or newspapers are good way to do this. Consider lower resolution, smaller thumbnails with links to larger resolution, easily legible versions. Think about ways to use non-textual primary source elements as proof for your argument.

- You will have to edit photos, songs, videos, and other media outside of the NHD Website Editor before uploading!

## Add Your Interpretation

Pages of illustrations, media clips, or documents without a purpose for being on the web site will not help you prove your argument. Adding interpretive captions, rather than just descriptive, will help the viewer understand how that element builds your overall argument and gives it a purpose for being on your web site.

Similarly, putting all of your photos or media clips in a separate "photo gallery" page doesn't help tie this support to your argument. Integrate the text and non-textual elements. (Putting all the illustrations on a separate page would be similar to a documentary only having text for the first five minutes and only photographs for the last five. It would be boring and not make much sense!)

# Web Site Organization and Variation

After completing your research, your next step is to begin planning your web site. You will have to decide:

1. How you want to divide your information into different web pages.
2. How you want to organize those pages within your site.

These are important decisions that need to be made before you even begin constructing your site on the computer. The way you organize and present your information gives physical form to your argument.

## Dividing Your Information into Web Pages

You have a lot of choices as to how you can divide your research and argument into different pages on your site. Time, location, or topic are just a few of the general categories into which you can sort information. Different categories will help you to make different arguments through your web site. For example, a web site about the Black Hawk War could be organized chronologically, sorted by battle or by groups of people involved in the conflict. How would each of these organizational formats help or hinder a viewer's understanding of the topic?

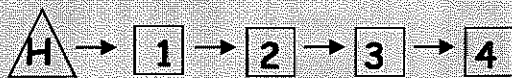
To get started, think about your information as if you were writing an outline for a paper. How would you divide up your material into major sections? How does each section support your argument? Now, think of another way you could divide the information (chronologically, topically, by location, etc.). Which system do you think will make more sense to your viewer?



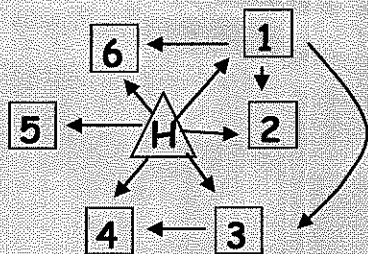
No matter how you choose to divide your information up—each page should fit together to support your thesis. How do the ideas on each page connect to the others?

## Web Site Organization

You're not just building different *web pages*, you're building a *web site*. You have to give your site an overall organization that is logical and easy to navigate. There are many ways to do this and building your site on paper first will give you a chance to play with these organizational structures before you put time and energy into construction. Here are a few examples:

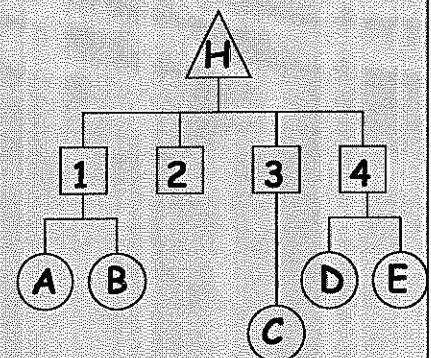


**Linear organization** assumes that a viewer is going to go from one page to the next in a very specific order.



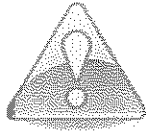
**Spider web organization** is designed to let the viewer explore the web site in a variety of ways. Since the pages are one level deep, it assumes that information is equally important. Note: Not all pages have to link together

**Hierarchical organization** is also designed to let the viewer explore the web site in a variety of ways. However, since there are multiple levels of pages, you can organize the more important

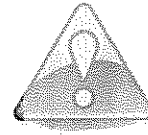


information to be closer to the homepage and the supporting information to be deeper in the site.

# NHD Web Site Category Rules



**Website category rules were updated in for the 2010-2011 school year. Be sure to double check the rulebook for the most recent version of the rules!**



## **Individual and Group Categories Split for Competition**

Individual and group projects will be split for the purposes of NHD competitions. Individual entries will only compete against other individual entries in each division. Group entries will only compete against other group entries in each division.

## **Important Rule Changes Implemented in 2011**

### **Rule 4: Multimedia**

Each multimedia clip may not last more than 45 seconds and may not include student composed narration. All multimedia must be stored within the site, you may not use embedded material hosted elsewhere (i.e. YouTube or Google Video). There is no limit to the number of multimedia clips other than the file size limit. Voiceover of material not composed by students is allowed. If an entry uses any form of multimedia requiring a plug-in (for example, Flash, QuickTime or Real Player), you must provide on the same page a link to an Internet site where the plug-in is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

- All content used in the web site must be uploaded through and hosted by the NHD Website Editor.
- Students may continue to use content that they find elsewhere, but they must download it, edit it to fit time limits, and then re-upload it through the NHD Web Site Editor.
- This rule clarification was included to make sure that total file size counts were accurate.

### **Rule 5: Required Written Materials**

The annotated bibliography and process paper must be included as an integrated part of the web site. They should be included in the navigational structure and does NOT count toward the 1,200-word limit. Refer to Part II Rules 15-17, for citation and style information.

- Students must include BOTH their process paper and annotated bibliography as part of their web site.

### **Rule 8: Submitting Entry for Judging**

The URL for the site must be submitted in advance by the established deadline, after which participants will be blocked from editing their sites to allow for judging. Since all required written materials from Part II Rule 12 are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit [www.nhd.org/WebSite.htm](http://www.nhd.org/WebSite.htm).

- Students must include BOTH their process paper and annotated bibliography as part of their web site.
- Students must have their website completed in the NHD Web Site Editor by the competition registration deadline. At this point students will be locked out of editing their in order to allow judges to view sites in advance of the competition.

**Be sure to read the complete general and category-specific rules before creating your NHD website, available online at [www.nhd.org/](http://www.nhd.org/) - search "Rulebook."**

# 10 Tips for Creating a Spectacular NHD Web Site

## Tech Check

Creating a web site involves different resources than other categories. To create and submit an NHD website, you will need to use the **NHD website editor**, which is available online. This means you will need access to a computer with an internet connection. Check with your teacher and/or parent to see if technology is available at home or school. Where will you have to do the majority of your work?

## Research Comes First!

Research is the most important part of a successful History Day project. Don't begin playing with the software until you have a solid foundation of research and analysis.

## Organize, Organize, Organize!

Before putting your thoughts into HTML, put them onto paper. How do you want to break up your information into various pages? Will it be sorted by topic area? Around a timeline? How will you emphasize your thesis? What kinds of visual materials and multimedia would you like to have, and what can you manage technically? How can you get your audience actively involved in learning about your topic?

- **Make Your Argument Clear:** Don't hide your argument! Put your thesis on the first page as part of an introduction to the web site.
- **A Cohesive Web Site:** Remember, you're not making separate web pages—you're making an **entire web site**. A clear cohesive argument should unite everything. Don't just put something on a page "just because it's cool" or fill a page with random facts. All pages and elements should support your argument and have a purpose for being there.

## Develop Your Template

Designing your template is an important step in deciding how you are going to convey your information to your audience. The choices you make about style, fonts, colors, etc. make an impression upon your viewer even before they read a word. The NHD website editor offers you many template pages that you can use to create a web site, but think carefully about the template. Does the format of the template fit with your design and organization ideas?

Through the NHD website editor, you also have the option of customizing the template and layout you are using. Don't be intimidated by this option—the help documents within this program can offer you more information! Creating your own template for a web site doesn't mean that you have to reinvent web formats. Look at other history web sites to see what formatting they have used to communicate their information. (You can always look at their code to see how they built their site.) Taking time to create your own basic layout – header, footer, colors, fonts, etc. – that can be duplicated for the entire site.

- **Your Color Scheme: Not just your site's pretty face:** Pick colors for your background, text and links that are not just attractive, but also help your audience understand what your project is about. Your design should connect to your topic.
- **Use a Common Font:** Use a "browser safe font" like Times New Roman or Arial for your body text. This ensures that your font will be the same for each viewer. Fancy fonts can be great for highlights and titles, but they can be difficult to read and probably won't work on your viewer's computer. If you download a cool font to use in your web site, keep in mind that your viewers' computers will translate it into another font unless the text is saved within a .jpg or .gif image that you create.
- **Use the Same Basic Layout on Every Page:** Your site will be easier for viewers to use if each page has navigation buttons and content in about the same places. It's always helpful to have a header with your web sites' title on each page.
- **Strive for Clarity:** You want your viewers to understand the content of your web site, and not struggle to read it. Remember that background images can make text difficult to read and long paragraphs or blocks of text can be difficult to read on computer screens.



## **The Homepage**

One page of the web site must serve as the "home page." To create this page, keep in mind the following:

- Your homepage must include the names of the participants, entry title, division, and a main web site menu that directs viewers to various sections of the site.
- Don't hide your thesis! The homepage is a great place to give an introduction to your project, including your thesis. Let your viewer know right away the argument you will be making.
- Your homepage does not have to include a description of why you are creating the web site or of National History Day. Since this web site is not for the general public, your viewers will already be aware of the program and the purpose of the site. Save your words for your subject!
- Your process paper and annotated bibliography should be included as an integral part of the web site (but will not count towards the word limit).

## **Content is More Important Than Glitz**

Computers can do a lot of cool things, but think about the NHD criteria and remember the most important elements of your web site: analysis, interpretation, historical context and connection to theme. In order to make sure these ideas are clear for your viewer, make sure your web site design is easy to read and understand. Keep decorative animation and clip art to an absolute minimum and avoid "busy" background images and other clutter. It's also a good idea to include some blank space in your pages so the viewer isn't overwhelmed.

## **Give Credit Where Credit is Due**

As in all NHD categories, you must give credit for and make apparent which materials are not yours, such as illustrations, media, movies, applications, scripts, forms, etc. These materials should have a complete citation in the annotated bibliography. It is also a good idea to give a brief text crediting the source on the site, such as "Photo from the Wisconsin Historical Society." Remember these brief credits do not count against your word limit.

When borrowing or using someone else's coding or scripting, you must give them credit just as you would with other materials. Please note that the credit for these materials must be given in a manner that is visible to the average user, not just in the code itself. If you are using a credits page, please be specific as to what each script or code does and its author.

When using quotations, either from primary or secondary sources, it is your job to make it clear to the judges that these are not your words. Judges will need to know this to obtain an accurate word count for your project. Furthermore, including other people's work under the impression that it's yours is plagiarism.

## **Test It Out**

Before you are finished with your site for judging, triple-check your site to make sure it works! Make sure that your site has been "published" (is viewable on the internet) and is NOT password protected.

## **Submitting Web Sites to Competition.**

Contact your contest coordinator for the most current registration materials for registering and submitting your web site for competition. A few points to keep in mind:

- You will have to create your web site through the NHD website editor beginning at the school level. Creating your web site within the NHD program will allow it to be submitted for competition online.
- Your website will need to be submitted in advance of the competition in order for the judges to have adequate time to review the project before the competition. This means that your final version of the site will need to be ready by the registration deadline, usually two weeks before the competition. Once the registration deadline passes, you will be unable to make further changes to your site for that competition.

## **The Web Site Stands Alone**

When evaluating NHD web sites, judges should be able to find all the information about your topic in your web site itself. The web site has to stand on its own. Have someone who has never seen your web site look at it (a friend, teacher, neighbor, etc.). Without saying anything, let them read through the entire web site. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my web site? What evidence have I shown to support that argument? What do you like about my web site? What is confusing to you?

# History Day Web Site Planning

Professional web designers think about building a web site like building a house. First the architect decides the important features of the house (such as how many bedrooms the house will have and how many square feet it will be). Next they draw the house on paper, plotting out the kitchen, bathroom and living room and making sure these elements are arranged in a way that will be comfortable for the family living there. Only after plans are finished and double checked does anyone pick up a hammer to begin construction. Prior planning and building your web site in the right order will save you a lot of time, energy and frustration.

## Research

As in all other History Day categories, good research is the first step and foundation for your web site. After completing your primary and secondary source research, you will have the following pieces of information ready for the web site:

- Thesis
- Connection to theme (remember, it's your job to show how your topic connects to the theme!)
- Project title

## Figure Out What You Need in Your Site

As the web designer, it's your job to decide what you want your audience to learn from your web site and to brainstorm ways that you can teach them. Using note cards or pieces of paper, write down the major ideas you have about your topic. You can layout these cards and rearrange them to understand how the ideas fit together. What categories do they fall into? What logical order should they be arranged in? How do these ideas relate to my thesis? Once you feel comfortable with these categories, they will become the pages of your web site.

- Page titles

## Create Your Blueprints

You can create the blueprints for your web site by using unlined paper to draft what will go on each page and how it will be organized.

1. **Site Design:** What is the template for the web site? Are you going to create one yourself? What colors, fonts and general style will you use on the site? How will all the pages link together to create the entire site?
  - Page template
  - Diagram of the organization web pages created
2. **Page Content:** What are the headings for each of the pages? What information should go on each page? Remember, drafting your text during this step in a word processing program will be much easier than writing it in the web design program.
  - First draft of text for pages
3. **Non-Textual Content and Interactive Elements:** As you draft your site on paper, you will also have to decide what non-textual content (illustrations, media, etc.) and interactive elements you will include. What photos or multimedia are available? How will each piece help the viewer understand your argument and topic? How can you engage the viewer through interactive elements?
  - Non-textual content selected and edited *before* uploading into NHD Website Editor
  - Captions written
  - Interactive elements identified and planned

## Look It Over

Once you have your first paper draft of the web site ready, look it over to see how all the elements fit together. Have a teacher, friend or a family member look it over to get feedback from an outside observer before you begin.

## Begin Construction

After taking these initial steps, you're ready to begin constructing your web site. Become familiar with the NHD web site editor and start translating your ideas into reality!

# What are the Qualities of a Good Web Site?

The qualities that a judge is looking for in your NHD web site are written right on the evaluation sheet. Listed below is the same criteria judges will use to evaluate your web site. After you create your web site, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.



## **Historical Quality – 60%** (At 60%, the historical quality of your web site is by far the most important)

- ☐ **My web site is historically accurate:** All the information in my web site is true to the best of my knowledge.
- ☐ **I show analysis and interpretation:** My web site doesn't just recount facts or tell a story. I interpret and analyze my topic. My web site has a strong central thesis or argument that I prove. I can point to where I state my thesis in my web site.
- ☐ **I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, physical, social and cultural setting for my topic.
- ☐ **My project shows wide, balanced research and I used available primary sources:** These ideas all relate to the research behind your NHD web site. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and to see that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and to see that you used a variety of source types.



## **Relation to Theme – 20%**

- ☐ **I clearly relate my topic to the theme:** My theme connection is clear in my web site itself.
- ☐ **I demonstrates significance of my topic in history and draw conclusions:** My web site does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.



## **Clarity of Presentation – 20%**

- ☐ **My web site and written materials are original, clear, appropriate, and organized:** I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my web site, process paper and bibliography.
- ☐ **My web site has visual impact, uses multimedia effectively and actively involved the viewer:** I thought about the overall design and organization of my web site. I chose multimedia and interactive elements to help viewers understand my topic and prove my argument.



## **Rules Compliance**

- ☐ My site has no more than 1200 student composed **words**.
- ☐ My site is no larger than 100 MB.
- ☐ My media clips are no longer than 45 **seconds**.
- ☐ My **process paper** and **bibliography** are included in my website.

## Workshop 17

### Mid-Project Evaluation

There is no formal workshop for week 17; instead, this is a chance for your students to work on their projects and get your feedback.

Throughout the class period, try to connect with each group or individual and conference with them about their project. Check these points:

- Does the project express a clear, strong thesis statement?
- Does the project give evidence to support the thesis?
- Is the project balanced in its presentation?
  - Does the project examine the issue from many perspectives or is it one-sided?
- Does the project show a wide range of research?
  - Is there a balance of primary and secondary source material?
- Does the project demonstrate analysis and interpretation?
- Does the project demonstrate an understanding of the historical context?
- Does the project relate to the annual theme?
- Is the project visually appealing?
  - Is the material well organized?
- Can the student(s) defend the thesis?

An evaluation form is available on the flash drive if you would like to give your feedback in a more formal manner. You might also wish to give the evaluation form to the students and let them do a self-evaluation. Encourage students to improve in any areas that are weak before the project is due.

## Mid-project Evaluation

Title:

Student(s):

<b>Evaluation Question</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
• Does the project express a clear, strong thesis statement?				
• Does the project give evidence to support the thesis?				
• Is the project balanced in its presentation? --Does the project examine the issue from many perspectives or is it one-sided?				
• Does the project show a wide range of research? --Is there a balance of primary and secondary source material?				
• Does the project demonstrate analysis and interpretation?				
• Does the project demonstrate an understanding of the historical context?				
• Does the project relate to the annual theme?				
• Is the project visually appealing? --Is the material well organized?				
• Can the student(s) defend the thesis?				

See the back for comments

## **Workshop 18**

### **The Process Paper and Annotated Bibliography**

Every National History Day project requires additional supplements: a process paper and an annotated bibliography. The process paper is simply an opportunity for the judges to learn a bit more about the student(s) decision-making process with regard to the project. It helps the judges understand how the student created the final project. It is also an opportunity for the student(s) to tell the judges anything they would like them to know about the process of completing the project.

In addition, every National History Project must have an annotated bibliography. The bibliography is an account of the research sources used on a project. This document shows the judges how deeply the student researched. It also demonstrates how balanced the research was.

#### **Mini-lesson:**

Share a process paper with your students. Because students have varied writing styles, point out that there is not a right or wrong way to complete the process paper as long as they include the required elements in their writing. Some will wish to be a bit more creative with their writing. This is acceptable if they do not go too far from the format. Others will wish to write a simple essay. That is also acceptable. The process paper cannot be longer than 500 words.

There are examples of process papers available on the flash drive and on the internet at [www.greaterdenvermetronhd.org](http://www.greaterdenvermetronhd.org) on the "Student Help" page.

Show the students the break-down of what needs to be included in their process paper.

**Title Page:** The title page should be on plain white printer paper. It should include the title, student(s) name, category and division (i.e., senior individual documentary). It may **NOT** include the school name or images. It should be stapled in the corner. It should **NOT** be in a report cover or binder.

**The first section** should explain how the topic was chosen.

Did the student look at other ideas first? Did something else lead them to the choice they made? Is there a personal connection?

**The second section** should explain how the student(s) conducted their research.

Did they do any special interviews? Did they take a research trip? What was there a source that was particularly helpful?

**The third section** should explain how the format was selected the project and

how the project was created. Why did they choose a documentary and not a paper? Did they have any particular difficulty in the creation of the project?

**The fourth section** should explain how your project relates to the NHD theme. This is an opportunity for the student to “make their case” to the judges that their project is appropriate for the theme.

Now, share an annotated bibliography with them. You showed them one at the beginning of their research, so hopefully they have been keeping track of their sources. Remind them about these points:

- The bibliography should be divided into primary and secondary sections. The judges want to see that they know the difference. Each section should be labeled.
- The bibliography should be alphabetized in each section.
- The student should include a one or two sentence annotation with each entry. This is just a short statement about how they used the source.
- If the student has a source that could be either primary or secondary, they should choose a category and be ready to defend their choice. The annotation is a good place to do this.
- Judges are not looking for the most sources. They are looking for the best use of sources. Remind students that they should not pad their bibliography with sources that were not actually used in the project.
- Neatness, organization and clarity are very important in the bibliography. The judges only have a minute or two to look at it. If it is difficult to read, the judges will not be able to spend time deciphering.

Have a discussion with your students about web-based bibliography services such as “BibMe” or “EasyBib”. There are pros and cons to using such a service...

Pros	Cons
Easy to use	Some do not capitalize titles properly
Convenient	Some leave errant symbols within the entry
If a student no longer has access to a source, they can find the publishing information	Primary sources are often not available in the search features. Students must manually enter primary source information
Many students will already be familiar with their use	Services often do not distinguish between primary and secondary sources
Some allow for annotations to be added	The “final product” is not always neat.

Ultimately, you must decide whether you will allow your students to use a web-based bibliography service. If they are allowed to do so, they **MUST** proofread and clean up the bibliography for it to be ready for the NHD competition. They also must be sure that primary and secondary sources have been sorted into their own labeled categories and that appropriate annotations have been added.

There are resources available on the flash drive for your use. You will find sample bibliographies, a resource for how to notate different types of sources, and a bibliography guide.

The requirements for each type of project vary slightly:

**Papers:** require an annotated bibliography, but do not require a process paper. Students will bring this to the judges' interview for the judges to look at. They will leave a copy for the judges.

**Websites:** the process paper and annotated bibliography **MUST** be incorporated into the website. Students should create a separate tab on the website for these documents. Students will not bring actual copies to the judges' interview.

**Documentaries, Exhibits and Performances:** require an annotated bibliography and a process paper. Students will bring printed copies to the judges' interview for the judges to look at. They will leave a copy for the judges.

The number of copies needed for the contest varies. Be sure to check with the contest director to determine how many to bring. In general, copying facilities are not available to students at the contest.

#### **Work Time:**

Now, give students time to work on their process paper and annotated bibliography. If they are working as a group, the entire group will submit only one process paper, but you might wish to require each student to write their own. After the papers are written, they should be proofread before they are brought to the competition. The judges expect the written portion of the project, whether it be on an exhibit board, in the text of a website, or as part of the process paper, to be free of spelling and grammar mistakes. The projects and accompanying papers represent your class and school. It is worth the time to proofread and require revisions.



## WRITING A PROCESS PAPER

As judging takes place at National History Day, students will present their judges with a process paper and bibliography. There are two exceptions: in the historical paper category, no process paper is necessary, but an annotated bibliography is required. In the website category, the process paper and annotated bibliography must be integrated as part of the website. These papers allow the judges some insight into how the project was completed and how extensive the research into the topic was. In all cases, the words in the process paper and bibliography DO NOT count as part of the word count rules for each category. Do not put your required papers in a folder. Simply staple them at the top left corner.

The first page of these written materials must be a title page. The title page must contain only the following information:

the title of your entry  
your name(s)  
contest division (junior or senior)  
category (i.e.: group documentary)

Do not include your school name, grade, age, etc. on your title page. In addition, you should not use pictures or borders on your title page.

### The Process Paper

A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered. Do not include your age, grade or school name. Do not place your process papers in covers or folders. It is best to simply staple them with your bibliography to be presented to the judges.

**The first section** should explain how you chose your topic.

**The second section** should explain how you conducted your research.

**The third section** should explain how you selected your presentation category and created your project.

**The fourth section** should explain how your project relates to the NHD theme.

## Dinner with the President Annotated Bibliography

### Primary Sources:

"Cabinet Dinner in Honor of the President and Mrs. Roosevelt." *New York Times* [New York City ] 3 Feb. 1904: 9. Print.

From this source, I got an idea of who was invited to state dinners.

"The Booker T. Washington Papers, Vol. 6, 1901-1902." *University of Illinois Press*. Web. 25 Feb. 2011. <[historycooperative.org/btw](http://historycooperative.org/btw)>.

This particular volume of Booker T. Washington papers allowed me access to telegrams sent between Roosevelt and Washington.

Roosevelt, Theodore to Booker T. Washington. Sept. 14, 1901. Booker T. Washington Papers Collection. University of Illinois Press. Web. Feb. 2011. <[historycooperative.org/btw](http://historycooperative.org/btw)>

This source also provided me with telegrams between Roosevelt and Washington.

Roosevelt, Theodore. Lincoln Day Dinner Address. New York City. Feb. 13, 1905. Keynote address. Web. Feb. 26, 2011. <[www.emersonkent.com/speeches/lincoln\\_dinner\\_address](http://www.emersonkent.com/speeches/lincoln_dinner_address)>

This speech gave me some insight into the views and values of Theodore Roosevelt.

### Secondary Sources:

Beyer, Rick. "Guess Who's Coming to Dinner?." *The Greatest Presidential Stories Never Told: 100 Tales from History to Astonish, Bewilder & Stupefy*. New York: Collins, 2007. 122-123. Print.

This chapter gave me several quotes and an improvement on my understanding of the impact of Roosevelt's invitation to Booker T. Washington. It also explained how the newspapers portrayed his actions.

Donald, Aida D. *Lion in the White House: A Life of Theodore Roosevelt*. New York: Basic Books, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt's administration and the Roosevelts life in the White House.

Gonzalez, Ariel . "Guess Who's Coming to Dinner: From Booker T. Washington to Barack Obama." *Breaking News and Opinion on The Huffington Post* . N.p., n.d. Web. 9 Dec. 2010. <[www.huffingtonpost.com/ariel-gonzalez/guess\\_whos\\_coming\\_to\\_dinn\\_b\\_137764.html](http://www.huffingtonpost.com/ariel-gonzalez/guess_whos_coming_to_dinn_b_137764.html) >.

This news article gave me a better understanding of the breakage of social barriers throughout the history of the White House.

Landau, Barry H.. *The President's Table: Two Hundred Years of Dining and Diplomacy*. New York, N.Y.: Collins, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt and the White House, and its impact. This book was my best source about the history of White House dinners.

Meyers, Robert Cornelius V. *Theodore Roosevelt, Patriot and Statesman; The True Story of an Ideal American*., Philadelphia, Pa. and Chicago, Ill.: P. W. Ziegler & co. [c1902], 1902. Print.

I took several quotes from this source. It helped me comprehend Mrs. Roosevelt's responsibilities in the White House. It also led me to understand the importance of Prince Henry's visit.

Miller, Nathan. *Theodore Roosevelt: a life*. New York: Morrow, 1992. Print.

This biography of Roosevelt provided me with several quotes.

Mitchell, Patricia, and Sarah E. Mitchell. *Plain Food & High Thinking: An Anecdotal History of White House Entertaining, 1901-1953*. Chatham, Va.: Patricia B. Mitchell, 2005. Print.

This small book gave information about the food served at the White House and Oyster Bay. I started to understand the simplicity of the food at the Roosevelt table.

Morris, Edmund. *Theodore Rex*. New York: Random House, 2001. Print.

This was the most informative biography I read. It helped me to understand the character of the President, and gave me several quotes.

Thayer, William Roscoe. *Theodore Roosevelt: an Intimate Biography* . Boston: Houghton Mifflin, 1919. Print.

This source gave me a better understanding of the diplomacy that happened around the table during Prince Henry's visit. It helped me to understand what protocol demanded in this situation.

"The White House State Dinners," The White House Historical Association. Web. March 21, 2011. <[www.whitehousehistory.org](http://www.whitehousehistory.org)>.

This website provides the history of the White House. This particular article gave information about how "State Dinners" have changed over time.

Willeys, Gilson. *Inside History of the White House* . New York: The Christian Herald, 1908. Print.

Because this book was printed at the end of Roosevelt's Presidency, it gave information that was relevant to the time period. It was an accurate description of life in the White House.

# Soap Box Justice: Judge Ben B. Lindsey and the Juvenile Court

## Annotated Bibliography

### Primary Sources

*'Beast After Me with Recall, so Come On'-Lindsey.* Denver Republican. Sept. 6, 1913.

*This short article describes Lindsey's reactions to the attempts to remove him from office after the publication of The Beast, which detailed corporate corruption in Denver.*

Buckwalter, Harry H. *Denver Juvenile Court - "Children of the slums after first bath by Juvenile Court"*. c 1904. Photograph. Denver Public Library Western History Collection, Denver, Colorado.

*This photograph is part of the Benjamin B. Lindsey archive in the Western History Collection at the Denver Public Library. It led me to learn about the installation of the shower in the county courthouse for the use of "Lindsey's Boys."*

Casey, Lee. *Judge Ben B. Lindsey Dies at 73.* Rocky Mountain News. March 27, 1943.

*Lee Casey was a columnist for the Rocky Mountain News. He was a staunch supporter of the work Ben Lindsey did in Denver. He was one of the few voices that did not abandon Lindsey after his publication of The Beast. This article, written after Lindsey's death, notes the love/hate relationship many in Denver had with Ben Lindsey.*

Gilbert, W.. *A Fair Chance for Every Boy.* N.d. Art Original. Denver Public Library Western History Collection, Denver, Colorado.

*This political cartoon is part of the Ben B. Lindsey archive in the Western History Collection at the Denver Public Library. The drawing shows John D. Rockefeller writing Lindsey a check to support his work. This showed me the extent to which Lindsey's work was renowned.*

Hines, Lewis. *Children in Rail Yard.* January 29, 1917. Photograph. Library of Congress, Washington, DC.

*This picture is one of my props during my performance.*

Hine, Lewis . *Children in Textile Mill.* 1920. unknown, Macon, GA.

<http://www.historyplace.com/unitedstates/childlabor/hine-empty.htm>. Web. 16 May 2013.

*This picture is one of my props during my performance.*

*Judge Lindsey Dies; Children's Friend: Noted Jurist Who Founded the Juvenile Court.* New York Times. Mar. 27, 1943.

*Judge Lindsey's obituary appeared in many newspapers worldwide, including this article from the New York Times. It recounts his work with the juvenile court and the influence that court had on the development of juvenile courts across the country.*

*Judge Makes it a Personal Matter with Incurable Boys.* Denver Times. Nov. 24, 1904.

*This Denver Times article describes the personal interest that Judge Lindsey took in the boys who came through his court. It describes the expectations he had of the boys and how they responded to his trust and encouragement.*

Lindsey, Benjamin Barr. Benjamin Barr Lindsey Collection. Western History Collection. Denver Public Library. Denver, Colorado.

*I spent many hours combing the collection of personal papers and documents housed at the Denver Public Library's Western History Collection. These papers gave me great insight into the work done by Judge Lindsey, but also the personality of the man.*

Lindsey, Ben B., and Wainwright Evans. *The Revolt of Modern Youth*. New York: Boni & Liveright, 1925. Print.

*This book articulated some of the problems Judge Lindsey saw with the methods of disciplining minors, and the doctrine of forced morality that had become a sort of panicked solution to changing social attitudes of the day. In it, he recommended increased education, respect instead of coercion, and changed social attitudes toward children's offences. These goals informed everything he did with the juvenile court.*

Lindsey, Ben B.. *Twenty-five Years of the Juvenile and Family Court of Denver, Colorado being an account of its contributions to the cause of humanity, truth and justice : presented by friends of the Denver Juvenile and Family Court in commemoration of its foundation.* Denver: s.n., 1925. Print.

*This report was a comprehensive picture of the full impact of the Juvenile Court during Lindsey's time as judge.*

Lindsey, Ben B., and Harvey Jerrold Higgins. *The Doughboy's Religion and Other Aspects of our Day*. 1920. Reprint. New York: Harper & brothers, 2012. Print.

*Another of Judge Lindsey's works, this gave me an insight to his perspective on the young men in the US Military during WWI.*

Lindsey, Benjamin Barr. *The Juvenile Court and Probation of Juvenile Offenders*. Lawrence, KS: Unknown, 1902. Print.

*This was a paper Judge Lindsey wrote and read at the Union Convention of the Kansas Society for the Friendless and Kansas Conference of Charities and Correction. It helped me form an understanding of his opinions on juvenile delinquency.*

Lindsey, Benjamin Barr. *The Reformation of Juvenile Delinquents Through the Juvenile Court*. Atlanta, GA: Press of F. G. Heer, 1903. Print.

*This was a paper Judge Lindsey wrote and read at the National Conference of Charities and Correction. He presented information about what causes delinquency in children, and how to combat these problems.*

Lindsey, Benjamin Barr, and Harvey Jerrold Higgins. *The Beast*. New York: Doubleday, Page & company, 1910. Print.

*This book was one of many works Lindsey produced during his lifetime. In it, he details the corruption of the "Boss Evans" era in Denver, the abuses of the utility companies, and the many social problems they had caused among the working class. This book was part of the reason Judge Lindsey was run out of Denver. A first edition of the book is one of my props.*

*Pride of the Rockies Soap labels*. Dunwoody Brothers Soap Company. Denver, CO. 1904.  
[www.victortradingco.com/TinCans.html](http://www.victortradingco.com/TinCans.html).

*These original labels from Dunwoody Soap Products, the company that supplied soap for the Juvenile Court shower, led me to the idea of "Soapbox Justice". Reproductions of the labels are used on my soapbox, as well as the bar of soap I use as a prop.*

*Saved By The Juvenile Court*. Dir. Otis Thayer. Perf. Benjamin Barr Lindsey, Ida L. Gregory. Columbine Film Company, 1913. Film.

*This video was a great silent film about Judge Lindsey's interactions with the kids he worked with. It is easy to see the mutual admiration that existed.*

The Denver Juvenile Court of the City and County of Denver. "Facts and Figures." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver*. Denver: Merchants Pub. Co., 1904. 147. Print.

*This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I used this chapter to analyze the drop in delinquency and truancy in the first three years of the Juvenile Court in Denver. The "Chart Showing the Number of Charges for Truancy in the Years 1901, 1902 and 1903" and the "Summary of All Charges" chart are part of the props for my performance.*

The Denver Juvenile Court of the City and County of Denver. "The Expense." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver*. Denver: Merchants Pub. Co., 1904. 175. Print.

*This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I analyzed data from this report and compared these amounts with an inflation calculator to determine the per-case savings for Judge Lindsey's court. The "Expense Chart" from this chapter of the report is used as a prop in my performance.*

Unknown artist. *Benjamin B. Lindsey portrait*. Denver Juvenile Court. c 1940.

*I had the opportunity to go to the new Lindsey-Flannigan Juvenile Court Center to see the original portrait. The artist is unknown. From a photograph, I had a poster made of the image for use as a prop in my performance.*

Unknown. *Judge Lindsey with crowd of boys*. N.d. Photograph. Library of Congress, Denver, CO.

*This picture is one of my props used during my performance.*

Unknown. *Judge Lindsey with Children*. 1906. Photograph. Library of Congress, Washington, DC.

*This picture is one of my props during my performance.*

"Whole edition." *Silverton Standard* 10 Mar. 1904: Whole edition. Print.

*I use a scan of this newspaper as one of my props during my performance.*



## Secondary Sources

Abbott, Karen. 'Little Giant' had Big Impact on Justice. Colorado Milestones. Rocky Mountain News. April 20, 1999.

*Colorado Milestones was a project with Colorado Historical Society and the Rocky Mountain News to detail people and events in Colorado's history. This comprehensive article gave a good description of Lindsey's work and personality.*

Benjamin Barr Lindsey Newspaper Collection. Western History Collection. Denver Public Library. Denver, Colorado.

*The Western History Collection houses an extensive newspaper clipping file about Judge Ben Lindsey. While each article on it's one was not always noteworthy, the collection as a whole helped me to understand the worldwide popularity and influence of Judge Lindsey.*

Bosley, Barbara. Personal interview. 18 Jan. 2012.

*Ms. Bosley is a Family Court Facilitator at the Denver Juvenile Court. She has done a lot of personal and professional research about Judge Lindsey, and was able to give me a professional insight into his legacy through the Juvenile Court.*

Casey, Lee. Judge Lindsey was a Great Man. Rocky Mountain News. March 29, 1943. p 15.

*Lee Casey wrote this article about Judge Ben Lindsey just after he passed away. From this article I learned of the London Times poll designation of one of the 3 most influential Americans of the early 20<sup>th</sup> century.*

Casey, Lee. "A Storied History". The Rocky Mountain News. N.p., n.d. Web. 26 Jan.

2013.<<http://www.rockymountainnews.com/news/2009/feb/27/a-storied-history-lee-casey-1889-1951/>>..

*This is a short biography of journalist Lee Casey, a long-time friend and supporter of Judge Lindsey's court.*

Filler, Louis. *Crusaders for American Liberalism*. Yellow Springs, Ohio: Antioch Press, 1950. Print.

*This book gave me a good picture of Judge Lindsey's contemporaries in the Progressive Movement.*

Fox, Sanford. "The Early History of the Court. *The Future of Children Journal*. Princeton University, 1996. Web. 26 Apr. 2013.

<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311&sectionid=2061>

*This article gave me a scholastic perspective on Judge Lindsey's impact on legal history. It also helped me to understand whether Chicago or Denver had the first juvenile court.*

Goldman, Eric Frederick. *Rendezvous with Destiny; a History of Modern American Reform*. New York: Knopf, 1952. Print.

*This book gave me an insight to the overall structure of the Progressive Era's reforms, and Lindsey's place in the social turmoil of the early 1900s.*

Goodstein, Phil H. *Robert Speer's Denver 1904-1920: The Mile High City in the Progressive Era*. Denver, Colo.: New Social Publications, 2004. Print.

*This book was a great resource for uncovering some of the corruption in the Denver city government and the Colorado State government around the turn of the 20th century.*

Hare, Sheila, and Alphil Dick. *Wicked Denver: Mile-High Misdeeds and Malfesance*. Charleston: History Press, 2012. Print.

*This book gave me a feel for the atmosphere of Denver at the turn of the 20th century--the chapter on juvenile delinquency was, as you might imagine, especially helpful for getting a good grasp of what kind of cases Judge Lindsey would have seen.*

Hiner, N. Ray, and Joseph M. Hawes. *Growing up in America: Children in Historical Perspective*. Urbana: University of Illinois Press, 1985. Print.

*This book helped me gain an understanding of how juvenile law grew and developed in America, and the long-term impact Judge Lindsey had on Juvenile Law.*

*Judge Lindsey Set Pattern For Juvenile Courts*. Pueblo Chieftain. Oct. 7, 1962.

*This article from the Pueblo Chieftain gave a good overview of Lindsey's career in the Juvenile Court.*

King, Laoise. "Colorado's Juvenile Court History: The First 100 Years." *The Colorado Lawyer*, Vol. 32, No. 4. April 2003. Web. January 23, 2013.  
<http://100.juvenilelaw.net/History.htm>.

*This website helped me understand how Lindsey's court came into being, and the changes that have happened since he left the bench. This website also led me to the discovery of the painting of Ben Lindsey that is part of my performance.*

Larsen, Charles. *The Good Fight; The Life and Times of Ben B. Lindsey*. Chicago: Quadrangle Books, 1972. Print.

*This book was a very comprehensive biography of Judge Lindsey, and provided a great jumping-off point for my research.*

Laugen, R. Todd. Personal interview. 31 Oct. 2012.

*Dr. Laugen wrote *The Gospel of Progressivism; Moral Reform and Labor War in Colorado*. He gave me some further, more specialized insight into how Judge Lindsey affected and was affected by the Progressive Movement in Denver.*

Laugen, R. Todd. *The Gospel of Progressivism; Moral Reform and Labor War in Colorado, 1900-1930*. Boulder, Colo.: University Press of Colorado, 2010. Print.

*This book was a great over-all view of the morality that fueled the Progressive Movement, which in turn fueled Judge Lindsey.*

"Manuscript Monday: Benjamin Lindsey," Western History and Genealogy Blog. *Denver Public Library: Western History Genealogy*. N.p., n.d. Web. 19 Aug. 2012.  
<<http://history.denverlibrary.org/blog/content/manuscript-monday-benjamin-lindsey>>.

*This blog article was part of my preliminary research at the beginning of my project.*

"The Future of Children - ." *The Future of Children - Home*. N.p., n.d. Web. 26 Apr. 2013.  
<<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311&sectionid=2063>>.

*This article gave me a scholastic perspective on Judge Lindsey's impact on legal history.*

"The Kid's Judge." *The Colorado Magazine*. 1 Mar. 1977: 228-237. Print.

*This was where I did my preliminary research on Judge Ben Lindsey. This volume is housed at the Stephen H. Hart Library at the History Colorado center.*

"The Kid's Judge." *American History Lives at American Heritage*. N.p., n.d. Web. 3 April 2013.

<<http://www.americanheritage.com/content/kids%E2%80%99-judge>>.

*This article gave me more scholastic insight, and anecdotal evidence, into Judge Lindsey's respect and love for the kids he ruled for during his career.*

"The Kid's Judge: Benjamin Barr Lindsey." *Between the Lions Weblog*. N.p., n.d. Web. 26 Jan.

2013. <<http://mollybrownbtl.wordpress.com/2011/06/06/the-kids-judge-benjamin-barr-lindsey/>>.

*This website gave me a great insight into Judge Lindsey's friendship with Margaret Tobin "Molly" Brown, a Denver philanthropist and survivor of the Titanic sinking. She was just one of the "celebrities" who supported his efforts.*

Wallace, Elizabeth Victoria. "Crime, Punishment, and the Vigilance Committee." *Hidden*

*History of Denver*. Charleston, SC: History Press, 2011. 75-77. Print.

*This section explained the role of the KKK in 1920s Denver, both socially and politically.*

### Annotated Bibliography

Please note: The type of source (book, website, interview, etc.) is not listed on the actual Bibliography. Only the information in the right column will be shown on the document. The bibliography should be divided between primary and secondary sources, and be alphabetized.

#### Primary Sources:

- Interview:  
primary source** Inouye, Herb; Japanese American evacuee. Interviewed by Macy Franken;  
January 30<sup>th</sup>, 2011. Denver, Colorado.
- Mr. Inouye was one of the first voluntary evacuees out of California. He provided me with a first-hand perspective of the Japanese Americans being forced out of their homes during the evacuation of the West Coast and their opinion of Carr's stand. I believe this is a primary source because Mr. Carr's personal story was told through the interview. This was one of my favorite interviews because it was such a personal story about Governor Carr.
- Newspaper  
collection:  
primary** Ralph Carr Collection; newspaper archive—1938-1950. Western History Collection. Denver Public Library. Denver, Colorado.
- Most, if not all, of the newspaper articles printed by the Denver Post and the late Rocky Mountain News pertaining to Gov. Ralph Carr are housed here. They provide a journalistic perspective on the way that Carr governed, and on the public's reaction to his stand for the Japanese.
- Newspaper  
article: primary** "Gov. Carr Stakes Political Future on his Jap Stand." The Denver Post. April 3, 1942.
- This newspaper article described the political costs for the "stand" Carr took for American citizens of Japanese ancestry.
- Speech** Carr, Ralph. "Address at Lamar, Colorado." March 19, 1942. Ralph Carr Collection, Colorado State Archives.
- The text of Carr's speeches helped me to understand his character and his political stance. I quoted this speech in my documentary.
- Photograph** "Ralph L. Carr." Denver Public Library Digital Collection.  
<http://digital.denverlibrary.org>. Accessed February 12, 2007
- This photograph of Ralph Carr was featured in my documentary.
- Historical  
Document** Roosevelt, Franklin D.; "Executive Order 9066". February 19, 1942. National Archives  
Digital Collection. [www.ourdocuments.gov](http://www.ourdocuments.gov). Accessed January 26, 2008.
- This Presidential order placed all persons of Japanese descent living on the West Coast in internment camps. I used the wording of the document and a photograph of it in my documentary.
- Personal  
Correspondence  
Collection** Ralph Carr Collection; Governor's archive—1940-42. Colorado State Archives.  
Denver, Colorado.
- I was able to spend an afternoon researching at the Colorado State Archives. Several invaluable pictures and actual letters that had been written to the governor, along with his response to each, are housed in this collection. Many of these were used in my documentary.

## Secondary Sources:

### **Book**

Schrager, Adam. The Principled Politician—The Ralph Carr Story. Fulcrum Publishing; Golden, CO. 2008.

The only full biography of Ralph Carr in existence, it was my most helpful resource for quotes and facts about his life. This book has had the most impact on my understanding of the convictions and actions of Governor Carr.

### **Article in a book**

Lamm, Richard D. and Duane A. Smith. "Forgotten Hero: Ralph L. Carr"; Pioneers and Politicians—Colorado Governors in Profile. Fulcrum Publishing; Golden, CO. 2008.

I came to understand a view of Ralph Carr from someone who had occupied the governor's office himself. Because this short excerpt was written from an "insiders" viewpoint, it gave a new dimension to my research.

### **Website**

Discover Nikkei website. Japanese American National Museum. [www.discovernikkei.org](http://www.discovernikkei.org) ; 2008.

This website was a valuable resource because it is maintained by the Japanese American National Museum. This organization is dedicated to the remembrance of and advancement beyond the camps for Japanese Americans. I found many helpful primary source documents on this website.

### **Interview: Secondary Source**

Dyck, Stan, Dr.; Professor of American History—Colorado Christian University. interviewed by Macy Franken, January 16<sup>th</sup>, 2008. Lakewood, Colorado.

Dr. Dyck provided me with an opinion of Ralph Carr from an academic standpoint. As a professor of American History, he was knowledgeable about Ralph Carr and the impact he had on Colorado. He helped me to understand that there were many aspects to Gov. Carr's decision to allow voluntary evacuation.

### **Article online**

"Person of the Century." America's Byways. Rocky Mountain PBS website. 2006. [http://www.rmpbs.org/byways/sft\\_governor.html](http://www.rmpbs.org/byways/sft_governor.html). Accessed February 10, 2008.

This online article gave me biographical information about Ralph Carr. There were also several helpful pictures on this website.

### **Newspaper article: secondary**

"Ralph Carr: Colorado's Person of the Century." Denver Post. December, 1999.

I used the words from this article to conclude my documentary about Ralph Carr. This newspaper article summarizes the stand he took for the constitutional rights of all people.

### **DVD/Video**

A Time of Fear. DVD. Sue Williams, director. PBS Home Video. 2005.

This video details life in the internment camps.

## 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.
- Proofread your bibliography, especially if you used a web-based bibliography service.

### DON'TS:

- Cite Google, Bing, Ask, etc. as a source. These are search engines. It would be like citing the library where you found a book as the author.
- Cite Wikipedia in your bibliography. Judges tend to view it as unreliable.
- 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.
- Use a web-based bibliography service unless you understand its weaknesses and are committed to proofreading and editing the final product.

## Workshop 19

### Quality Control

Today will be a work day for your students. They should be finishing up their projects by now, writing their process papers and creating their annotated bibliographies. The end is in sight!

Today also offers an opportunity for you to act as the “quality control” officer. Every year at National History Day contests there are projects with grievous errors and mistakes. One of your roles as the teacher is to point out errors such as spelling and grammar mistakes, factual errors, and neatness issues. Remember, those students who will be competing in a regional competition—or beyond—will be representing your school and classroom. Insist that they fix their mistakes before placing their project before the judges!

There is a checklist available for each type of project. You will find it on the flash drive. Provide each group or individual with a copy of the appropriate checklist and ask them to evaluate their project. This will identify what work remains to be completed.

Next week, students will be presenting their work. Remind them of upcoming deadlines.





# NATIONAL HISTORY DAY

## Documentary Checklist



### General checklist for the project

- ☐ I/we have a **creative title** for my project.
- ☐ I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform In History"  
I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use both **primary and secondary source** material to support my thesis.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/we have provided **historical context** for my topic.
- ☐ I/we have demonstrated the **overall significance** of my project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can **stand alone** for someone who has no idea about my topic.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

### Specific checklist for a documentary

- ☐ The documentary meets the **time requirement** of ten minutes.
- ☐ The documentary **runs by itself** without and user input.
- ☐ The documentary is **visually appealing**, with clear and crisp images and video.
- ☐ The **images and video match the audio narration** and add to the support of the thesis.
- ☐ The **narration is all original**.
- ☐ The audio level is a **consistent and comfortable volume**.
- ☐ The **audio is clear** to the viewer.
- ☐ General **credits** are displayed at the end of the documentary.

### Checklist for judging at regional competition

- ☐ I/we have four copies of our **title page, process paper and annotated bibliography**.
- ☐ I/we are prepared to **answer the judges' questions** about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition!**

### **General checklist for the project**

- ☐ I/we have a **creative title** for the project.
- ☐ I/we have demonstrated how the project relates to the theme of "Revolution, Reaction, Reform in History"
- ☐ I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/w have provided **historical context** for the topic.
- ☐ I/we have demonstrated the **overall significance** of the project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can **stand alone** for someone who has no idea about my topic.
- ☐ My/our project demonstrates **originality and creativity**.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources.

### **Specific checklist for an exhibit**

- ☐ The exhibit meets the **size requirements** as stated in the rules—no larger than 40 inches wide, 30 inches deep, and 6 feet high.
- ☐ The exhibit meets the **word requirements** as stated in the rules—500 student composed words.
- ☐ If used, the **media device** follows the requirement of no longer than 3 minutes.
- ☐ The exhibit is **visually appealing**, with clear and crisp images.
- ☐ The **title** is clear and visible
- ☐ The **subtopics** are obvious and organized.
- ☐ All **text** is readable and consistent in size and font.
- ☐ There are a **wide variety** of visual materials.

### **Checklist for judging at regional competition**

- ☐ I/we have four copies of our title page, process paper and annotated bibliography.
- ☐ I/we are prepared to answer the judges questions about our project.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition.**



# NATIONAL HISTORY DAY

## Paper Checklist



### General checklist for the project

- ☐ I/we have a **creative title** for my project.
- ☐ I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform In History"  
I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use both **primary and secondary source** material to support my thesis.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/we have provided **historical context** for my topic.
- ☐ I/we have demonstrated the **overall significance** of my project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can **stand alone** for someone who has no idea about my topic.
- ☐ My/our project demonstrates **originality and creativity**.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

### Specific checklist for a paper

- ☐ The paper meets the **word requirement** as stated in the rules – between 1,500 and 2,500 words, not including notes, bibliography, annotations, or supplemental material.
- ☐ The paper is **properly cited** using MLA style.
- ☐ The paper is **typed** on plain white paper with 1 inch margins and written in 12 point font.
- ☐ The paper is **clearly organized** and follows a logical progression.

### Checklist for judging at regional competition

- ☐ I/we have four copies of our **title page, process paper and annotated bibliography**.
- ☐ I/we are prepared to **answer the judges' questions** about our project.

**Read "*Preparing Yourself for the Judging Process*" from the NHD Curriculum Guide before the competition!**



# NATIONAL HISTORY DAY

## Performance Checklist



### General checklist for the project

- ☐ I/we have a **creative title** for my project.
- ☐ I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform in History"  
I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use both **primary and secondary source** material to support my thesis.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/we have provided **historical context** for my topic.
- ☐ I/we have demonstrated the **overall significance** of my project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can **stand alone** for someone who has no idea about my topic.
- ☐ My/our project demonstrates **originality and creativity**.
- ☐ I/we have a **complete process paper**.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

### Specific checklist for a performance

- ☐ The performance meets the **time requirement** as stated in the rules - no longer than 10 minutes
- ☐ All **props and equipment** are supplied and run by the students.
- ☐ The props can be **set up** in five minutes and **taken down** in five minutes.
- ☐ The performance is **rehearsed and memorized**.
- ☐ The performance is **acted** and not simply spoken.

### Checklist for judging at regional competition

- ☐ I/we have four copies of our **title page, process paper and annotated bibliography**.
- ☐ I/we are prepared to **answer the judges' questions** about our project.

**Read "*Preparing Yourself for the Judging Process*" from the NHD Curriculum Guide before the competition!**

### **General checklist for the project**

- ☐ I/we have a **creative title** for the project.
- ☐ I/we have demonstrated how the project **relates to the theme** of "Revolution, Reaction, Reform in History"
- ☐ I/we have a **clearly stated thesis** that unifies my project.
- ☐ I/we use a **broad amount of resources** instead of relying on one or two main sources.
- ☐ I/w have provided **historical context** for the topic.
- ☐ I/we have demonstrated the **overall significance** of the project in history.
- ☐ I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- ☐ I/we have presented **different points of view** in order to have balance.
- ☐ My/our project can **stand alone** for someone who has no idea about my topic.
- ☐ My/our project demonstrates **originality and creativity**.
- ☐ I/we have a **complete process paper** integrated into my website.
- ☐ I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources integrated into my website.

### **Specific checklist for a website**

- ☐ The website meets the memory requirement of no more than 100 MB.
- ☐ The website is published on Weebly, and the URL has been submitted.
- ☐ The exhibit meets the **word requirements** as stated in the rules—no more than 1200 student composed words.
- ☐ Multimedia clips are no more than **45 seconds long**.
- ☐ The website is **visually appealing**, with clear and crisp images and video.
- ☐ The **title** is clear and visible, and the home page contains the names of the students, the category of the entry, and the title of the entry.
- ☐ The websites links function successfully on two different computers.
- ☐ The website actively involves the user.

### **Checklist for judging at regional competition**

- ☐ My/our process paper and annotated bibliography have been integrated into the project.
- ☐ I/we are prepared to answer the judges questions about our project.
- ☐ I/we are prepared to give the judges a tour of our website.

**Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition.**

## Workshop 20

### Preparing for Competition

Today is the day your students will showcase their National History Day projects! They have worked hard on their projects, so today is a day to celebrate their success. There are many options for organizing this event.

#### **1. Classroom Showcase:**

In this option, students will share the work they have done with the rest of their class. Provide your class with the handout of sample judges questions found on the flash drive. As each group presents their work, allow other class members to ask questions as if they were an NHD judge. This will be especially helpful for any students who are going to compete in a regional contest. Allow students to give constructive criticism and feedback to each presenter.

#### **2. School Showcase:**

Find a place in your school where you can display your class' projects. Keep in mind the need for computer or video equipment for websites or documentaries. Your media center might be a great option. Also keep in mind the need for student projects to be safe from vandalism (especially those planning to compete at a regional contest). If possible, allow your students to stand with their projects while other classes or guests come view the projects. Encourage the viewers to ask questions and offer feedback.

#### **3. School competition:**

In some cases, your region may limit the number of entries that can be submitted in each category. Communicate with your contest coordinator to find out if this is the case in your region. You might find it necessary to host a local contest prior to the regional event. If you choose to hold a local contest, invite parents, community members, school board members, administrators, etc. to act as the judging panel. Make the local event as much like the regional event as possible (this will be to the student's advantage when they compete at the next level.) Create a judging schedule and divide your judges into teams. Allow the students to be interviewed by the judges, and have the judges fill out judging forms (available on the flash drive).

While this can be a bit disruptive to the school day, it builds excitement for the regional contest. Those who win the chance to compete do have an advantage when they come to the actual competition because they have been through the judging process before. If you wish, you could even have an awards assembly to recognize those students who will be representing your school.

**Evaluating the projects:**

As the teacher, you should evaluate the work that each student has completed. On the flash drive, you will find a folder named "Evaluation Materials". Here you will find some items to help with that process. There is also a self-evaluation worksheet for students. In addition, if your students participated in the online "Pre-assessment" back in Workshop 5, please see the "Post-Assessment" information in the "Evaluation Materials" folder.

**Thank you for using National History Day in your classroom this year. Good Luck to you and your students!**

## 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:**

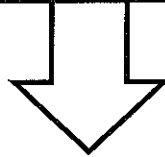
- Is there anything you weren't asked that you would like to talk about?



# HOW NATIONAL HISTORY DAYS IN COLORADO WORKS

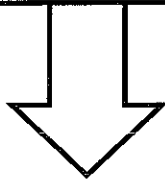
## LOCAL OR SCHOOL CONTEST

YOUR SCHOOL MAY HOST A CONTEST TO DETERMINE WHICH PROJECTS WILL COMPETE IN NHDC. THE NUMBER OF PROJECTS THAT WILL ADVANCE IS DETERMINED BY YOUR REGIONAL DIRECTOR.



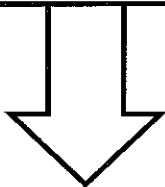
## REGIONAL CONTEST

COLORADO IS DIVIDED INTO 11 REGIONS. EACH REGION HOLDS A COMPETITION IN THE SPRING. 1<sup>ST</sup>, 2<sup>ND</sup>, AND 3<sup>RD</sup> PLACE IN EACH CATEGORY WILL ADVANCE TO THE STATE COMPETITION. CONTACT YOUR REGIONAL COORDINATOR FOR DETAILS.



## STATE CONTEST

THE UNIVERSITY OF COLORADO—DENVER HOSTS THE STATE COMPETITION EACH YEAR IN MAY. STUDENTS WHO HAVE QUALIFIED AT THE REGIONAL LEVEL CAN COMPETE. 1<sup>ST</sup> PLACE AND 2<sup>ND</sup> PLACE IN EACH CATEGORY ADVANCE TO NATIONALS.



## NATIONAL CONTEST

THE NATIONAL HISTORY DAY COMPETITION CONCLUDES WITH THE NATIONAL CONTEST, HELD EACH JUNE ON THE CAMPUS OF THE UNIVERSITY OF MARYLAND—COLLEGE PARK. CASH PRIZES AND OTHER AWARDS ARE GIVEN TO THE NATION'S BEST HISTORY PROJECTS.

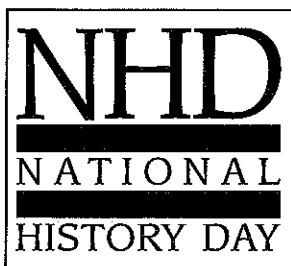
## FROM THE TRENCHES

Advice from an NHD veteran

The following bits of advice are offered by a student who competed in National History Day for seven years. She's been there...

- ✓ Prepare the night before...Make sure everything you need is gathered ahead of time in one central location. Don't forget computer equipment, costumes/props, process paper/bibliography copies, all elements of your exhibit, etc. This will make the morning of the contest less stressful.
- ✓ Get a good night's sleep...You will enjoy the competition much more if you haven't been up until all hours the night before.
- ✓ 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 on 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, or gain some inspiration for next year.
- ✓ Practice makes perfect...On the way to the competition, practice with the sample judges' interview questions, and come up with a few of your own questions that might be asked about your project specifically. The more standard answers you have to standard questions, the more confident you'll be in your ability to think quickly and sound knowledgeable. There is nothing worse than having to tell a judge, "I don't know." If you truly don't know the answer, be prepared to admit you haven't come across it in your research.

- ✓ 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 the contest. At State especially, there is lots to do downtown, and sometimes you can get free museum tickets.
- ✓ 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 an area.
- ✓ Have a plan B...Make sure all technology has a back-up plan. While documentaries need to be on a DVD, bring a back-up copy, or upload your documentary to YouTube, along with extra DVD's, 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 and equip yourself accordingly.
- ✓ 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!



# DOCUMENTARY

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

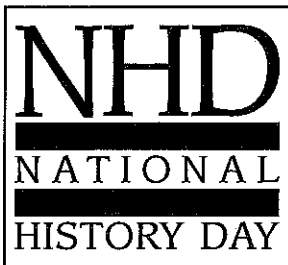
- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Presentation, written material is original, clear, appropriate, organized and articulate							
• Entry is organized, visual impact is appropriate to topic							

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		



# EXHIBIT

JUDGING CRITERIA	EVALUATION			
(Judging criteria are explained in the <i>Rule Book</i> )	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

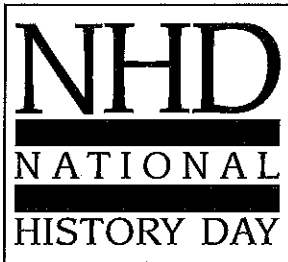
- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Exhibit, written material is original, clear, appropriate and organized							
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.							

Rules Compliance	Yes	No
• Maintains size requirement (40" x 30" x 72")		
• Media device maintains time limit (3 minutes)		
• Maintains word limit (500 words)		
• Includes annotated bibliography		
• Other		



JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

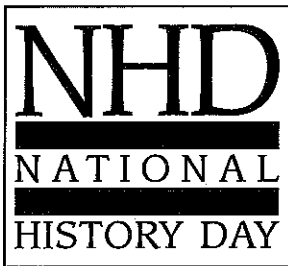
Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Paper is original, clear, appropriate, organized and well-presented							
• Text is clear, grammatical and spelling is correct; entry is neatly prepared							

Rules Compliance	Yes	No
• Maintains length requirement (1500-2500 words)		
• Includes annotated bibliography		
• Other		

## COMMENTS

- Strengths
- Areas for Improvement



# PERFORMANCE

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

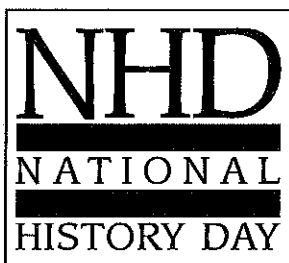
- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Presentation, written material is original, clear, appropriate, organized and articulate							
• Performers show good stage presence; props and costumes are historically accurate							

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		



# WEB SITE

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i> )	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

## COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses available primary sources							
• Research is balanced							

Relation to Theme (20%)							
• Clearly relates topic to theme							
• Demonstrates significance of topic in history and draws conclusions							

Clarity of Presentation (20%)							
• Web site, written material is original, clear, appropriate, organized and articulate							
• Web site has visual impact, uses multi-media effectively and actively involves viewer							

Rules Compliance	Yes	No
• Maintains word limit (1200 words)		
• Maintains size limit (100 MB)		
• Multimedia clips maintain time limit (45 seconds)		
• Includes annotated bibliography		
• Other		



## Evaluation Materials

This folder will provide you with several evaluation tools to assess the success of National History Day in your classroom.

### **Sample Teacher Rubric:**

On the flash drive you will find a sample rubric for evaluating the projects your students have created. You may also create your own based on the needs of your classroom.

### **Student Self-Evaluation:**

Students should take a few minutes to reflect on their National History Day experience. This should be done after those students who are competing have completed their regional competition. There is a worksheet on the flash drive for this purpose.

### **Source Identification Post-assessment:**

If your students have not already done so, they should complete the Source Identification Post-assessment. If they completed the Pre-assessment as part of the online study, they should also complete the Post-assessment online. The link to this assessment can be found here: [Online Post-assessment](#). As before, the results from your class will be sent to you. If you did not participate in the online Pre-assessment, please use the assessment that is found on the flash drive.

# Source Identification Post-Assessment

Name \_\_\_\_\_

Have you participated in National History Day before?

- ☐ Yes
- ☐ No

If you have participated in NHD before, how many years?

\_\_\_\_\_

Choose the best answer for each question.

1. Which choice best defines a “primary source”?

- ☐ The first source used when researching a topic.
- ☐ The source used most often when researching a topic.
- ☐ A source that provides first hand information about a topic.

2. Which of the following is a primary source? (Mark all that apply)

- ☐ A letter from George Washington to Thomas Jefferson.
- ☐ A newspaper article about the Battle of Gettysburg, written on the 150<sup>th</sup> anniversary of the battle.
- ☐ A Wikipedia article about the Black Plague.
- ☐ Video footage of Allied troops landing on Normandy Beach in WWII.
- ☐ A biography of Benjamin Franklin.
- ☐ A recording of the “I Have a Dream” speech.

3. Which choice best defines a “secondary source”?

- A source written later that analyzes and interprets the topic you are researching.
- Any source that only provides a little bit of information.
- All internet resources.

4. Which of the following is a secondary source? (Mark all that apply)

- An autobiography of Martin Luther King, Jr.
- A chapter in your text book about the bombing of Pearl Harbor.
- An interview with a college professor about the Woman’s Suffrage movement.
- A political cartoon about WWII by Dr. Seuss, published in 1943.
- A book about the history of Major League Baseball.

5. Are any of the following not considered either a primary or secondary source?

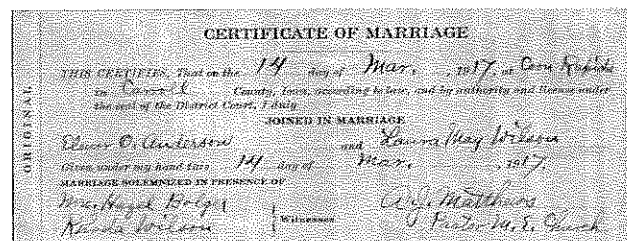
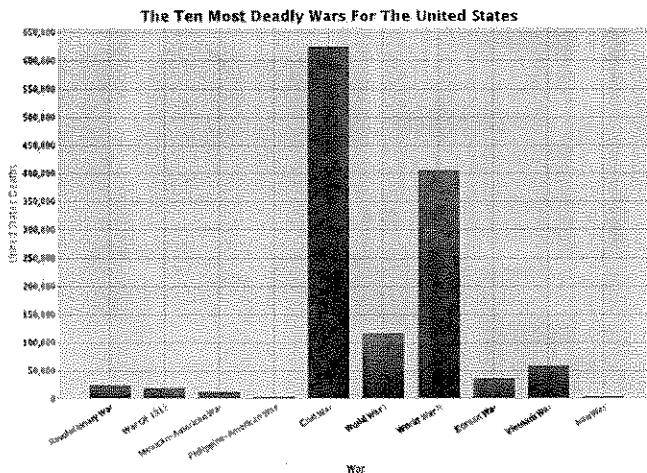
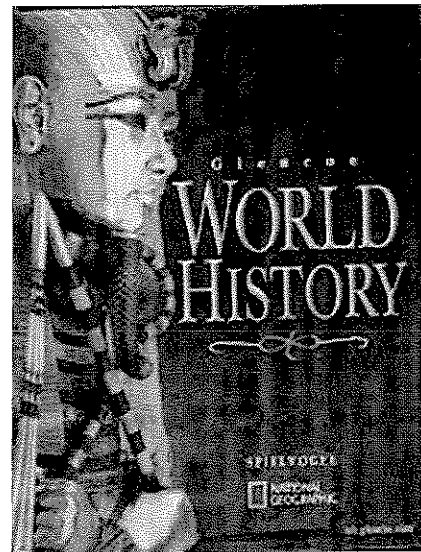
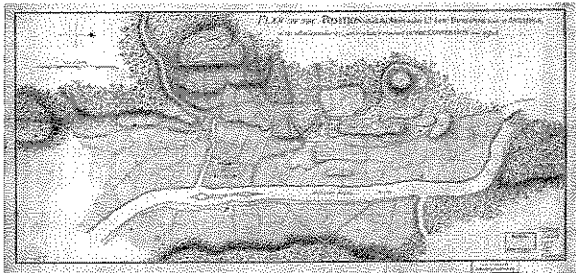
- A chapter in your history book about the Civil War.
- A Google images search for a picture of Woodstock.
- A receipt book showing slave sales.
- A biography of Lincoln written in 1995.
- Uncle Tom’s Cabin by Harriet Beecher Stowe.
- A Wikipedia article about the Industrial Revolution.

Write "Primary" under any source you think is primary sources.  
Write "Secondary" by those you think are secondary sources.

### The Gettysburg Address

Four Score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in this Great Civil War to test whether this nation, or any nation so conceived and so dedicated can long endure.



In your own words, describe the difference between a primary source and a secondary source. Give one example of each that you used in your National History Day research.

# FINAL EVALUATION RUBRIC

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

<b>HISTORICAL QUALITY</b> <ul style="list-style-type: none"> <li>€ Project is historically accurate.</li> <li>€ The topic is placed in historical context.</li> <li>€ Demonstrated why the project is relevant to history.</li> <li>€ The project addresses the impact the topic had on history.</li> </ul>	<b>EVALUATION</b> _____ <b>/30</b> <b>TEACHER COMMENTS:</b>
<b>RESEARCH AND EVALUATION</b> <ul style="list-style-type: none"> <li>€ Used a wide variety of primary and secondary sources. Maintained records of research and sources throughout project.</li> <li>€ Have a completed an annotated bibliography and process paper.</li> <li>€ Research is balanced, looking at more than one perspective.</li> </ul>	<b>EVALUATION</b> _____ <b>/30</b> <b>TEACHER COMMENTS:</b>
<b>CLARITY OF PRESENTATION</b> <ul style="list-style-type: none"> <li>€ Written materials are free of grammatical and spelling errors.</li> <li>€ The project is well designed and information is well organized.</li> <li>€ The student(s) is able to speak clearly and knowledgably about the subject.</li> <li>€ The student(s) can answer questions about the subject.</li> <li>€ The project is neatly created and maintains the viewer's interest.</li> </ul>	<b>EVALUATION</b> _____ <b>/20</b> <b>TEACHER COMMENTS:</b>
<b>RULES COMPLIANCE/ RELATIONSHIP TO THEME</b> <ul style="list-style-type: none"> <li>€ The project shows a strong relationship to the NHD theme.</li> <li>€ The project meets the requirement set forth in the NHD Rule Book.</li> </ul>	<b>EVALUATION</b> _____ <b>/10</b> <b>TEACHER COMMENTS:</b>
<b>STUDENT PROCESS</b> <ul style="list-style-type: none"> <li>€ On task behavior during the creation of the project.</li> <li>€ Made revisions and improvements when suggested.</li> <li>€ Committed to project/group.</li> <li>€ Met deadlines throughout the project.</li> <li>€ Wise use of resources such as technology, art supplies and work space.</li> </ul>	<b>EVALUATION</b> _____ <b>/10</b> <b>TEACHER COMMENTS:</b>
<b>FINAL COMMENTS:</b>	<b>EVALUATION</b> _____ <b>/100</b>

## STUDENT EVALUATION OF HISTORY DAY PROJECT

1. Describe or list several key points you learned about your topic. Did you receive enough assistance in learning about your topic?

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2. What research skills and historical thinking skills did you learn through History Day? Did you receive enough assistance in learning these skills?

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3. What personal skills (e.g., communication skills, attitude, etc.) did you have to use during this process? Could the teacher have assisted you better in these areas?

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4. What was your favorite part of the History Day process? Why? Could the teacher have made it even better?

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5. What was your least favorite part of the History Day process? Why? How could the teacher have made this part better for you?

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6. What suggestions do you have for your teacher(s) to make History Day an even better experience for next year's students?

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# 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)