University of Colorado **Denver**

National History Day in Colorado

A pre-collegiate social studies and literacy program

National History Day in Colorado

Student Workbook

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NHDC Director: Celeste Archer
NHDC Associate Director: Kayla Gabehart

National History Day in Colorado
University of Colorado Denver
1201 Larimer St., #3128
Denver, CO 80204
Phone: 303-315-1789
Email: nhdc@ucdenver.edu
Nationalhistorydayincolorado.org

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Introduction: The "BIG 3"

A National History Day project can be completed in eleven steps. Every step has a "BIG 3" things that are important to remember. Making sure you check off the BIG 3 will help you take your project from good to GREAT! Before we break down each of the eleven steps in detail, let's take a look at the BIG 3.

Step 1: The Topic Selection Process

1. Topic Restrictions—Do you have topic restrictions that you have to adhere to for your class? For example, do you have to pick a U.S. history topic? A twentieth century topic? If so, be sure to consider this at the start. If not, brainstorm some historical eras/regions that interest you. Remember NO topic is too small or insignificant. You are encouraged to pursue local topics and even family histories, as long as you connect them to the larger cultural and societal tensions and movements of the day.
   Topic Restrictions/Areas of Interest:_____
   _____
   _____

2. Be Specific!—It is absolutely vital that you select a topic that is specific enough that you can create a unique project and draw specific claims.

3. Draw Long-Term Impacts—There is not a specific timeframe regarding how old a topic must be, but the rule of thumb is roughly 20-25 years. However, topics that are slightly more recent are still fair game. For example, September 11—you were likely not alive for this event. The question you must ask yourself, however, is, "Does my topic have long-term impacts?" If not, it is probably a current event, not a historical topic.

Step 2: Becoming an "Expert": Identifying Context

1. Identify the 5 Ws—Identify the "who," "what," "when," "where," and "why" for the topic. This will help when writing the thesis paragraph and is vital to understanding the basic information about a selected topic.

2. Before, During, & After—What happened before, during, and after? Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?

3. Where in the World!?—What else is happening in the world that might help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin's research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

Step 3: The Thesis Statement

1. The 5 Ws—When you write thesis statements, you are really writing thesis paragraphs that help you identify your topic and exactly what you will be exploring in the project. Thus, you must have your 5 Ws (see above).

2. Theme—Your thesis statement must identify the annual theme. It is the quickest and best way to connect a particular topic to the theme.

3. Impacts—This is where your argument comes in—what short-term and long-term impacts are you focusing on and arguing in your project? They need to be in your thesis statement.

Step 4: The Research Process

1. Take Notes!—There's nothing worse than trying to retrace your steps to find sources again later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.

2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics

and those with limited sources translated from a foreign language might be instances in which you have fewer primary than secondary sources.

3. Verifying the Integrity of Sources—You must evaluate and use legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources: *History Channel*, quotes.com, *Encyclopedia Britannica*, Wikipedia.com, etc.

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

1. Connect, Explain, Relate—Analysis involves performing each of these three elements for each of your sources. This will be easy for some sources, and more complex for others, but you should have some material to work with for your analysis from vetting your sources during the research process. Think of this in three distinct parts:
   Connect the topic and the source evidence.
   Explain why this connection matters between the topic and source evidence matters. Demonstrate and explain the historical significance of the evidence.
   Relates your evidence back to the thesis of the project, thus proving and supporting it.

   .
2. Student Voice—It's important that your analysis is done in your own voice. It is absolutely necessary to use quotations, pictures, and other visual sources, but the analysis and connection of your evidence to your thesis needs to be done in your own words.

3. Organization—It's vital that you sufficiently outline your research and analysis before you construct your project to ensure that you don't have any gaps.

Step 6: Choosing a Category

1. What Category Appeals to You?—This is important because you need to choose a category that you enjoy and that suits your strengths.

2. What Category Best Suits Your Topic?—Some topics lend themselves to some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that

websites have multimedia, which will be tough to find regarding Julius Caesar.

3. Do You Have the Tools You Need?—Some formats are more technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

Step 7: Groups or Individuals?

1. Group Contract—Group projects are the best way for you to lose friends. You should create a contract with your group to ensure that you all understand what it takes to work in a group. All group members and their parents should sign this.

2. Group Size—You can work in groups of up to five. However, this is likely too many individuals for most of the formats, except perhaps the performance category, which may require many actors. The optimal number for group sizes is 2-3.

3. Dividing the Work—It is important that you divide the work equally. This does not mean that one student researches and one assembles the exhibit board. All students need to be involved in all steps of the process.

Step 8: Project Creation and Rules Summary

1. Word and Time Limits—Pay close attention to the word and time limits for each category. You need to get as close to the word or time limits as possible without going over. If you do not, your project will not be competitive.

    Word Limits:

        Exhibit: 500 student-generated words
        Website: 1,200 student-generated words
        Paper: 2,500 words (not including endnotes/footnotes)

    Time Limits:

        Documentary: 10 minutes
        Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as

well—there is a time limit regarding media clips for some formats. Additionally, there are some "unwritten rules" for documentaries in terms of media types.

Multimedia Limits:

Exhibit: 2 minutes total across exhibit

Website: 3 minutes total across website

Paper: Photos must be in an appendix, not within text

"Unwritten Rules":

Documentary:

- Video clips should be short and interspersed—clips should not detract from a student's work, but rather lend to it overall.
- Be sure not to re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on exhibit boards, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

Step 9: The Process Paper

1. First Person—You can absolutely write in the first person when composing your Process Paper. This is supposed to be a detailing of your process, so writing from your point of view is appropriate.

2. NO New Analysis or Argument—The Process Paper only serves to provide the judges with a coherent narrative of how your project came together. You should not include any new analysis or argument, as it will not count if it is now also within the project itself. Just stick to detailed your process.

3. Stick to the Questions—The National Office has provided a list of questions and elements that should be included in the process paper. Stick to these—you don't need to include any additional information.

Step 10: Citations and the Annotated Bibliography

1. Chicago Style—While MLA-style annotations are allowed, in competitions and especially in the paper category, Chicago citations are preferred.

2. Separated into Primary and Secondary—The annotated bibliography must be separated into sections of primary and secondary sources.

3. Annotations—All sources must be annotated with annotations of 2-3 sentences in length at least. Follow this formula:
    1. How you used the source
    2. How the source helped you to understand the topic.
    3. Any justifications you need to make about why you categorized the source a certain way (if applicable).

Step 11: The Contest

1. Practice the Interview—Remember, you do not need a presentation for the interview. You simply need to answer the judges' questions. Preparation is important.

2. Be on Time—Projects are not eligible for competition unless you complete the interview in the preliminary round.

3. Have Back-Up—Remember to bring back-ups for anything that could go wrong. Bring scissors and glue to touch-up exhibits, upload your documentary and bring a backup up on a flash drive, double-check that your website is published, bring extra copies of bibliographies and process papers. Plan ahead!

Step 1: Topic Selection

Topic selection is crucial to the NHD process. A topic that is too broad simply will not produce a good project, as it will not have the focus and analytical elements more focused projects will have. A topic that is too narrow will make it difficult to fulfill word and length requirements, which will also hinder a project from being competitive.

The BIG 3:

1. Topic Restrictions—Do you have topic restrictions that you have to adhere to for your class? For example, do you have to pick a U.S. history topic? A twentieth century topic? If so, be sure to consider this at the start. If not, brainstorm some historical eras/regions that interest you. Remember NO topic is too small or insignificant. You are encouraged to pursue local topics and even family histories, as long as you connect them to the larger cultural and societal tensions and movements of the day.

2. Be Specific!—It is absolutely vital that you select a topic that is specific enough that you can create a unique project and draw specific claims. More on this later…

3. Draw Long-Term Impacts—There is not a specific timeframe regarding how old a topic must be, but the rule of thumb is roughly 15-20 years. However, topics that are slightly more recent are still fair game. For example, September 11—you were likely not alive for this event. The question you must ask yourself, however, is, "Does my topic have long-term impacts?" If not, it is probably a current event, not a historical topic.

To narrow down your topic, complete the following exercises:

1. Self-Questioning Activity
2. Threads Activity
3. Narrowing Triangle Activity
4. Additional Topic Ideas

Topic Selection: Self-Questioning

This year's NHD theme: _____

I am interested in these time periods: _____
_____

My general area(s) of interest: _____
_____

People/Places/Groups Involved: _____
_____
_____

What changed because of my idea?: _____
_____

My idea represents a change in:

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

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

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

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

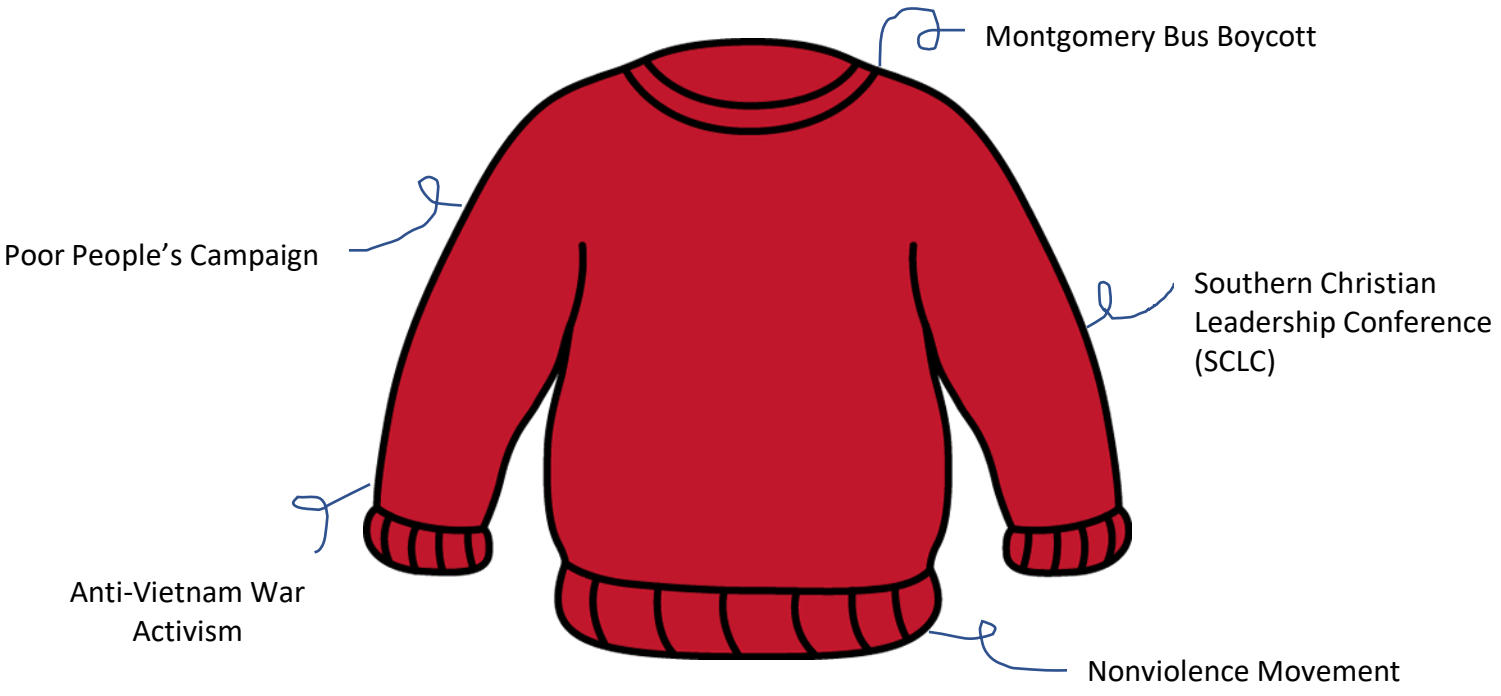
Topic Selection: Threads

Imagine you are wearing a big, cozy sweater. You find a thread and pull on it—your sweater starts to unravel. However, if you were to pull on a different thread, your sweater might unravel in a different direction.

NHD topics are the same way. With any given topic, there are many threads to pull on that will unravel different stories. You have to decide which thread to pull on. This will help you focus your topic.

Let's look at an example using Dr. Martin Luther King, Jr. King's story is a big one, and there are many different threads you can pull on. However, you cannot pull on all of them. That story is just too big for a single NHD project. Some historians spend their entire lives and multiple books writing about King. Choose a thread to pull on and follow the story that unravels…

<u>Big Idea: Dr. Martin Luther King, Jr.</u>



Each of these threads unravels a different story:

Poor People's Campaign: King organized the Poor People's Campaign in 1968, which led to a march on Washington, D.C., and advocated for a universal basic income, an investment into cities, and the assertion that the U.S. government showed hostility to the poor and instead overspent on things like the military. The Campaign sparked controversy within the Civil Rights Movement, some believing its goals were too broad and would result in backlash against the poor.

Anti-Vietnam War Activism: Initially, King hesitated to speak out against Vietnam for fear of alienating his white allies. However, in a speech in 1967, he condemned the war as a colonization effort by the United States in the name of capitalism and materialism, and claimed that extreme military spending prevented the U.S. from dealing with social issues domestically. His stance against Vietnam did cost his support among white allies. He stopped short of becoming more involved in the anti-war movement, as he did not approve of hippie culture.

Nonviolence Movement: Martin Luther King is probably best known for his principles of nonviolence, inspired by his devout Christianity and the activism of Mahatma Ghandi. His first advisor on nonviolence was Bayard Rustin, as well as white activists Harris Wofford and Glenn Smiley. Prior to meeting these mentors, King was an advocate of self-defense and armed himself with firearms and other wepaons should he encounter violence. While King never personally carried firearms after he adopted the philosophy of nonviolence, he had complex feelings towards the idea of self-defense. His ideas often brought him into conflict with other black activists, most notably, Malcolm X.

Southern Christian Leadership Conference (SCLC): The SCLC was founded by Ralph Abernathy, Fred Shuttlesworth, and Joseph Lowery in 1957 as the formal arm of King's nonviolent civil right movement. It was modeled after the evangelist, Billy Graham, a friend of King's. King led the SCLC until his death. During his tenure, King was under constant surveillance by the FBI, and feared that allegations of communism within the organization would impact its goals. The SCLC organized marches in favor of the right to vote, desegregation, and other civil rights, many of which would be enshrined legally in the Civil Right Act of 1964 and the Voting Rights Act of 1965.

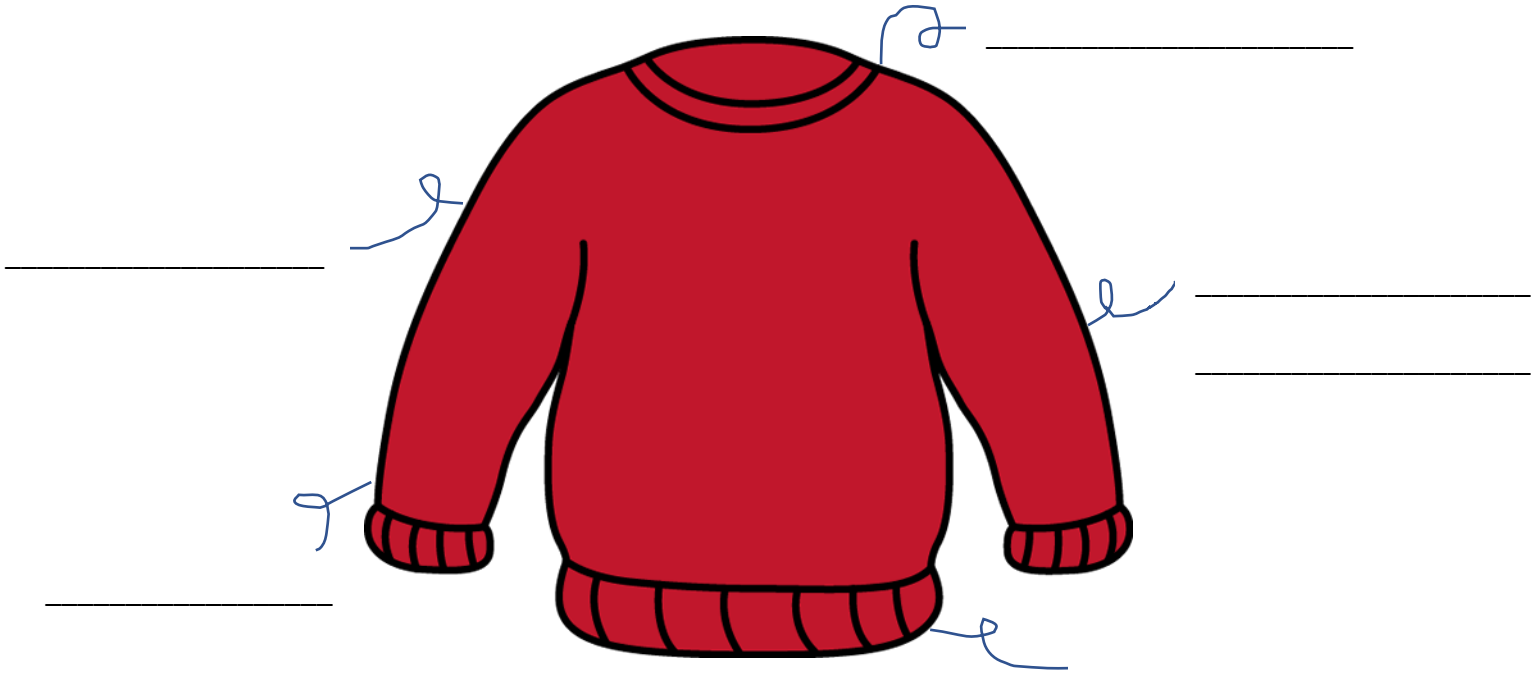
Montgomery Bus Boycott: In 1955, King and other activists in Alabama took note when Claudette Colvin, a 15-year-old black young woman refused to give up her seat on a bus to a white man. However, they determined they needed a more compelling case to act on. At the end of 1955, Rosa Parks was involved in similar incident and refused to give up her seat, and King led the Montgomery Bus Boycott for 385 days, eventually leading to the legal desegregation of Montgomery buses in *Browder v. Gayle.* The Boycott launched King's images into the national conversation.

Summaries courtesy of Wikipedia

Now perform this activity with your topic…

Topic Selection: Threads

Big Idea: _____



Summaries:

Thread #1:

Thread #2:

Thread #3:

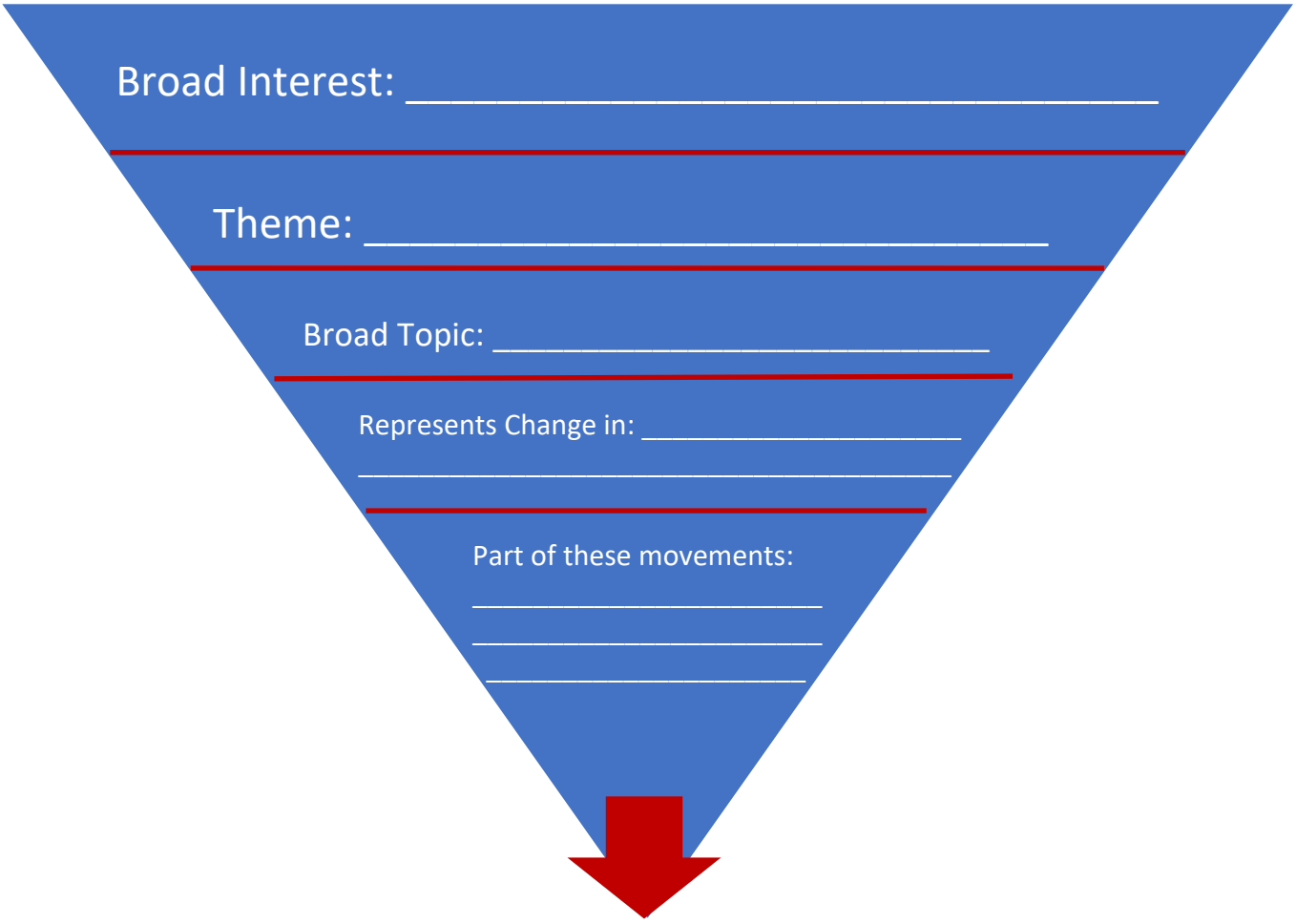
Thread #4:

Thread #5:

Now, fill in the narrowing triangle with one of your threads to see if it's sufficiently narrow. If you can't answer the questions, then you may need to narrow further.

Afterwards, be sure and make a list of the other threads that could be possible topic ideas in case you change your mind about your current topic.

Topic Selection: Narrowing



Narrowed Topic: _____
_____
_____

Short-Term Impact: _____
_____
_____

Long-Term Impact: _____
_____
_____

Topic Selection: Additional Topic Ideas

1._____

2. _____

3. _____

4._____

5. _____

6. _____

7._____

8. _____

9. _____

10._____

11. _____

12. _____

13._____

14. _____

15. _____

16._____

17. _____

18. _____

Step 2: Becoming an Expert

Before we jump into writing a thesis statement, we need to become an expert on the topic. We can't write a well-informed thesis before we understand the context of the topic in question. Let's recall that to become an expert, we need…

The BIG 3:

1. Identify the 5 Ws—Identify the "who," "what," "when," "where," and "why" for the topic. This will help when writing the thesis paragraph and is vital to understanding the basic information about a selected topic.

2. Before, During, & After—What happened before, during, and after? Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?

3. Where in the World!?—What else is happening in the world that might help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin's research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

Complete the following exercises to construct your contextual framework…

1. Contextualization is Crucial Activity
2. Create Your Own Wikipedia Page Activity

Becoming an "Expert": Contextualization is Crucial

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

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

Who? _____
_____

What? _____
_____
_____

Where? _____
_____

When? _____
_____

Why? _____
_____
_____

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

Before

1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____

During

1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____

After

1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____

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

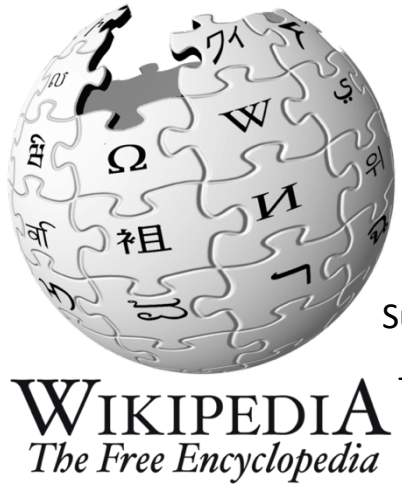
1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____
4. _____
_____
_____
5. _____
_____
_____

Becoming an "Expert": Building-Your-Own Wikipedia Page

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

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

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



Topic: _____
_____
_____

Summary (5 Ws): _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Contents

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

2. Lead-Up Events: _____
    2.1. _____
    2.2 _____
    2.3 _____
3. Concurrent Events:_____
    3.3 _____
    3.4 _____
    3.5 _____
4. Aftermath:_____
    4.1 _____
    4.2 _____
    4.3 _____

1. Background: _____
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2. Lead-Up Events: _____

3. Concurrent Events: _____

4. Aftermath: _____

Step 3: The Thesis Statement

Thesis statements are almost always the difference between a good project and a great project. In a thesis statement, you must make a claim and identify what you intend to prove throughout the rest of their project. While a thesis statement is 1-2 sentences, the best projects begin with a thesis paragraph that provides all the introductory information you need to adequately introduce the audience to your topic, and to create a roadmap for the rest of your project. A thesis paragraph, or an introductory paragraph is typically 5-10 sentences long and ends with the thesis statement—the 1-2 sentences that contains the actual argument. A thesis statement can be easily composed via:

The BIG 3:

1. The 5 Ws—When we write thesis statements, we are really writing thesis paragraphs that help us identify our topic and exactly what we will be exploring in the project. Thus, we must have our 5 Ws.

2. Theme—Our thesis statement must identify the annual theme. It is the quickest and best way to connect a particular topic to the theme.

3. Impacts—This is where our argument comes in—what short-term and long-term impacts are we focusing on and arguing in our project? They need to be in our thesis statement. This goes back to our thread activity. If we decided to pull the Non-Violence Movement thread, we don't want to address impacts about King's views on Vietnam in our thesis.

Now, complete the following exercises:

1. The Thesis Statement: What It Is and Is Not Activity
2. Composition Activity
3. Checklist Activity

The Thesis Statement: What It Is and Is Not

A Thesis Statement is NOT…

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

A Thesis Statement IS…

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

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

1. “During the Revolutionary War, the Founding Fathers changed the world.”

What is wrong with this statement? _____
_____
_____

2. “Rachel Carson wrote *Silent Spring* in 1962.”

What is wrong with this statement? _____
_____
_____

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

What is wrong with this statement? _____
_____
_____

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

What is wrong with this statement? _____
_____
_____

5. “Oskar Schindler saved Jews during the Holocaust.”

What is wrong with this statement? _____
_____
_____

The Thesis Statement: Composition

Our thesis statement must include 5 components:

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

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

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

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

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

Make any necessary revisions or additions.

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

Let's identify our impacts:

Short-Term Impact: _____
_____
_____
_____
_____

Long-Term Impact: _____
_____
_____
_____
_____

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

Make these revisions.

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

Thesis Paragraph: _____

Thesis Statements: Checklist

Now, check your thesis statements for all the necessary components. Grab some highlighters and colored pens and code your own thesis statement.

REMEMBER: your thesis statement can change over the course of the project, and in fact it should! Don't be afraid to make edits that will improve your thesis.

Here is an example to reference:

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

-Alexander Weissman
2013 National Junior Paper Gold Medalist

- The 5 W's
  - **Who?** President Harry Truman, Secretary of State George Marshall, United States, Western Europe. Notice how all the major players are specifically identified. Notice how titles are included to help identify specific people.
  - **What?** The European Recovery Plan (ERP), later know as the Marshall Plan.
  - **Where?** The United States and Western Europe—Money is coming from the U.S. and being injected into Western European economies.
  - **When?** In 1947, post-World War II Europe.
  - **Why?** To inject money into the struggling economies of Western Europe.

- *Theme:* The theme in 2013 was *Turning Points in History.* Alexander says, "This program, now referred to as the "Marshall Plan," marked a **turning point** in American foreign policy.

- **Topic**: Alexander clearly narrowed his topic from a general interest in the consequences of WWII, and the broad topic of post-war economics before he landed on the Marshall Plan.

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

Step 4: The Research Process

Now, we dive into research. Remember, your research must support your thesis statement. If you begin your research and find that your thesis statement is, perhaps, incorrect, DO NOT try to make your research fit. Revise your thesis statement. Let the research guide the process. And remember…

The BIG 3:

1. Take Notes!—There's nothing worse than trying to retrace your steps to find sources later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.

2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics and those with limited sources translated from a foreign language might be instances in which a student has fewer primary than secondary sources.

3. Verifying the Integrity of Sources—Students must evaluate and use legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources:
    - *History Channel*: The *History Channel* often uses individuals who are not experts in their segments. This leads to questionable conclusions made about historical events. Avoid using it as a source.
    - quotes.com: This is not an official site for quotations. You should find the quotation in a reputable source, not a quotation repository.
    - *Encyclopedia Britannica*: This is a tertiary source. Tertiary sources should not be cited but are a good place to begin research.
    - Wikipedia.com: This is also a tertiary source. Additionally, it is not peer reviewed. This is also, however, a good place to start research.

Also, remember to note the difference between primary and secondary sources:

Primary Source: immediate, first-hand accounts of a topic from people who had a direct connection with it.

Examples: diaries, contemporary newspaper articles, maps, paintings, songs, government documents, poems, books

Secondary Source: generally interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may also contain pictures, quotes, etc. that are primary sources.

Examples: scholarly books and articles

But… sometimes sources are not always straight forward.

What if you find a primary source quote in a secondary source? What should you do? Ideally, you should try to find the original source material for that quotation and cite that original source material. This can easily be done by looking at the citations in the secondary source or copying and pasting the quotation into a search engine.

Example: If you are reading a biography, a secondary source, of Martin Luther King, Jr., and you find a quotation from one of his speeches, you should look in the citations of that book to find what speech the quote is from and quote that speech as a primary source. You can then also cite the biography as a source for secondary material.

Also, whether a source is primary or secondary depends heavily on how you use it. For example, a 2020 *Denver Post* article remembering Martin Luther King Jr. would be a secondary source, *unless* you are using that article to support evidence in your long-term impact section. Then, it would be a primary source. Be careful to explain why you used a particular source in a particular way in your annotations.

Research and finding sources can be tricky. Complete the following exercises while you do your research to keep things organized:

1. Verifying the Integrity of Sources Activity
2. Primary Sources Analysis Tool
3. Tracking Sources Tool *(Note: You can adapt this tracker into an Excel sheet or Word document to keep track of ALL your sources in*

one place.)

Research Process: Verifying the Integrity of Sources

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

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

What is the URL ending?

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

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

Does the site look professionally designed and managed?

Does the site list an author and date of publication?

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

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

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

Primary Source Analysis Tool

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

Available from: http://www.loc.gov/teachers/primary-source-analysis-tool/

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

1. Who created the source? What is the source about?

2. What is the purpose of the source?

3. When was the source created? Is the source also referring to another time period?

4. Where is this source most pertinent to? What country is it from? What entity produced or sponsored it?

5. Why was this source created?

6. What makes this source unique?

7. What kind of language is used (if applicable)?

8. What are the expectations of the author/creator?

9. Who is the intended audience of this source?

10. What additional information is important about this source?

Now, complete this process for three sources that pertain to your narrowed topic.

Primary Source Analysis Tool

Available from: http://www.loc.gov/teachers/primary-source-analysis-tool/

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

1. Who created the source? What is the source about?

2. What is the purpose of the source?

3. When was the source created? Is the source also referring to another time period?

4. Where is this source most pertinent to? What country is it from? What entity produced or sponsored it?

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FURTHER INVESTIGATION

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Primary Source Analysis Tool

Available from: http://www.loc.gov/teachers/primary-source-analysis-tool/

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

1. Who created the source? What is the source about?

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6. What makes this source unique?

7. What kind of language is used (if applicable)?

8. What are the expectations of the author/creator?

9. Who is the intended audience of this source?

10. What additional information is important about this source?

Research Process: Tracking Sources

As you begin researching, it is critical that you track your sources in a meaningful way. Track the three sources that pertain to your topic in the diagram below. Remember, how you categorize your sources may change as you accumulate them.

Source	Format (i.e. article, photo, etc.)	Chicago Citation	Which part of the project do you foresee using this for? (i.e. background, thesis, etc)	How does this support your argument?
1.				
2.				
3.				

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

---

After you feel like you have sufficient research, it's now time to make cohesive sense of that research, perform analysis, and outline your argument before you move on to any project construction.
Remember…

The BIG 3:
Step 5: Making Sense of Your Research and Outlining Your Argument

1. Connect, Explain, Relate—Analysis involves performing each of these three elements for each of your sources. This will be easy for some sources, and more complex for others, but you should have some material to work with for your analysis from vetting your sources during the research process. Think of this in three distinct parts:
   Connect the topic and the source evidence.
   Explain why this connection matters between the topic and source evidence matters. Demonstrate and explain the historical significance of the evidence.
   Relates your evidence back to the thesis of the project, thus proving and supporting it.
   .
2. Student Voice—It's important that your analysis is done in your own voice. It is absolutely necessary to use quotations, pictures, and other visual sources, but the analysis and connection of your evidence to your thesis needs to be done in your own words.

3. Organization—It's vital that you sufficiently outline your research and analysis before you construct your project to ensure that you don't have any gaps.

How do we successfully put our research together and analyze it? Check out these examples and activities:

1. Incorporating Analysis Example
2. Constructing Argument Activity
3. Visual Project Organization Activity

Incorporating Analysis

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

By Alexander Weissman, 2013 National Junior Paper Gold Medalist

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

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

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

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

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

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

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

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

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

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

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

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

Notes

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

[ii] Ibid., p. 15-17.

[iii] Ibid.

[iv] Northrup, Cynthia and Turney, Elaine, Encyclopeia of Tariffs and Trade in US History, Volume 1, West Port, Connecticut: Greenwood Press, 2003, Print.

[1] Ibid.

Constructing Argument

Green-Yellow-Red Essay Structure

1. Construct a preliminary thesis and gather sources.

2. After you gather sources, you need to decide how to group them to support your argument using the "bucket method."
    - For example, a sample thesis statement might be: "*Puppies are great."*
    - Imagine you are provided pictures of puppies to use as sources—evidence to support the above thesis. You will need to use that evidence to determine three reasons why puppies are great.
        - For example: *Puppies are great because…*
            1. They are cute.
            2. They play with toys.
            3. They cuddle.
    - You then need to sort through the puppy photos and decide which photos support each of their three reasons and place them into "buckets."

Bucket #1 Bucket #2 Bucket #3

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

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

EXAMPLE:

Introductory Paragraph
GREEN: The MAIN POINT of your essay: Puppies.
YELLOW: Context: General info about puppies.
RED: Thesis Statement: Puppies are great.

Body Paragraph #1
GREEN: MAIN POINT: Puppies are great because they are cute.
YELLOW #1: EVIDENCE from Bucket #1
YELLOW #2: ANALYSIS about how all the sources from Bucket #1 work together to demonstrate that puppies are cute.
RED: LINK back to the main thesis: Puppies are great.

Body Paragraph #2
GREEN: MAIN POINT: Puppies are great because they play with toys.
YELLOW #1: EVIDENCE from Bucket #2
YELLOW #2: ANALYSIS about how all the sources from Bucket #2 work together to demonstrate that puppies play with toys.
RED: LINK back to the main thesis: Puppies are great.

Body Paragraph #3
GREEN: MAIN POINT: Puppies are great because they cuddle.
YELLOW #1: EVIDENCE from Bucket #3
YELLOW #2: ANALYSIS about how all the sources from Bucket #3 work together to demonstrate that puppies cuddle.
RED: LINK back to the main thesis: Puppies are great.

Conclusion Paragraph
GREEN: Reiterate the MAIN POINT of your essay: Puppies.
YELLOW: Summarize EVIDENCE and ANALYSIS
RED: LINK back to the main thesis: Puppies are great.

4. After completing this example with a simple topic like puppies, you're ready to do the same thing with your History Day topic and evidence. You can then use this essay to construct your project.

Time to do this with your own topic:

Introductory Paragraph
GREEN: The MAIN POINT of your essay:

YELLOW: Context:

RED: Thesis Statement:

Body Paragraph #1
GREEN: MAIN POINT:

YELLOW #1: EVIDENCE from Bucket #1:

YELLOW #2: ANALYSIS about how all the sources from Bucket #1 work together to demonstrate the main point of paragraph #1:

RED: LINK back to the main thesis:

Body Paragraph #2
GREEN: MAIN POINT:

YELLOW #1: EVIDENCE from Bucket #2

YELLOW #2: ANALYSIS about how all the sources from Bucket #2 work together to demonstrate the main point of paragraph #2:

RED: LINK back to the main thesis:

Body Paragraph #3
GREEN: MAIN POINT:

YELLOW #1: EVIDENCE from Bucket #3

YELLOW #2: ANALYSIS about how all the sources from Bucket #3 work together to demonstrate the main point of paragraph #3:

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

[ADD ADDITIONAL PARAGRAPHS, AS NEEDED.]

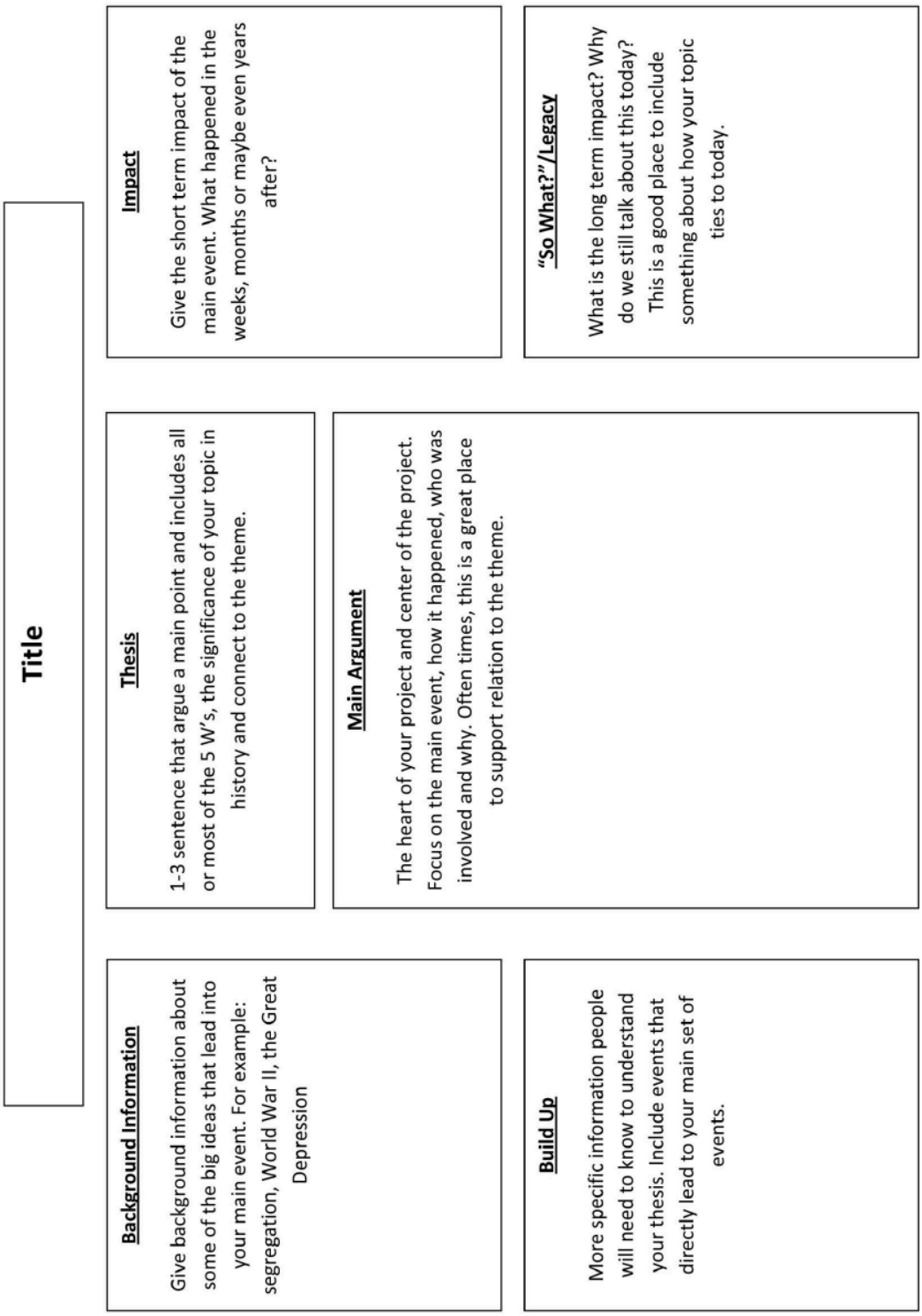
Conclusion Paragraph
GREEN: Reiterate the MAIN POINT of your essay:

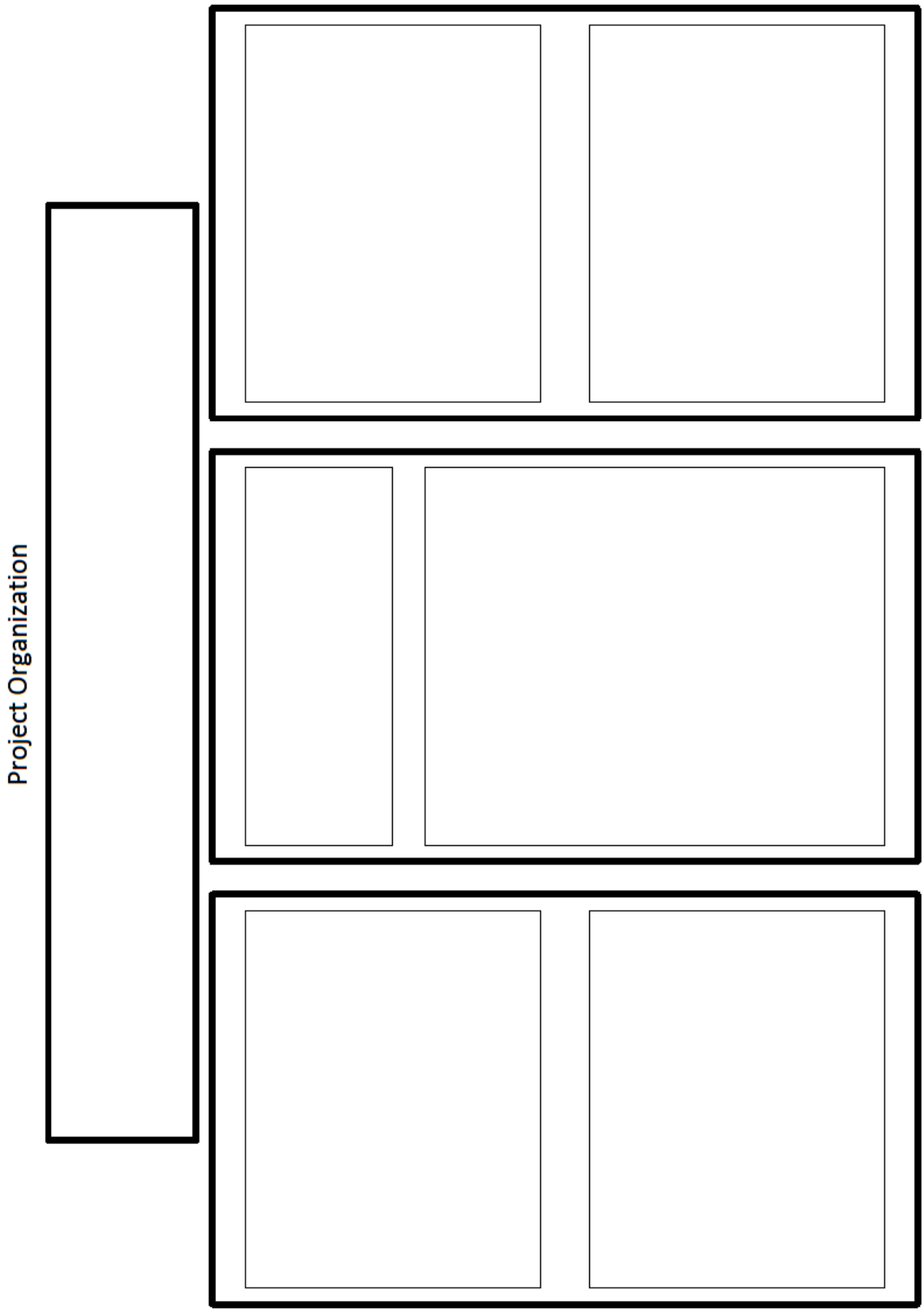
YELLOW: Summarize EVIDENCE and ANALYSIS

RED: LINK back to the main thesis:

Visual Project Organization

While you may not choose to complete a project in the paper category, every project category is still an argumentative essay presented in a creative format. Thus, the above activity is vital. Similarly, you may not choose to compete in the exhibit category, but organizing your information in the below visual way will help you physically see if you have gaps in your research, if you need additional visual materials, etc.




Project Organization

You can fill in the blank chart on the previous page, but it's also a good idea to get a large piece of paper and fill these pieces in on a larger space.

After completing these activities, if you choose to complete a project format other than a paper or exhibit, visit: https://clas.ucdenver.edu/nhdc/project-development for category-specific organization and outline tools.

Step 6: Choosing a Category

Choosing the appropriate category for your particular topic is absolutely vital to creating a successful project. Each project format requires that you convey your information in certain ways. Consider what types of sources you have and if you can use the tools available to you for each individual format to appropriately communicate those sources.

Remember…

The BIG 3:
Step 6: Choosing a Category

1. What Category Appeals to You?—This is important because you need to choose a category that they enjoy and that suits their strengths.

2. What Category Best Suits Your Topic?—Some Topics lend themselves to some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that websites have multimedia, which will be tough to find regarding Julius Caesar.

3. Do You Have the Tools You Need?—Some formats are more technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

Read through the BIG 3 for each category below and then take notes for each category based on the sources you've collected to determine which category is best for you.

1. Read Categories: The BIG 3
2. Complete Category Notetaking Activity

Project Categories: The BIG 3

Just like each step of the NHDC process, each category has a BIG 3 things that cannot be forgotten. There is obviously much more for each category, but these three things are often forgotten. Each format also has a particular strength and exploits certain kinds of sources.

Exhibit:

1. Captions on photos, figures, etc.—All visual material on an exhibit board MUST be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year. This source information does not count in your word count. Only extra information that you include counts towards your word count.
2. Clear and easy-to-read headings—Exhibit boards tend to have a lot of information on them. Therefore, it is imperative that you include clear section headings to guide your audience.
3. 500 student-generated words—Remember that exhibits only allow for 500 student-generated words. Direct quotations and captions do not count.

Strength of the Exhibit Category: Because you only get 500 student-generated words, an exhibit is great for displaying projects with many types of visual source material. Maps, diagrams, photos, newspaper headlines, and direct quotations will all be necessary to prove your argument and supplement your maximum allowable number of words.

Website:

1. Captions on photos, figures, etc.—All visual material in the website MUST be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year. This source information does not count in your word count. Only extra information that you include counts towards your word count.
2. Multimedia—Websites must include multimedia. If a student chooses to select a website, this tool must be used. This includes the 3 minutes allotted for video and/or music. Slideshow should also be utilized, along with interactive diagrams, if available.

3. 1200 student generated words—The website category also has a word limit, though it is much more substantial than the exhibit board. This means that students need to use multiple pages within their site and use their multimedia and photos to complement their own words.

Strength of the Website Category: The strength of the website category is its ability to showcase many different kinds of multimedia in one place. Topics that lend themselves to the utilization or interactive items and video evidence are great for the website category.

Paper:

1. Chicago-style citations—In the paper category, Chicago footnotes and/or endnotes are strongly preferred over in-text citations.
2. Direct Quotations—Direct quotations are important in a paper, but don't overdo it. You should directly quote anything that is particularly unique in the way it was worded, or notable as it relates to your topic. Paraphrase everything else.
3. 2,500 word count—It is vital that you hit the word count. Anything less than 2,500 words will not be competitive.

Strength of the Paper Category: The paper category is great for topics that are text heavy. If your project is largely built around newspaper articles, diary entries, letters, etc., the paper category will suit your needs as you can exploit the power of direct quotations.

Documentary:

1. Photos Galore—The documentary category requires between 100-250 photos, depending on how much video evidence is used. You want to limit, or if possible eliminate, the repetition of images in a documentary.
2. End Credits—The end of the documentary should include brief credits that quickly scroll through the images and videos used in the documentary—these do not need to be full citations, but can be. They must be readable.
3. 10-minute time limit—Documentaries must be as close to ten minutes long as possible.

Strength of the Documentary Category: The documentary category is great for topics with heavy visual evidence, especially photos and videos. Note: be careful when using video clips. You only want to use short segments, otherwise you are just using someone else's documentary.

Performance:

1. Costumes and Props—Costumes and props should be historically accurate to the time period. Renting costumes is a great option for the performance category.
2. Movement—Scripts should facilitate dynamic movement on the stage. Avoid a ten-minute soliloquy.
3. 10-minute time limit—Performances must be as close to ten minutes long as possible.

Strength of the Performance Category: Performance categories have a special creative element in that you can compose your own scripts. Topics with heavy textual elements and that lend themselves to story-telling are great for the performance category.

Project Categories: Notes

Exhibit

Website

Paper

Documentary

Performance

Which category works best for your particular topic? Why?

Step 7: Group or Individuals?

Determining whether you will complete a group project or an individual project is critical to your success. One DOES NOT tend to perform better than another or be less competitive. However, it's important to choose group members carefully if you decide to pursue a group project, as a bad group dynamic can ruin friendships.

Remember…

The BIG 3:

Step 7: Groups or Individuals?

1. Group Contract—This is important to enforce that each member of the group is dedicated to completing the project and contributing sufficient effort. Even if your group members are your best friends, a contract is strongly recommended.

2. How Many Group Members?—Every category, except paper, can be completed in groups of up to five. However, generally five group members is far too many, unless you are competing in the performance category where you may reasonably need five actors. The optimal number of group members is 2-3.

3. Equal Work—Regardless of how many members are in your group, you must divide the work equally. This does not mean that one member can work on design, while another member does all the research. All members must contribute to all portions of the project equally.

Complete the following exercise to determine if group work is right for you:

1. Self-Questioning Worksheet

Complete the following contract if you decide to work in a group:

1. National History Day Group Project Contract

Self-Questioning Worksheet

Group Work: Self-Questioning Worksheet

(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.)
a.

b.

c.

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

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

Group Project Contract

National History Day Group Project Contract

Name of individuals involved in this project:_____

_____

NHD Theme:_____

Area of Emphasis_____

Proposed Format of Project_____

Date Project Is Due_____

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

Student signature:_____

Student signature: _____

Student signature: _____

Student signature: _____

Student signature: _____

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

Parent/guardian signature:_____

Parent/guardian signature:_____

Parent/guardian signature:_____

Parent/guardian signature:_____

Parent/guardian signature:_____

Teacher signature:_____ Date:_____

Step 8: Project Creation & Rules Summary

Each project category has its own explicit rules, in addition to the rules that must be followed for all categories. Be sure to review these rules before you begin final project construction, as well as after to

Remember…

The BIG 3:

Step 8: Project Creation & Rules Summary

1. Word and Time Limits—Pay close attention to the word and time limits for each category. You need to get as close to the word or time limit as possible without going over.
    - Word Limits:
        - Exhibit: 500 student-generated words
        - Website: 1,200 student-generated words
        - Paper: 2,500 words (not including endnotes/footnotes)
    - Time Limits:
        - Documentary: 10 minutes
        - Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as well—there is a time limit regarding media clips for some formats. Additionally, there are some "unwritten rules" for documentaries in terms of media types.
    - Multimedia Limits:
        - Exhibit: 2 minutes across exhibit
        - Website: 3 minutes across total website
        - Paper: Photos must be in a appendix, not within text.
    - "Unwritten Rules":
        - Documentary:
            - Video clips should be short and interspersed—clips should not detract from your work, but rather lend to it overall.

- Be sure not to excessively re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on exhibit board, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

Complete the below to be sure you have adhered to all rules:

1. Project Checklist (category specific)

Project Checklist – Historical Paper

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

GENERAL RULES

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

PAPER RULES

√	Requirement:
	My paper is an original creation, showing my historical research, analysis, and argument in a written format.
	My paper is grammatically correct.
	The paper is between 1,500 and 2,500 words. My word count includes the following: ○ Text that I have written within the paper itself (not the bibliography, process paper, etc.) ○ Captions or words in footnotes/endnotes other than the citation ○ Quotations from primary and secondary sources The word count for my historical paper appears on my title page.
	If I have included any images, maps, graphs, or primary source materials in an appendix (this is not required), they are directly referenced in the text of the paper and cited in the annotated bibliography. Appendices are limited.
	I have chosen a method of citation (footnotes, endnotes, or internal citations) and I have credited quotes and the sources of idea or information throughout my paper consistently in either Chicago or MLA style.
	My paper is printed on plain, white 8.5 x 11-inch paper (A4 paper for international affiliates), double-sided, with 1-inch margins on all sides.
	My paper is double-spaced and is printed in 12-point font.
	Pages are numbered.
	My paper is stapled in the top left hand corner or secured with a clip. I have **not** enclosed the paper in a binder or cover of any kind.

WRITTEN MATERIALS for the PAPER CATEGORY

√	Requirement:
	My paper has a title page containing the following: o Title of the paper o My name o Junior OR Senior Division o Historical Paper o Number of words in the historical paper o Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my title page is a process paper. My process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My process paper does not include quotes, images, or captions.
	I cited the sources for quotes or other information included in my paper. Credit has been given properly using footnotes/endnotes in Chicago Manual of Style format (or internal citations in MLA format).
	My annotated bibliography contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o My annotations describe how I used the source and how it helped me understand my topic. o If I used several items from the same collection, they are combined into a single citation. I did not attach primary or secondary materials to my annotated bibliography.
	My paper is assembled in the following order and stapled/clipped in the upper left corner: o Title page o Process paper o Historical paper (with foot/endnotes or internal documentation) o Appendix (optional) o Annotated bibliography I did **not** enclose these materials in a binder or folder.

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

Signed: _____ Date: _____

Project Checklist – Performance

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

GENERAL RULES

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

PERFORMANCE RULES

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

WRITTEN MATERIALS for the PERFORMANCE CATEGORY

√	Requirement:
	My/our written materials begin with a title page containing the following: o Title of the performance o My/our name(s) o Junior OR Senior Division o Individual OR Group Performance o Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My/our process paper does not include quotes, images, or captions.
	My/our annotated bibliography contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o The annotations describe how I/we used the source and how it helped to understand the topic. o If I/we used several items from the same collection, they are combined into a single citation. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.
	My/our written materials are assembled in the following order and stapled/clipped in the top left corner: o Title page o Process paper o Annotated bibliography I/we did **not** enclose these materials in a binder or folder.

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

Signed: _____ Date: _____

Signed: _____ Date: _____

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Signed: _____ Date: _____

Project Checklist – Documentary

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

GENERAL RULES

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

DOCUMENTARY RULES

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

WRITTEN MATERIALS for the DOCUMENTARY CATEGORY

√	Requirement:
	My/our written materials begin with a title page containing the following: o Title of the documentary o My/our name(s) o Junior OR Senior Division o Individual OR Group Documentary o Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My/our process paper does not include quotes, images, or captions.
	My/our annotated bibliography contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o The annotations describe how I/we used the source and how it helped to understand the topic. o If I/we used several items from the same collection, they are combined into a single citation. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.
	My/our written materials are assembled in the following order and stapled/clipped in the top left corner: o Title page o Process paper o Annotated bibliography I/we did **not** enclose these materials in a binder or folder.

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

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Project Checklist – Exhibit

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

GENERAL RULES

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

EXHIBIT RULES

√	Requirement:
	My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
	My/our exhibit meets the size requirements: o The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high. OR o If the exhibit is circular or rotating, it is no more than 30 inches in diameter.
	My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
	My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project's message.
	I understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
	My/our exhibit does not include takeaway items for judges or others.
	Media devices or electronics (if used in the exhibit) meet the following requirements: o The media runs for no more than a total of two minutes and does not loop continuously. o The media does not include dramatic or narrative student involvement. o Judges are able to control the media device with clearly visible and accessible on/off and volume controls. o The media device fits within the size and word limits of the exhibit. o The media does not link externally (e.g., no QR codes).
	I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

WRITTEN MATERIALS for the EXHIBIT CATEGORY

√	Requirement:
	My/our written materials begin with a title page containing the following: o Title of the exhibit o My/our name(s) o Junior OR Senior Division o Individual OR Group Exhibit o Number of student-composed words in the exhibit o Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My/our process paper does not include quotes, images, or captions.
	My/our annotated bibliography contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o The annotations describe how I/we used the source and how it helped to understand the topic. o If I/we used several items from the same collection, they are combined into a single citation. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.
	My/our written materials are assembled in the following order and stapled/clipped in the top left corner: o Title page o Process paper o Annotated bibliography I/we did **not** enclose these materials in a binder or folder.

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

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Project Checklist – Website

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

GENERAL RULES

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

WEBSITE RULES

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

WRITTEN MATERIALS for the WEBSITE CATEGORY

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

√	Requirement:
	My/our website begins with a home page containing the following elements: o Title of the website o My/our name(s) o Junior OR Senior Division o Individual OR Group Website o Number of visible, student-composed words in the website o Total length of multimedia o Number of words in the process paper o A navigational menu to access the other parts of the website The home page must not include the name of your teacher or your school.
	My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My/our process paper does **not** include quotes, images, or captions.
	My/our annotated bibliography is integrated into the website. It contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o The annotations describe how I/we used the source and how it helped to understand the topic. o If I/we used several items from the same collection, they are combined into a single citation. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	The annotated bibliography and process paper are integrated into the website. o The annotated bibliography and process paper are provided in PDF format. o These required written materials are included in the navigational structure. I have removed hyperlinks from all URLs listed in the source credits and bibliographic citations.

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

Signed: _____ Date: _____

Signed: _____ Date: _____

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Signed: _____ Date: _____

Step 9: The Process Paper

The Process Paper is required in every category. The Process Paper is not something to stress out about. It is simply a detailing of your process in no more than 500 words and 4-5 paragraphs.

Remember…

The BIG 3:

Step 9: The Process Paper

1. First Person—You can absolutely write in the first person when composing your Process Paper. This is supposed to be a detailing of your process, so writing from your point of view is appropriate.

2. NO New Analysis or Argument—The Process Paper only serves to provide the judges with a coherent narrative of how your project came together. You should not include any new analysis or argument, as it will not count if it is now also within the project itself. Just stick to detailed your process.

3. Stick to the Questions—The National Office has provided a list of questions and elements that should be included in the process paper. Stick to these—you don't need to include any additional information.

Complete the below the activity on the next page and outline your process paper before composing it:

1. Process Paper Outline Activity

Process Paper Outline

Title Page:

Title of Project: _____

Student Name(s): _____

Age Division & Entry Category: _____

Student-Generated Word Count (Exhibit, Paper, Website): _____

Total Time of Multimedia (Website, Exhibit): _____

Word Count of Process Paper: _____

DO NOT include any other information on the title page.

Process Paper:

State your historical argument (thesis statement): _____

_____

_____

_____

How did you get the idea for this topic?: _____

_____

_____

_____

Where did you go for research?: _____

_____

_____

_____

What types of sources did you use (newspapers, documents, interviews, etc.)?:

_____

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Which sources were the most useful and why?: _____

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How has your understanding of this topic changed as you have worked on your research?: _____

_____

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How did you put your presentation together?: _____

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What skills did you learn?: _____

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How does your topic relate to the theme?: _____

_____

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_____

Why is this topic important in history?: _____

_____

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_____

Step 10: Citations and the Annotated Bibliography

While citations and the annotated bibliography may seem like an afterthought at times, the annotated bibliography is another major element that can take a project from good to great. At the National Contest, only one project is chosen from each heat to move onto final rounds. Often, the difference between the top two or three projects lies in an element of the annotated bibliography.

Don't forget…

The BIG 3:

1. Chicago Style—While MLA-style annotations are allowed, in competitions and especially in the paper category, Chicago citations are preferred.

2. Separated into Primary and Secondary—The annotated bibliography must be separated into sections of primary and secondary sources.

3. Annotations—All sources must be annotated with annotations of 2-3 sentences maximum.
   Follow this formula:
   1. How did you use the source?
   2. How did the source help you understand the topic?
   3. Be sure to also explain your reasoning for categorize a source as primary or secondary, where necessary.

Review and complete the following:

1. Review the Citations Quick Guide & Rules, Tips, and Tricks
2. Complete the Citation Activity for your own sources
3. Review the Annotations Quick Guide & Rules, Tips, and Tricks

Citations: Chicago Style

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

Books:

Bibliographic Entry:

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

Endnote/Footnote:

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

Journal Article:

Bibliographic Entry:

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

Endnote/Footnote:

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

Newspaper:

Bibliographic Entry:

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

Endnote/Footnote:

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

Online Sources:

Bibliographic Entry:

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

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

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

Endnote/Footnote:
Interviewee First and Last Name, Affiliation, interviewed by Interviewer First and Last Name, medium, Month Day, Year.

Legal Documents:
Bibliographic Entry:
Last name, First Name. "Title of Document." Type of Source, Place of Publication, Year of Publication.

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

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

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

Manuscript:

Bibliographic Entry:

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

Endnote/Footnote:

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

Rules, Tips, and Tricks for Citations

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

Citations

Now, take your sources and cite them properly in both bibliographic format and endnote/footnote format. Remember to cite them alphabetically. Copy and use more pages, as necessary.

Bibliographic Entry:

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Endnote/Footnote:

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Bibliographic Entry:

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Annotations: Quick Guide

Annotations are simple and can be completed with a simple formula, consisting of 2-3 sentences maximum

1. How did you use the source?
2. How did the source help you understand the topic?
3. Be sure to also explain your reasoning for categorize a source as primary or secondary, where necessary.

Rules, Tips, and Tricks for Annotations

1. The length of your annotations will largely depend on how important a source is to support your thesis. For example, if you use a portrait of George Washington to demonstrate his inauguration garb, that annotation will be substantially shorter than one regarding a volume of compiled letters between George Washington and various individuals.
2. Every single source needs to be annotated, without exception.
3. Keep track of these as you go. It will be daunting if you leave annotation writing until the last minute.
4. Every single source has a main point, though some may not have a thesis, per se. A photograph likely does not have a thesis, but it does have a main point, i.e. conveying the beauty of a landscape.

Now, write annotations for each of your three citations using the formula above. Copy the following sheet as needed for your sources.

Annotation:_____
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Annotation:_____
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Step 11: The Contest

All your hard work has finally paid off! It's time for the contest. The contest element of NHD is not required, but highly encouraged!

Remember…

The BIG 3:

Step 11: The Contest

1. Practice the Interview—Remember, you do not need a presentation for the interview. You simply need to answer the judges' questions. Preparation is important.

2. Be on Time—Projects are not eligible for competition unless you complete the interview in the preliminary round.

3. Have Back-Up—Remember to bring back-ups for anything that could go wrong. Bring scissors and glue to touch-up exhibits, upload your documentary and bring a backup up on a flash drive, double-check that your website is published, bring extra copies of bibliographies and process papers. Plan ahead!

Review the following:

1. Sample Interview Questions
2. Official Evaluation Forms

Sample Interview Questions

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?

NHD NATIONAL HISTORY DAY

DOCUMENTARY

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

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
AUDIO AND VISUALS	☐ Presents audio that enhances topic and is clear and easy to understand ☐ Provides visual sources that enhance topic	☐ Presents audio that is appropriate to topic and easy to understand ☐ Provides visual sources that are appropriate to topic	☐ Presents audio that is somewhat appropriate to topic and can usually be followed ☐ Provides visual sources that are somewhat appropriate to topic	☐ Presents audio that is not appropriate to topic or is hard to follow ☐ Provides visual sources that are not appropriate to topic	
TECHNICAL	☐ Provides articulate narration that does not contain grammatical or mechanical errors ☐ Provides visuals that are clearly focused ☐ Volume of audio components is even	☐ Provides narration that contains minor grammatical or mechanical errors ☐ Provides visuals that are mostly clearly focused ☐ Volume of audio components is mostly even	☐ Provides narration that contains several grammatical or mechanical errors ☐ Provides visuals with some blurriness ☐ Volume of audio components is uneven at times	☐ Provides narration that contains major grammatical or mechanical errors that impede understanding ☐ Provides visuals with significant blurriness ☐ Volume of audio components is mostly uneven	

Time is ≤ ten minutes.	☐ Yes	☐ No
Entry is student-produced.	☐ Yes	☐ No
Entry includes source credits at the end.	☐ Yes	☐ No
Process Paper is submitted.	☐ Yes	☐ No
Annotated Bibliography is submitted.	☐ Yes	☐ No
Process Paper word count is listed on the Title Page.	☐ Yes	☐ No

GENERAL COMMENTS

OVER

NHD NATIONAL HISTORY DAY

EXHIBIT

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

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

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

Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.	☐ Yes	☐ No	
Exhibit contains no more than 500 student-composed words.	☐ Yes	☐ No	
Visuals and quotes are credited on the exhibit.	☐ Yes	☐ No	
Media devices (optional) total run time is ≤ two minutes.	☐ Yes	☐ No	☐ Not applicable
Process Paper is submitted.	☐ Yes	☐ No	
Annotated Bibliography is submitted.	☐ Yes	☐ No	
Process Paper word count is listed on the Title Page.	☐ Yes	☐ No	

GENERAL COMMENTS

OVER

NHD NATIONAL HISTORY DAY

PAPER

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

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
WRITTEN MATERIAL	☐ Presents written material that is appropriate to the topic and easily understood ☐ Provides clear, concise, articulate text that does not contain grammatical or mechanical errors	☐ Presents written material that is appropriate to the topic and can be mostly understood ☐ Provides text that contains minor grammatical or mechanical errors	☐ Presents written material that is appropriate to the topic but is difficult to understand ☐ Provides text that contains several grammatical or mechanical errors	☐ Presents written material that is not appropriate to the topic or not understandable ☐ Provides text that contains major grammatical or mechanical errors that impede understanding	
TECHNICAL	☐ Contains citations in an NHD-approved format to consistently and correctly credit quotations and paraphrased information	☐ Contains citations in an NHD-approved format to credit quotations and paraphrased information	☐ Contains citations in some format to credit quotations and paraphrased information	☐ Does not include citations to credit quotations and paraphrased information	

Paper is 1,500 to 2,500 words. ☐ Yes ☐ No

Entry includes citations. ☐ Yes ☐ No

Process Paper is submitted. ☐ Yes ☐ No

Annotated Bibliography is submitted. ☐ Yes ☐ No

Process Paper and Paper word counts are listed on the Title Page. ☐ Yes ☐ No

GENERAL COMMENTS

OVER

NHD NATIONAL HISTORY DAY

PERFORMANCE

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

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
PERFORMANCE	☐ Presents a theatrical performance with a well-developed dramatic arc ☐ Speech is consistently articulate, easy to understand, and appropriately paced	☐ Presents a theatrical performance with a clear dramatic arc ☐ Speech is mostly clear and appropriately paced	☐ Presents a theatrical performance with a basic dramatic arc ☐ Speech is somewhat clear and appropriate but with inconsistent pacing	☐ Does not present a theatrical performance with a dramatic arc ☐ Speech is unclear and pacing impedes understanding	
TECHNICAL	☐ Offers a well-practiced, polished performance ☐ Conveys appropriate emotion through tone of voice and movement	☐ Offers a practiced performance ☐ Conveys mostly appropriate emotion through tone of voice and movement	☐ Performance indicates some practice ☐ Conveys some appropriate emotion through tone of voice and movement	☐ Performance indicates little practice ☐ Does not convey appropriate emotion through tone of voice and movement	

Time is ≤ ten minutes. ☐ Yes ☐ No

Media devices (optional) are student operated. ☐ Yes ☐ No ☐ Not applicable

Process Paper is submitted. ☐ Yes ☐ No

Annotated Bibliography is submitted. ☐ Yes ☐ No

Process Paper word count is listed on the Title Page. ☐ Yes ☐ No

GENERAL COMMENTS

OVER

NHD NATIONAL HISTORY DAY

WEBSITE

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

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

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

Website contains no more than 1,200 student-composed words.	☐ Yes	☐ No	
Multimedia (optional) total run time is ≤ three minutes.	☐ Yes	☐ No	☐ Not applicable
Visuals and quotes are credited on the website.	☐ Yes	☐ No	
Website contains no links to external content (exempting the bibliography).	☐ Yes	☐ No	
Process Paper is integrated into the website as a PDF.	☐ Yes	☐ No	
Annotated Bibliography is integrated into the website as a PDF.	☐ Yes	☐ No	
Home page contains required information.	☐ Yes	☐ No	

GENERAL COMMENTS

OVER

Notes