Steps to Completing a History Fair Project

2018-2019

Triumph & Tragedy in History

October, 2018
Calvert High School
What is History Day?

History Day is the school-wide affiliate of National History Day, an innovative nationwide program to help schools invigorate history education in the secondary grades. Students, working individually or in small groups, will research historical topics of their choice and create projects that reflect their insight and ideas. Project presentations can be in a wide variety of formats: research papers, museum-type exhibits, dramatic performances, or multi-media documentaries and websites. Each student receives constructive feedback from history and social studies professionals at the school. Winning students in the district competition may move on to Maryland History Day, the state competition, and the top two entries in each category and division at the state contest are eligible to represent our state at the National History Day contest.

How is Participating in History Day Beneficial?

The History Day program provides an excellent way for teachers to incorporate educational standards and learning goals into their classrooms. It can also be an excellent process to prepare students for AP level analysis of primary and secondary sources.

By completing a History Fair project, students will:

• demonstrate their understanding of an historical event related to an annual theme, with respect to its relationship to other events
• understand what is meant by historical context and be able to relate their projects to events that occurred before and after
• develop alternatives to traditional problem-solving methods
• explore creative ways of presenting historical material related to their topics
• become more comfortable using library and other historical resources

How is the History Day Project Evaluated?

The historical investigation involved in creating a History Day Project is a journey and not a destination. As a result, the project is evaluated in the form of periodic due dates at each stage of the project development. At the end of the process, the final project will also be evaluated and given a separate grade as well. For final grading rubric, see the last page of this packet. Do This the RIGHT WAY...NOT the Easy Way and Your Reward will be GREAT!

History Fair Project Due Dates (subject to change)

1. Topic and Project Type Due -Friday, October 26th
2. 5 Sources Due in Noodletools – Friday, November 9th
3. Working Thesis Statement Due in Noodletools – Monday, November 19th
4. 10 Sources Due in Noodletools – Monday, November 26th
5. “Big Picture” Historical Context Due in Noodletools (add to Thesis) – Friday, December 14th
6. 15 Sources Due in Noodletools – Monday, December 17th
7. 20 Sources Due in Noodletools – Friday, January 18th
8. Final Annotated Bibliography & Process Paper (only 1 copy printed out for exhibits, documentaries, and performances; only 1 copy of historical paper and annotated bibliography; websites should have all paperwork embedded on their website) – Monday, January 28th
9. FINAL HISTORY FAIR PROJECT DUE IN CLASS FOR PRESENTATION – Monday, January 28th

YOUR FINAL COMPLETED PROJECT IS DUE ___________ 1/28/2019 ___________
DEVELOPING SKILLS THROUGH MARYLAND HISTORY DAY PARTICIPATION

- Learning Skills: students plan, monitor and evaluate their own learning experiences
- Thinking Skills: students learn to think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals
- Writing Skills: students learn to outline a topic, write and effective essay/paragraph, build an annotated bibliography, produce grammatical and correctly spelled material
- Technology Skills: students learn to understand, use, and evaluate technologies
- Interpersonal Skills: students learn to work effectively with others

More importantly, students acquire skills in putting together complex ideas:

- Students understand the concept of chronology, make their own timeline, and can talk about what came before and after their event
- Students engage in analysis and interpretation – most importantly, students make their own argument, develop it, present it, and defend it
- Students conduct research using appropriate technology, formulate their own questions, evaluate the credibility of a source, use primary and secondary resources, and develop an annotated bibliography

Some examples of how these required skills relate to History Day are:

- Critical thinking and analysis and interpretation of original research allow students to discriminate between facts and opinions and to form their own conclusions about historical events.
- Developing a research strategy allows students to use and understand the significance of primary and secondary sources.
- Making timelines of historical events and using maps of the period help students to recognize cause and effect and identify trends.
- Realizing that every story has a bias helps students to be careful when evaluating their sources.
- Being able to define the problems at hand allows students to form possible alternatives to those problems and reach a final conclusion.

History Day also offers cross-disciplinary potential, to work with English skills, Art skills, Drama skills, Technology skills, etc.
## History Day Projects as Historical Investigations

### I. ENGAGE THE STUDENTS
- Explain to the students that they will be using several documents to address a mystery or question in history.
- Students select a topic according to their interests
- Target the inquiry by creating a thesis statement

### II. CONDUCT THE INVESTIGATION
- Students collect relevant and sometimes conflicting primary and secondary sources that provide intrigue.
- Students read and analyze the documents individually or with their partners and take notes based on the following questions (several different documents can be used):

  **THE INVESTIGATION**

  1. Clarify historic context (Who, What, When, Where)?
  2. Explain the author’s point of view. (Why was it written?)
  3. How do you know this document is a reliable source?
  4. How can this document help me address the thesis statement? (How does it stand up against other sources?)

- Students should individually generate interpretations of the documents based on their thesis statement.
- Students will work individually or with their partners and share their interpretations of the thesis statement citing documents as evidence.
- Multiple interpretations can emerge and may or may not be accepted by all.

### III. REPORT FINDINGS
- Students will complete status reports to track their progress individually or with their partners.
- Students will write a process paper individually or with their partners.
- Students will create their projects individually or with their partners.

Modified from: [http://mdk12.org/instruction/curriculum/hsa/us_history/hist_inv_steps.htm](http://mdk12.org/instruction/curriculum/hsa/us_history/hist_inv_steps.htm)
Steps to Completing a History Day Project

Step 1: Read about the theme

Step 2: Select a TOPIC that relates to the THEME and is something that you like

Step 3: Narrow down the topic and connect it to the theme

Step 4: Choose a Type of Project – Category, and read the Rule Book

  A. Historical Paper (Individual)
  B. Exhibit (Individual and Group)
  C. Performance (Individual and Group)
  D. Documentary (Individual and Group)
  E. Website (Individual and Group)

Step 5: Should I work alone or in a group????

Step 6: Get Organized for Research – Research Questions

Step 7: Start Research – Focus only on Secondary Sources to get background information

Step 8: Create a Thesis Statement (Your Argument – What are you going to prove?)

Step 9: Research, Research, Research… (Begin recording citations/bibliography, and analyze and interpret Primary Sources)

Step 10: Organize Ideas in an Outline

Step 11: Brainstorm Presentation Ideas (What is the best way to show off your project?)

  A. Historical Paper – Rough Draft of Paper
  B. Exhibit – Captions, Images, Display Layout
  C. Performance – Script, Costumes, Props
  D. Documentary – Script, Images, Movie Clips
  E. Website – Flow Chart, Layout

Step 12: Write the Title Page, Process Paper, and Annotated Bibliography
HISTORY FAIR HINTS

*Take these SERIOUSLY

There is a reason they are being written down for you!

1) Pick a topic you will ENJOY LEARNING ABOUT!

2) Less is more- when picking a topic you should focus on one small aspect of that topic and dig very deeply in the research as opposed to skimming over a lot of information on one big topic
   
   a. Medicine - NO (too broad of a topic)
   b. Penicillin: Impact on Saving Lives - YES (very focused topic AND fits into theme)

3) Almost any topic can fit into the theme (Triumph & Tragedy) if you look hard enough. If you are having trouble fitting your idea with the theme, talk with your History teacher.

4) There is a reason we have broken up due dates. If you approach this project one part at a time it will be much more bearable.

5) It is better to have TOO much research than not enough.

6) There is a reason we spend a week introducing students to research techniques. We expect you to use them for your own good.

7) Please reference the rule book and www.nhd.org as much as possible to help guide you through the guidelines for completion.

8) Use a thesis as your foundation for all your research (keep asking the question “Does this help prove my thesis?”)

9) If working with a partner, split up work accordingly and plan on spending time together outside of school.

10) Do not work with someone who will jeopardize your chances of success on this project, even if they are your friend.
2019 THEME NARRATIVE:
TRIUMPH & TRAGEDY IN HISTORY

During the 2018–2019 school year you and all National History Day students will dive into a topic based on the theme Triumph & Tragedy in History. You will ask questions about time, place and context, cause and effect, change over time, and impact and significance. You must consider not only when and where events happened, but also why they occurred, and what factors contributed to their development. You will describe your topic and then further develop it through analysis, drawing conclusions about how the topic influenced and was influenced by people, ideas, or events.

Each year National History Day selects a theme that is intentionally broad enough so that you can select topics from anywhere in the world and any time period. After deciding on your research topic, you must investigate historical context, historical significance, and the topic’s relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites. Also remember to use evidence from your research to explain how your topic has influenced history. How did your topic create change?

Does every project need to include both triumph and tragedy? That depends on the topic you select. Look closely—most topics will include elements of both triumph and tragedy. History is inherently uneven, and there will not always be an equal split between the two sides. Do not ignore connections to both aspects of the theme when they exist, but do not force your topic to fit into both sides of the theme.

The Triumph & Tragedy in History theme is complex and requires you to view history through multiple perspectives. Can one person’s triumph be another’s tragedy? Can the same person or group suffer from tragedy and triumph at the same time? How does one ultimately triumph after tragedy? Can triumph lead to tragedy? Throughout this academic year you will ask yourself these questions and more, always looking for how and why.

What is triumph? According to Merriam Webster, the definition of triumph is “a victory or conquest by or as if by military force, or a notable success.” What does that mean in history? How can you define a historical event as a triumph? The first definition listed is victory by military force. Looking at military battles provides examples of triumphs, and tragedies, throughout history. Also contemplate the second definition, “a notable success.” How would you define a notable success in history? Consider the first organ transplant, or the first time Alexander Graham Bell spoke into the telephone and someone heard him at the other end. Does history remember those events as triumphs? If so, why? What makes them triumphant?

What is tragedy? Merriam Webster defines tragedy as a “disastrous event.” What are some examples of disastrous events throughout history? You could look to England in the mid-1500s. Many remember Lady Jane Grey as a tragic figure, but what makes her situation tragic? Or think back to America’s Trail of Tears. What decisions allowed that event to come to fruition? What was the impact of those decisions? Who suffered the consequences? Examine the Tiananmen Square Protests of 1989. What were the consequences of those Beijing protests?
Can one person’s triumph be another’s tragedy? Whether an event is considered a tragedy or a triumph depends on one’s perspective. Often a triumph for one is a tragedy for another. The American Civil War offers numerous opportunities for in-depth research on a single aspect of the war. There were many triumphs, the North over the South, unionism over sectionalism, freedom over slavery, but what tragedies resulted because of this conflict? Did everyone feel that those were triumphs? Why or why not? How did one side view the events and consequences compared to the other side? If you are interested in architecture, perhaps you might choose to research the San Francisco earthquakes of 1906 and 1989. How did the consequences of the 1906 earthquake influence changes in engineering and design that would lessen the damage of the 1989 earthquake?

Can a person or group suffer both tragedy and triumph from a single event? Did Frederick Douglass triumph when he escaped from slavery? How did he use his freedom? What tragedies did he continue to face? Was he ever treated as an equal during his lifetime? Nuclear scientist Robert Oppenheimer triumphed with his most famous creation, but what tragic outcome came out of his invention? How did he view his work throughout his lifetime? Mahatma Gandhi led India to independence with his strategy of passive resistance, triumphing over violent protest. What impact did that movement have on the Muslim-Hindu relationship? What tragedies occurred and what ultimately caused them? How did independence affect the people living in the region?

How does one ultimately triumph after tragedy? Consider the tragedy of Pompeii. An entire community was tragically eradicated by a volcanic eruption, but what about the archaeologists who discovered it? How would you characterize their discovery? How have their discoveries affected life today? Are these discoveries important? If so, why? Think about the settlement of the American West. The settlers faced tragedy along the way, dealing with harsh weather, inhospitable terrain, and violent conflicts as they traveled west. How did their journey end? Did they eventually triumph in the face of such tragedy? How did their journey affect the future of America as a nation?

Can triumph lead to tragedy? Consider Neville Chamberlain’s efforts to appease Adolf Hitler. What did people of the time think of that policy? What tragedies eventually resulted because of it? Many Russian people lost faith in Tsar Nicholas II’s government and believed it was corrupt. Why did they decide it was corrupt? Nicholas was forced to abdicate his throne. What were the short-term effects of his abdication? The long-term impacts? Was his abdication a triumph for the Russian people? Did they achieve the change they were hoping for, or did it later lead to tragedy?

Sometimes the best stories are in your own backyard. Local history can open the doors to amazing stories. Check your libraries and historical societies for collections in your neighborhood, town, city, or state. In addition, the National Park Service, with historic sites throughout the United States, is a rich source of local history. For example, the Whitman Mission National Historic Site tells the story of Marcus and Narcissa Whitman, their Methodist mission in southeastern Washington, and their murder in 1874 by Cayuse Indians. That series of events reflects the interaction of cultures, religions, ideas, and perspectives.

Whether you decide to research ancient history, a local topic, or anything else, you must always place your project within its historical context. Examine the significance of the topic in history and show development over time. Your research should start with secondary sources, and then you can look for available primary sources. Using your research skills, you should clearly explain the topic’s relationship to the theme Triumph & Tragedy in History. Always remember to support your interpretations of your topic’s significance in history with evidence.

With the knowledge and understanding gained from your research, you can develop quality papers, performances, exhibits, websites, and documentaries for National History Day.

Amanda Hendry, Programs Assistant, National History Day
Lynne O’Hara, Director of Programs, National History Day
U.S. History
SAMPLE TOPICS

• The Winter of Valley Forge: Triumph and Tragedy in the Continental Army
• The Missouri Compromise: Unable to Hold Off the Tragedy of the Civil War
• Salem Witch Trials
• Smallpox and Inoculation
• Posthumous Portraiture: Creating Artistic Triumph out of Tragedy
• The First Battle of Bull Run: Anticipated Union Triumph Leads to Tragedy
• Mormon Migration to Utah
• Chicago: America’s Second City
• Hudson River Valley School: Triumph of Nature
• The Battle of Little Bighorn
• The Triumphs and Tragedies of the Transcontinental Railroad
• D-Day: Triumph Despite Tragedy
• Ford Motor Company’s Assembly Line: A Triumph for Capitalism
• Banning of DDT: Rachel Carson’s Triumph
• Loving v. Virginia: Tragedy of Time, Triumph of Love

• The Great Raid on Camp Cabanatuan
• Rerouting the Chicago River: An Engineering Triumph
• Indentured Servants in Colonial Virginia
• The Creation of the Atomic Bomb: Scientific Triumph or Human Tragedy?
• Abstract Expressionism: American Artistic Triumph
• Impressment of Sailors: An American Tragedy?
• The Tragedy of McCarthyism
• The Three-Fifths Compromise
• The Tet Offensive
• American Settlers Versus Native Americans
• Little Rock Nine: Triumph and Tragedy of Integration
• Reconstruction: Tragedy Follows Triumph
• The Jungle and the Pure Food and Drug Act of 1906
• Alice Paul and the Woman Suffrage Movement
• Executive Order 8802: Security over Civil Liberties
European History
SAMPLE TOPICS

• The Triumph of Gutenberg’s Printing Press
• Nazi Art Looting During World War II
• The Crusades: A Tragedy of Religious Proportion
• The Battle of Bosworth Field: The End to the Wars of the Roses
• Edict of Nantes: Triumph or Tragedy?
• Triumph and Tragedy of the French Resistance in World War II
• The Protestant Reformation and the European Wars of Religion
• William Shakespeare: Triumph Through His Tragedies
• Treaty of Versailles: Triumph or Tragedy?
• Martin Luther, Pope Leo X, and the Reformation: The Triumph of Propaganda
• The Marshall Plan: Economic Reconstruction of Europe
• Isabella, Ferdinand, and the Spanish Reconquista
• Galileo: The Tragic Consequences of Triumph in the Skies
• The German U-Boats in the Battle of the Atlantic
• The Great Fire of London: Rebuilding Act of 1667
• The Easter Rising: The Triumphs and Tragedies of a Rebellion
• King Charles I: A Tragic End for the Monarchy
• Mary Queen of Scots and John Knox: Reformation in Scotland
• The Founding of the European Union
• King Henry VIII Versus the Catholic Church
• The Division of Berlin After World War II
• Emmeline Pankhurst and her Struggle for Suffrage in Great Britain
• Catherine de’ Medici and the Huguenots
• Neville Chamberlain: The Tragedy of Appeasement
• Battle of Waterloo: New Beginnings from the End
• Marco Polo: Economy of the Silk Road
• Vincent Van Gogh: The Triumph and Tragedy of Genius
• Thomas Cromwell: Suppression of Monasteries
• Christopher Columbus: Triumph or Tragedy?
World History
SAMPLE TOPICS

• Athens, Sparta, and the Battle of Marathon
• The Shimabara Rebellion: Catholic Tragedy, Buddhist Triumph
• Emperor Meiji’s Modernization of Japan
• Spanish Influenza: The Tragedy of a Deadly Virus in Wartime
• The Castle Hill Convict Rebellion: An Australian Tragedy
• The Triumph and Tragedy of the Japanese Invasion of Manchuria
• The Partition of India: Triumph of Independence, Tragedy of Division
• The Six-Day War
• The Iran Hostage Crisis
• Colonization: The French in Vietnam
• The Crown Lands Acts of 1861: An Australian Tragedy
• Emily Hobhouse and the Second Boer War Concentration Camps
• Creation of the State of Israel
• Philippine-American War
• Cultural Revolution in China
• Joseph Stalin and the Purge of Russia
• Alexander the Great: Personal Triumph and Tragedy

• Anwar Sadat: Struggle for Peace
• South African Apartheid and the Division of a Nation
• Saladin: Military Triumph During the Crusades
• Genghis Khan: Cartography and Power
• Chiune Sugihara: The Triumph of a World War II Japanese Diplomat
• Triumph and Tragedy of King Tut’s Treasure
• Akbar I: The Triumph of Unification
• Arusha Accords of 1993: The Tragedy of Failure
• Tragedy of Blood Diamonds, Triumph of the Kimberley Process
• The Tragedy of Religious Conflict in 1980s Nigeria
Maryland History
SAMPLE TOPICS

Colonial and Revolutionary Era

• Roanoke Colony of Virginia
• Religious Freedom and Quaker Settlement in Talbot and Caroline Counties
• St. Mary’s City and Religious Toleration
• *Peggy Stewart* and the Annapolis Tea Party
• Indentured Servitude in the Early Colonial Era

Early National and Antebellum Era

• Chesapeake Bay Shad Fishery
• Formation of Washington, D.C.
• Francis Scott Key, *Fort McHenry*, and “The Star-Spangled Banner”
• Slavery and the War of 1812
• The Baltimore and Ohio Railroad
• Samuel F.B. Morse and the Invention of the Telegraph
• Frederick Douglass and the Abolitionist Movement
• Harriet Tubman and the Underground Railroad

Civil War and Reconstruction

• Joint Resolution 80 (1861), an Attempt to Prevent the Civil War
• Abraham Lincoln, John Merryman, and the Writ of *Habeas Corpus*
• Confederate Ransom of Maryland Towns
• Maryland, the 15th Amendment, and Baltimore’s Celebration
• Battle of Chester River and the Oyster Wars
• Waterfowl Hunting and the Era of the “Outlaw Gunner”

Gilded Age and Reconstruction

• Downtown Baltimore Destroyed by Fire (1904)
• Chesapeake and Ohio Canal

World War I, The Great Depression, and World War II

• “Blue Baby” Operation Developed at John Hopkins University (1944)
• Women’s Munitions Workers at Triumph Explosives in Cecil Co.
• The Poultry Industry and the Transformation of Delmarva Agriculture
• Coulbourne and Jewett Seafood Packing Company, St. Michaels, MD
• Decommissioning and Preservation of the Lighthouses in the Chesapeake Bay

Civil Rights Movement/Vietnam War to the Modern Era

• Thurgood Marshall, the University of Maryland, and *Murray v. Pearson*
• William Preston Lane, Jr. and the Chesapeake Bay Bridge
• Bronza Parks
• Rachel Carson, Silent Spring, and the Environmental Movement
• Desegregation of Public School Systems Throughout Maryland
• Gloria Richardson, the Cambridge Movement, and the Riots of 1963 and 1967
• The Land Loss and Restoration of Poplar Island
• Striped Bass (Rockfish) Fishery in the Chesapeake Bay
How to Pick a Topic

1) Write down some GENERAL events or time periods of the past that interest you (you will be spending the next 5 months researching this topic) - consider your hobbies, interests, heroes, favorite movies, books, or inventions. This should not require research.

2) Once you have narrowed it down to a few topics, conduct some very general research in order to inform yourself of the availability of resources. If you cannot find a lot of resources, it is probably not a good topic. Ask these questions to yourself:

   • Can I find PRIMARY SOURCES on this topic? (THIS IS THE MOST IMPORTANT QUESTION)
   • Can I show the historical context of this event?
   • Can I say something about this subject that few people would know?
   • Can I explain what difference it made as well as what happened?
   • Can I tell both sides of the story?
   • Can I show cause and effect? Impact and significance? Change over time?
   • Can I relate my topic to other important historical events?
   • Can I show the impact of my topic on history?

3) If there seems to be a decent amount of available resources it is time to narrow down your topic.

4) Try to pick one key event, effect, relationship, etc. that relates to the more general topic.
   a. Example:
      i. Theme - Innovation in History
      ii. Interest - Science
      iii. General Topic- Medical Discoveries
      iv. Narrowed Topic- Penicillin
      v. Narrower Topic- The impact of Penicillin and the change it had on the field of medicine

5) Make sure you can fit the topic into this year's theme: Triumph & Tragedy in History.

6) Create a Thesis to base your research around.
TOPIC SELECTION WORKSHEET – Due Date: 10/26/18

Name: _______________________________________

Directions: Complete each of the following sentence starters. Sign your name below and ask a parent/guardian to sign it as well. You will not be able to move on to research until a topic has been approved.

1. This year’s History Day theme is…___________________________________________
   __________________________________________________________________________

2. My general area of interest is…______________________________________________
   __________________________________________________________________________

3. I think my topic will be …__________________________________________________
   __________________________________________________________________________

4. This topic relates to the theme because…______________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. Working title for this project is… _____________________________________________
   __________________________________________________________________________

1. I will work: ______ as an individual OR ______ in a group with: ___________________
   __________________

2. I plan on presenting my information in the form of:
   ______ Historical Paper        ______ Documentary        ______ Exhibit
   ______ Website                ______ Performance

***If you choose to do a group project, please be aware you are still responsible for meeting all deadlines. It is your responsibility to make sure the work is getting in on time.

Student Signature: __________________________________________________________

Parent/Guardian Signature: ___________________________________________________
HISTORY DAY CATEGORIES

HISTORICAL PAPER (Individual)

DOCUMENTARY (Individual or Group)

PERFORMANCE (Individual or Group)

EXHIBIT (Individual or Group)

WEB SITE (Individual or Group)
HISTORICAL PAPER

A historical paper is a written presentation of your research. You use words to explain your findings and conclusions about a person, place or event in history.

Questions to ASK are:

❖ Do I like to write? Is writing easy for me?
❖ Can I effectively prove my thesis without using many graphics or visuals?
❖ Is writing a paper the best way to show off my topic and research? Why or why not?

DOCUMENTARY

A documentary is a visual way to present your topic and research. This 10 minute audiovisual representation will communicate the importance of your topic through photographs, film, videotapes, audiotapes, and computers.

Questions to ASK are:

❖ Am I interested in using computers, camera, and various other technologies?
❖ Do I have access to equipment that will be needed to make a documentary (such as computers with video-editing programs such as iMovie, movie maker, cameras, scanners, and recording devices)?
❖ Is creating a documentary the best way to show off my topic and research? Why or why not?
PERFORMANCE

A performance is a live dramatic presentation. This is a category where you can make your topic and research come alive. Your script, costumes, and props explain the significance of your topic.

Questions to ASK are:

❖ Do I like to show off to my friends, or am I part of my school’s drama club?
❖ Do I have creative writing skills to create a script? Will I be able to find/make costumes and props to make my performance come alive?
❖ Is creating a performance the best way to show off my topic and research? Why or why not?

EXHIBIT

An exhibit is a three-dimensional representation of your topic and research. The display should use color, images, documents, objects, maps, graphics, and design, as well as words, to tell the story.

Questions to ASK are:

❖ Do I like going to museums and looking at how displays are put together?
❖ Do I have access to the materials needed to make an exhibit? Do I have the skills to artistically organize the display?
❖ Is creating an exhibit the best way to show off my topic and research? Why or why not?
A web site is a computer-based representation of your topic and research. Both textual and non-textual materials should be used. The viewer should be able to interact with the non-textual materials.

Questions to ASK are:

- Do I like working with computers?
- Can I learn to use the web design software?
- Is creating a web site the best way to show off my topic and research? Why or why not?
Should I work ALONE
or in a GROUP?

1. Be careful about whom you work with: this is YOUR GRADE you are dealing with!

2. Do you have similar interests?

3. Do you have complementary skills and assets? Writing? Art? Computer Skills? Parents’ willingness to transport you to libraries/museums?

4. Is each of your parents reliable? Do you know how to reach them by phone? Email? Do they have regular school attendance?

5. Do your parents know each other?

6. Be careful when choosing to work with friends!! Make sure you can work well together. Many friendships have ended as a result of History Fair. Partners should have similar work habits and goals.
## WORKING AS AN INDIVIDUAL

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

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

## WORKING AS A GROUP

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

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

Time, Place, and Kind of History

What interests you?

Political, Military, Economic, Social, or Cultural History

Always Focus on the THEME

Thesis Statement

Your Argument

Develops as you complete preliminary research

After analyzing the historical evidence, you draw conclusions

– the how & why

Serves to focus your research & project

Usually 3 to 5 sentences
Name: ______________________________________

A thesis statement is a central thought that holds your entire National History Day project together. Early in the research process, you should have a working thesis; as you gather more information, this thought can, and probably should, evolve.

Thesis = Topic + Theme + Impact on History

In other words, you are not just introducing your topic, you are creating an argument that expresses your topic’s significance and demonstrates how the theme plays a central part.

1) The **specific** topic I have chosen to do research on is

__________________________________________________________________________________________________________________

2) (circle one of the following): **changed the world** / **is significant** / **had a great impact**

3) Because (connect to the theme by using the words: **Triumph** & **Tragedy**)

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

4) A short term (immediate) effect, impact, or legacy in history from this topic is

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

5) A long term (much later on) effect, impact, or legacy from this topic is

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

6) Combine everything from numbers 1-5 into your working thesis below (will probably be more than one sentence):

**MY WORKING THESIS STATEMENT IS:**

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________
Primary and Secondary Sources: Keys to Good History Fair Projects

History Fair projects use both primary and secondary sources. A Primary Source is something that was written or produced in the time period you are investigating (letters, speeches, diaries, newspaper articles from the time, oral history interviews of people from the time, documents, photographs, artifacts, and anything else that provides firsthand accounts about a person or event. This definition also applies to primary sources found on the Internet. A letter written by President Lincoln in 1862 is a primary source for a student researching the Civil War era. An article about the Vietnam War published in 2001 and not written by an eyewitness or participant about his or her experience is not a primary source. An interview with an expert (such as a professor of Vietnamese history) is not a primary source UNLESS that expert actually lived through and has firsthand knowledge of the events being described. Primary materials such as quotes from historical figures or photographs of historical events, when found in secondary sources, can be used effectively in NHD projects; however, these are not considered primary sources.

Example: Is this image (an excerpt from an AP World History textbook, Traditions & Encounters) a primary source or a secondary source? (I’m referring to the page as a whole, not the individual pictures.)

Most, if not all of us would answer “Secondary source.” Respectfully, I disagree. Not that I think the excerpt is a primary source, either. Rather, I think the question of whether a document is a primary or secondary source is contingent on the question the source is being used to answer.

Question:
How did classical societies form?

Answer:
Document = secondary source.

Question:
How was world history taught in 2018?

Answer:
Document = primary source.
# Primary vs. Secondary Sources

## Primary Sources
- Created at the time the event occurred
- Or created by a participant of the event
- Is the “Raw Material” – you have to figure out what it means to your topic and why it is important

**Examples:**
- Letters
- Diaries
- Journals
- Flight Records
- Ship Logs
- Business Records
- Photographs
- Government Documents
- Films
- Audio Tapes
- Oral History Interviews
- Newspapers
- Magazines
- Songs
- Poems
- Ads
- Autobiographies

## Secondary Sources
- Created at any time after the event occurred
- Created by a third party (like a historian, film maker, or writer – the author was not an eyewitness or participant)
- Is the “Processed Information” – someone else has read the primary sources and decided what they think it means. The historians tell you what happened and why it is important.

**Examples:**
- Encyclopedias
- Reference Books
- Documentaries
- History Textbooks
- Interviews with “experts” (like college professors or museum curators)
- Newspapers and Magazines written after the event occurred
- Worksheets
- Handouts
- Biographies
The Terms, Laws, and Ethics for Using Copyrighted Images

Can I Use that Picture?
The “Big Picture” is supposed to give you the historical context surrounding your project. It should address what was going on before and during the time of your topic. The information you provide here should be presented in your thesis statement and should also make up a small component of your final project. For example, if you are doing an exhibit, this information would fit best on the left or top panel of your backboard to provide the historical background information.
What is the Process Paper?

A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.

Title Page:

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s), the contest division and category in which you are entered, and applicable word counts. Do not include your age, grade, or school name, and do not add images, borders, or drawings to your title page.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Junior Division</th>
<th>Historical Paper</th>
<th>Paper Length: 2,234 words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Name</td>
<td>Junior Division</td>
<td>Group Exhibit</td>
<td>Student-composed Words: 489 Process Paper: 410 words</td>
</tr>
<tr>
<td>Title</td>
<td>Name</td>
<td>Senior Division</td>
<td>Individual Performance Process Paper: 425 words</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Name</td>
<td>Senior Division</td>
<td>Individual Documentary Process Paper: 410 words</td>
<td></td>
</tr>
</tbody>
</table>

Process Paper:

First Section: should explain how you chose your topic and why your topic is important to you.

Second Section: should explain how you conducted your research (start with the beginning and early research and move on to your more detailed and specific research), and mention two or three of the most useful sources you found and how they were helpful to your project.

Third Section: should explain how you selected your presentation category and created your project (make sure you mention how that category was the best way to show off your topic).

Forth Section: should explain how your project relates to the NHD theme.
The Annotated Bibliography

★ All projects must have an Annotated Bibliography of 20 or more sources.
★ At least 10 sources should be “primary” if at all possible.
★ Use standard bibliographic form for all information from each source.
★ Separate primary from secondary sources. List the primary sources first, and then the secondary sources, each list should be in alphabetical order.
★ Annotations are brief descriptions of the sources and how each was used in the development of the project.
★ Annotations for primary sources could explain why the source is primary for your topic.

Examples of Annotations:

Primary Sources


This declassified State Department document lists numerous Turkish requests for millions of dollars in credit and financial assistance to purchase military and civilian ships, as well as funds for “strengthening their military.” Money was also used for agricultural equipment, industrial development and modernization of Turkish airports. This document also revealed that some requests had to be denied “due to limited funds and previous commitments.” I used this document to demonstrate that European governments were eager to receive American assistance.


This quote from French ambassador Herve Alphand clearly states the absolute poverty of Europe after World War II and what these countries needed just to survive. Its use makes clear the need for the Marshall Plan.

Secondary Sources


This text informed me about the conditions in Europe following World War II which led to the Marshall Plan. The source allowed me to understand the poverty, famine, and desperation in Europe after the war.

Clarke, Christopher. Personal Interview. 11 May 2011.

Dr. Clarke, a retired U.S. State Department intelligence analyst, confirmed the importance of the Marshall Plan to modern American foreign policy. Dr. Clarke states that, “the Marshall Plan was one of a very small hand-full of crucial post-World War II policies that determined the course of the next half century. I used this source to better understand the Marshall Plan’s effect on the State Department today and how they handle foreign affairs.
General Rules for All Categories

Rule 1: Annual Theme
Your entry must relate clearly to the annual theme and explain your topic’s significance in history.

Rule 2: Contest Participation
You may participate in the research, preparation, and presentation of only one entry each contest year. You may share research with up to four other students who are fellow participants in your group entry. You may not create a common pool of research from which several entries are developed.

Rule 3: Individual or Group Entries
A paper, individual exhibit, individual performance, individual website, or individual documentary must be the work of only one student. A group exhibit, group performance, group website or group documentary must be the work of 2 to 5 students. All students in a group entry must be involved in the research and interpretation of the group’s topic. Once a group project enters a competition (regional or affiliate), additional students may not be added or replaced at that or subsequent competitions within a contest year.

Rule 4: Development Requirements
Entries submitted for competition must be original and have been researched and developed in the current contest year. Revising or reusing an entry from a previous year—whether it is yours or another student’s—will result in disqualification. The year begins each June, following the National Contest.

Rule 5: Construction of Entry
You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents on the mechanical aspects of creating your entry, such as typing your paper and other written materials. You may seek guidance from your teachers as you research and analyze your material, but your conclusions must be your own. You may have reasonable help preparing your project.

Examples of reasonable help include:
- a teacher instructs you in how to use an editing software program
- a parent uses a cutting tool to cut the exhibit board or performance prop that you designed
- a teacher offers editing suggestions on your historical paper
- a parent assists in sewing costumes that you have designed
- a teacher shows you or your group how to build an NHD website
- you have photographs commercially developed

NOTE: Objects created by others specifically for use in your entry violate this rule. Examples include a parent editing a documentary or an artist drawing the backdrop for your exhibit or performance. You may receive reasonable help in carrying and placing props and exhibits.

Rule 6: Tampering with Another NHD Entry
You may not tamper with, deface, or alter another student’s or group’s entry. Doing so will result in your project’s disqualification.

Rule 7: Contest Day Setup
You are responsible for setting up your own exhibit, equipment, or props at the contest. You may have reasonable help carrying them, but setup must be completed by you (and/or your group members).

Rule 8: Supplying Equipment
You are responsible for supplying all props and equipment at each level of competition. All entries should be constructed with transportation, setup time, size and weight in mind (e.g., foam board versus solid oak for an exhibit, folding table versus antique desk for a performance, etc.). You must provide your own equipment, including computers and software, unless the contest coordinator has specified that certain equipment will be provided at the contest venue. Projection screens for documentaries and performances may be provided, if requested. Check with your contest coordinator about available resources at all contest levels. Be prepared.
Rule 9: Discussion with Judges
You should be prepared to answer judges’ questions about the content and development of your entry and to explain the design, research, and creation of your entry. Judges need to know that your entry is the result of your own work. However, you may not give a formal, prepared introduction, narration, or conclusion. Let the judges’ questions guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

Rule 10: Costumes
You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category.

Rule 11: Prohibited Materials
Items potentially dangerous in any way—such as weapons, firearms, animals, organisms, plants, etc.—are strictly prohibited. Such items will be confiscated by security personnel or contest officials. Replicas of such items that are obviously not real are permissible. Please contact your teacher and contest coordinator to confirm guidelines before bringing the replica to a contest.

Rule 12: Title
Your entry must have a title that is clearly visible on all written materials.

Required Written Material for All Entries

Rule 13: Written Material
Your entry must include the following written material in the order presented below:

1. A title page as described in Rule 14;
2. A process paper as described in Rule 15 (process papers are not part of historical paper entries);
3. An annotated bibliography as described in Rule 16.

These materials must be typed or neatly printed on plain white paper, and stapled together in the top left corner. Do not enclose them in a cover or binder.

Exhibit, Performance, and Documentary categories – you must provide three copies of these materials, bringing along an extra set for your own reference.

Website category – you must include these required materials within the site.

Paper category – you must include the title page and annotated bibliography with your paper.

Rule 14: Title Page
A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered, and applicable word counts. Please see the Figure below for examples of required elements for the paper, exhibit, performance, and documentary categories. Details of requirements for a website’s home page can be found in Rule E3.

NOTE: The title page must not include any other information (pictures, graphics, borders, school name, or grade) except for that described in this rule.

<table>
<thead>
<tr>
<th>Title</th>
<th>Title</th>
<th>Title</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Junior Division</td>
<td>Junior Division</td>
<td>Senior Division</td>
<td>Senior Division</td>
</tr>
<tr>
<td>Historical Paper</td>
<td>Group Exhibit</td>
<td>Individual Performance</td>
<td>Individual Documentary</td>
</tr>
<tr>
<td></td>
<td>Process Paper: 410 words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rule 15: Process Paper
All categories, except historical paper, must include a process paper with the entry. It must describe in 500 words or fewer how you conducted your research and created your entry. The process paper must include four sections that explain:

1. how you chose your topic;
2. how you conducted your research;
3. how you selected your presentation category and created your project; and
4. how your project relates to the NHD theme.

You can visit sample process papers at http://www.nhd.org/CreatingEntry.htm.

Rule 16: Annotated Bibliography
An annotated bibliography is required for all categories. List only those sources that contributed to the development of your entry, i.e., sources that provided usable information or new perspectives in preparing your entry. Sources of visual and audio materials and oral interviews must be included. Bundle photos or other materials from the same collection in a single citation. The annotations for each source must explain how you used the source and how it helped you understand your topic. Your annotated bibliography is not included in the world count. Annotations of web sites should describe who sponsors the site.

For example:


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

*NOTE:* Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your entry should be cited in your bibliography but not included as attachments to your bibliography.

Rule 17: The Separation of Primary and Secondary Sources
You are required to separate your bibliography into two sections: one for primary sources and one for secondary sources.

*NOTE:* Some sources may be considered as either primary or secondary. Use your annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Listing a source under both primary and secondary is inappropriate.

Rule 18: Style Guides
Style for citations and bibliographic references must follow the principles in a recent edition of one of the following style guides:

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations: Chicago Style for Students and Researchers*

Regardless of which manual you use, the style must be consistent throughout all written material.

Rule 19: Plagiarism
You must acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in disqualification.
Contest Participation

Rule 20: Entry Procedure
At each contest level you must register either online or by submitting paper entry forms (check with your contest coordinator for the required format), meet specific deadlines, and follow any procedures established by that contest’s coordinator. You are responsible for knowing and meeting the deadlines.

Rule 21: Entries to National Competition
Each affiliate is limited to two entries per contest category in the National Contest. Ties at affiliate contests will be resolved at the affiliate level.

Rule 22: National Competition Attendance
Individual students and groups must be present for an entry to be judged at the National Contest. All members of a group entry must register for the National Contest.
Plan an EXHIBIT

Before you begin to assemble your display board, make a plan or model of what you intend to do. This will allow you to make revisions and additions easily, and to see what might be needed to tell your story better.

Here are some pointers:

★ Decide on a focus or main idea for your exhibit - center or highlight it on your board. Maybe you also want to show two sides of something to compare/contrast or before/after, using the two side panels.

★ Decide on a title. It does NOT have to be the same as your topic. For example, an exhibit about Abraham Lincoln could be titled, “The Great Emancipator”, but only if your focus was Lincoln and the slavery issue.

★ Let your pictures tell the story. Use maps, charts, graphs, timelines, copies of documents, as well as photographs and illustrations.

★ Pay close attention to the story flow: the reader should not have to jump all over the board to get the story straight. Organize the pieces of your story into a logical, easy to understand layout.

★ Work the theme in wherever appropriate and effective.

★ Captions should be in SHORT paragraphs. You are allowed only 500 student-written words on the board, including the title. Don’t waste words by repeating information or by stating what is obvious in the picture, map, or document. Instead, tell what it means to your story.

★ Don’t forget context, background, and setting. When and where does the story take place? What happened before? What resulted or came after? What was happening in other parts of the country or world at that time? What was the political or social climate?

★ Color and graphics should not only fit the topic, but complement it.

★ Legacy is an important part of every story. And it makes a good conclusion. Tell why your story was important – then? Now? What did it cause? What do we have or do today because of it?

Every picture and every word needs a purpose for being on the display board.
Hints for Exhibits

Ideas Every Exhibit Should Consider

★ After most of the research has been done, visit a museum to see how a professional exhibit looks and how it is organized.

★ The focus or main idea needs to be centered and obvious, possibly something clever or unusual.

★ A catchy title is always a plus, maybe play on a quote or saying, or the theme.

★ The topic may need to be defined. Try showing both sides of an issue or story.

★ The exhibit should stand alone. It should not need supplementary materials or student explanation for the judge, or anyone, to understand it.

★ Be sure the sequence and/or layout makes sense. Group parts of your story. Don’t glue things permanently to the board; allow for possible changes.

★ Tell the story in pictures with as few words as possible.

★ Timelines are a good way to show incidents in an event or to demonstrate cause and effect; likewise for charts and graphs. Check out the graphics on CNN or in the Sunday newspaper for ideas.

★ All written material – especially captions – should be proofed by an English teacher (for grammar and spelling) AND by a history teacher (for accuracy).

★ Color is a powerful tool, use it appropriately and sparingly. Limit colors used to two or three. Stay away from patterns if there are lots of pictures.

★ Backboard should be covered, painted, or made from some attractive material (bargain fabrics can be found in any large fabric store).

★ Lettering should be impressive and look professional, even unusual, if appropriate. Adhesives should never show. All illustrations should have mats. Edges of the board should be covered.

★ Use a drop cloth (maybe in fabric matching the board?) under the project to define the space and make any items placed in front to stand out.

★ Copied pictures can be hand colored with map pencils. Pictures can be mounted on cardboard to stand up, or stand out from the board, for a 3-D effect.

★ Make it eye-catching – something that says “Look at Me!” Try an odd-shaped board, 3-D cutouts or stand-ups, a model combined with a poster, a surprise ending, or doors that open, or be creative. What will best enhance the project and topic?

★ DON’T CLUTTER!!
Exhibit Rules

An exhibit is a visual representation of your research and interpretation of your topic’s significance in history. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

Rule 1: Size Requirements
The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table on which it rests; however, it does include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter. See illustration below.

Rule 2: Word Limit
A 500-word limit applies to all student-composed text that appears on, or as part of, an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your own words. Brief factual credits of the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit. A date (January 1, 1903) counts as one word. See below for additional explanation.

NOTE: Be careful that your message is clear on the exhibit itself. Extensive supplemental material is inappropriate. Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary material used as sources for your exhibit should be cited in your bibliography, but not included as attachments to your bibliography or exhibit.

Rule 3: Media Devices
Media devices (e.g., DVD players, tablets, mp3 players, video monitors, computers, etc.) used in an exhibit must not run for more than a total of three minutes. Quotes from another source (e.g., clip from a documentary, primary source music, etc.) are considered quotes. Viewers and judges must be able to control media devices. Any media devices must fit within the size limits of the exhibit. Any media devices used should be integral to the exhibit—not a method to bypass the prohibition against live student involvement.

Rule 4: Crediting Sources
All quotes from written sources must be credited on the exhibit. All visual sources (e.g., photographs, paintings, charts, and graphs, etc.) must be credited on the exhibit and fully cited in the annotated bibliography. Brief, factual credits do not count toward the word total. See below for additional explanation.

Rule 5: Required Written Materials
Three copies of your title page, process paper, and bibliography should be presented to the judges for review. Be sure to bring an additional copy for your own reference. Refer to General Rules for All Categories, Rules 16-18, for citation and style information.

Exhibit Size Limit Illustration
Counting Words

<table>
<thead>
<tr>
<th>Example from an exhibit board</th>
<th>Number of student-composed words</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Quincy Adams served as the Secretary of State...</td>
<td>9</td>
<td>These are all student-composed words.</td>
</tr>
<tr>
<td>On August 18, 1920, the Nineteenth Amendment was ratified...</td>
<td>7</td>
<td>The date counts as one word.</td>
</tr>
<tr>
<td>When Thomas Jefferson wrote that “All men are created equal” in the Declaration of Independence...</td>
<td>10</td>
<td>Direct quotations from primary and secondary sources do not count as student-composed words.</td>
</tr>
<tr>
<td>“Four score and seven years ago, our fathers brought forth...” Abraham Lincoln, Gettysburg Address, November 19, 1863</td>
<td>0</td>
<td>Direct quotations from primary and secondary sources and brief, factual credits do not count as student-composed words.</td>
</tr>
</tbody>
</table>

Crediting Visual Sources

Alice Paul, 1918, Library of Congress

Alice Paul was responsible for the campaign for women’s suffrage and the introduction of the Equal Rights Amendment.

A brief, FACTUAL CREDIT is REQUIRED and does NOT count toward the 500-word limit.

A caption DOES count toward the 500-word limit.
# Rules Verification Checklist – Exhibit

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit Title</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of student-composed words on board</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Word count of process paper</th>
<th></th>
</tr>
</thead>
</table>

## GENERAL RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My/our topic clearly relates to the annual theme.</td>
</tr>
<tr>
<td></td>
<td>This is an original entry. Each participant has only participated in one entry.</td>
</tr>
<tr>
<td></td>
<td>I/we have researched and built this exhibit in the last year.</td>
</tr>
<tr>
<td></td>
<td>I/we certify that this is my/our original work. I/we have not used any improper assistance. Credit has been given properly.</td>
</tr>
<tr>
<td></td>
<td>I/we understand the rule prohibiting costumes and historical materials other than that contained in the exhibit itself.</td>
</tr>
<tr>
<td></td>
<td>I/we understand that using someone else’s work without properly crediting it is plagiarism and will result in disqualification.</td>
</tr>
</tbody>
</table>

## WRITTEN MATERIALS

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I/we have supplied a title page on the front of our process paper (4 copies). The title page includes:</td>
</tr>
<tr>
<td></td>
<td>the title of the exhibit, the names of the creator(s), Junior OR Senior Division, Individual OR Group Exhibit, count of student-composed words on board, and word count of process paper.</td>
</tr>
<tr>
<td></td>
<td>No other information (school, state, teacher, course) is contained on this page.</td>
</tr>
<tr>
<td></td>
<td>I/we have supplied a process paper (4 copies). The process paper (500 words or fewer) addresses:</td>
</tr>
<tr>
<td></td>
<td>how I/we chose our topic</td>
</tr>
<tr>
<td></td>
<td>how I/we conducted our research</td>
</tr>
<tr>
<td></td>
<td>how I/we selected to make an exhibit and constructed this exhibit</td>
</tr>
<tr>
<td></td>
<td>how my/our project relates to the NHD theme</td>
</tr>
<tr>
<td></td>
<td>Following the process paper, there is an annotated bibliography that contains:</td>
</tr>
<tr>
<td></td>
<td>a complete list of all sources used to create this entry separated into primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>annotations for each entry</td>
</tr>
</tbody>
</table>

## EXHIBIT RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My/our exhibit meets the size requirements:</td>
</tr>
<tr>
<td></td>
<td>The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high</td>
</tr>
<tr>
<td></td>
<td>If the exhibit is circular or rotating, it is no more than 30 inches in diameter</td>
</tr>
<tr>
<td></td>
<td>My/our exhibit contains 500 or fewer student-composed words (excluding brief citations that credit sources,.)</td>
</tr>
<tr>
<td></td>
<td>I/we know that any media devices must not run for more than three minutes. I/we know that any student narration in the media will count towards the 500-word limit.</td>
</tr>
<tr>
<td></td>
<td>I/we have credited all sources on the exhibit itself and cited all sources in the annotated bibliography.</td>
</tr>
</tbody>
</table>
Make a Documentary Storyboard

Decide how you want to present your story: What order, which pictures you want to use, and what each tells. Just like an exhibit is divided up into sections, your documentary should be broken up into smaller segments.
**Hints for Documentaries**

★ Before starting, **watch documentaries** on the History Channel, PBS, or the Discovery Channel to get an idea of how **professional** documentaries look and sound.

★ Choose a topic that lends itself to **visual presentation**. During research, collect a variety of visual images – **illustrations, artwork, graphics, documents, maps**, etc. Keep precise records of where each came from and cite them in the bibliography.

★ Use the **simplest technology** possible to achieve the desired result. Don’t be tempted by glitz or exotic techniques. The best documentaries are well researched and presented clearly.

★ **Outline** the script first to tell the story. Time it and edit, if necessary. Then decide on illustrations and synchronize. Add **music** and/or sound effects to “set the stage” with an emotion or historical time period, but make sure it’s not too loud or distracting.

★ **Timing** is essential. Try for a new image about every six to ten seconds. Always time the presentation very carefully and leave at least ten to fifteen seconds leeway.

★ Students should not “perform” in a video project, but all voice narration, except for interview or original film clips, should be student voices.

★ Keep **words** on the screen to a minimum. **Pictures** are much more interesting.

★ Students may use either school equipment or their own equipment to produce the project, but all **equipment** must be student operated. For assistance, check with district high schools, local college, or university media department, or a cable access station.

★ Do not use more than one minute of preexisting or professional film footage, **less is better**. And remember, just because the film has **sound** doesn’t mean it must be used. Students may “**voice over**” and use the film only as illustration for the script, if they wish.

★ **Clear** focus and understandable narration are crucial. **Avoid** using blurry pictures, no matter how appropriate they are. They will look worse on a large screen.

★ When filming an interview, use **good lighting** and watch for distracting backgrounds or other items that might take away from the interviewee. Have questions prepared in advance. Try not to have “yes” or “no” questions – concentrate on “why” and “how.”

★ **Practice** setting up and using the equipment in several locations to make sure it can be done smoothly.

★ When competition day arrives, take **extra** copies of the project (video tape, CD, DVD, etc.) and an extension cord, extra light bulb, or replacement for anything that might break, **JUST IN CASE**.
Documentary Rules

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

Rule 1: Time Requirements
Documentaries may not exceed ten minutes in length. You will be allowed five minutes to set up and five minutes to remove equipment. Timing begins when the first visual image appears and/or the first sound is heard. Audio and visual leads will be counted in the time limit. Timing ends when the last visual image or sound of the presentation concludes (including credits).

NOTE: Use your setup time to prepare your documentary for presentation, adjust volume, etc.

Rule 2: Introduction
You must announce only the title of your presentation and names of participants. Comments prior to or during the presentation, including live narration, are prohibited.

Rule 3: Student Involvement and Operation
You must be able to run the program within the ten-minute time limit. You must provide and be able to run your own computers, software, and other equipment while presenting your documentary to the judges. Interactive computer programs and web pages in which the audience or judges are asked to participate are not acceptable; judges are not permitted to operate any equipment. Internet access may not be available.

Rule 4: Student Production
All entries must be student-produced. You must operate all equipment, including all editing equipment used in the production of your presentation. You must provide the narration, voice-over, and dramatization. Only those student(s) listed as entrants may participate in the production. Only you/your group and the subjects of your interviews (participants in a historical event or experts) may appear on camera. Your entry must be an original production. Using material created by others specifically for use in your entry is prohibited.

Rule 5: Entry Production
You may use professional photographs, film, recorded music, etc., within your presentation. However, you must give proper credit in the credits at the end of your presentation and in your annotated bibliography.

NOTE: Remember that different equipment may affect how your documentary appears on the screen. You should test equipment provided at competitions beforehand, bring back-up copies of your documentary in different formats, and/or bring your own equipment. There is no penalty for displaying your documentary on a laptop computer, and many students use them successfully as a backup measure.

Rule 6: Credits
At the conclusion of the documentary, you should provide a list of acknowledgments and credits for ALL sources. These credits should be brief - not full bibliographic citations and not annotated. You are not required to credit individual images or video clips while the documentary is playing; that is the purpose of the credits at the end. All sources (e.g., music, images, film/media clips, interviews, books, websites, etc.) used in the making of the documentary must be properly cited in the annotated bibliography. The list of credits counts toward the ten-minute time limit and should be readable by viewers. See below for additional explanation.
Rule 7: Required Written Materials
Three copies of your title page, process paper, and bibliography should be presented to the judges for review. Be sure to bring an additional copy for your own reference. Refer to General Rules for All Categories, Rules 16-18, for citation and style information.

Example of a Credit List from a Documentary

Multimedia
A Distant Shore: African Americans of D-Day
Saving Private Ryan
Images provided by The Library of Congress & The World War II Museum
Sound bites provided by The World War II Museum
Video clips provided by The Library of Congress & HISTORY®

Interviews
Don Jackson
Martha Erickson
Charlotte Weiss
Jimmie Kanaya
# Rules Verification Checklist – Documentary

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documentary Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Run time of Documentary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Word count of process paper</strong></td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My/our topic clearly relates to the annual theme.</td>
<td></td>
</tr>
<tr>
<td>This is an original entry. Each participant has only participated in one entry.</td>
<td></td>
</tr>
<tr>
<td>I/we have researched and created this documentary in the last year.</td>
<td></td>
</tr>
<tr>
<td>I/we certify that this is my/our original work. I/we have not used any improper assistance. Credit has been given properly when appropriate.</td>
<td></td>
</tr>
<tr>
<td>I/we understand the rule prohibiting costumes and historical materials other than that contained in the documentary.</td>
<td></td>
</tr>
<tr>
<td>I/we understand that using someone else’s work without properly crediting it is plagiarism and will result in disqualification.</td>
<td></td>
</tr>
</tbody>
</table>

## WRITTEN MATERIALS

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/we have supplied a title page on the front of our process paper (4 copies). The title page includes:</td>
<td></td>
</tr>
<tr>
<td>• the title of the documentary, the names of the creator(s), Junior OR Senior Division, Individual OR Group Documentary, and word count of process paper. No other information (school, state, teacher, course) is contained on this page.</td>
<td></td>
</tr>
<tr>
<td>I/we have supplied a process paper (4 copies). The process paper (500 words or fewer) addresses:</td>
<td></td>
</tr>
<tr>
<td>• how I/we chose our topic</td>
<td></td>
</tr>
<tr>
<td>• how I/we conducted our research</td>
<td></td>
</tr>
<tr>
<td>• how I/we selected to make a documentary and developed this documentary</td>
<td></td>
</tr>
<tr>
<td>• how my/our project relates to the NHD theme</td>
<td></td>
</tr>
<tr>
<td>Following the process paper, there is an annotated bibliography that contains:</td>
<td></td>
</tr>
<tr>
<td>• a complete list of all sources used to create this entry separated into primary and secondary sources</td>
<td></td>
</tr>
<tr>
<td>• annotations for each entry</td>
<td></td>
</tr>
</tbody>
</table>

## DOCUMENTARY RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The documentary is less than ten minutes in length (from the first frame to the end of the credits).</td>
<td></td>
</tr>
<tr>
<td>I/we can set up the documentary in five minutes or fewer.</td>
<td></td>
</tr>
<tr>
<td>I/we can clean up any equipment used to play the documentary in five minutes or fewer.</td>
<td></td>
</tr>
<tr>
<td>I/we know how to run the equipment and have practiced doing so.</td>
<td></td>
</tr>
<tr>
<td>I/we understand that the title of the entry and the name(s) of the participant(s) are announced before the documentary begins. I/we understand that other commentary or live narration are prohibited.</td>
<td></td>
</tr>
<tr>
<td>The documentary is my/our original academic work.</td>
<td></td>
</tr>
<tr>
<td>I/we operated all equipment, including editing software</td>
<td></td>
</tr>
<tr>
<td>The only voices or images on the documentary belong to members of the group or the people we interviewed. I/we have provided any narration, voice-overs, or dramatizations.</td>
<td></td>
</tr>
<tr>
<td>I/we have credited and cited all sources in the annotated bibliography as well as in the credits of the documentary.</td>
<td></td>
</tr>
<tr>
<td>I/we have included a readable list of credits that acknowledges the sources of our photographs, images, video, music, film, and media clips.</td>
<td></td>
</tr>
<tr>
<td>I/we know that the judges cannot interact with the equipment in any way and that the documentary must play on its own.</td>
<td></td>
</tr>
</tbody>
</table>
Hints for Performances

Steps to Follow:

1. Decide how to tell the story. Write a rough draft or outline of the script. Locate primary sources that can be quoted as part of the dialogue.

2. Write the script. Remember the time limit is 10 minutes. Be sure to allow a few seconds for unplanned pauses or forgotten lines. (Exceeding the 10 minute time limit can result in the project being disqualified).

3. Have the script edited by both an English teacher and a History teacher.

4. Memorize lines.

5. Make a list of costumes, props, and backdrops to be used. Start collecting them. (Local high school drama departments or community theaters may be willing to lend some items).

6. Practice using all props. Practice until it can be presented cold. Then, practice in front of an audience. Add music, lights, special effects, if they add to the total presentation.

7. Get critiques from practice audiences and perfect the performance.

8. Assemble the Annotated Bibliography and the Process Narrative. (Save everything on both disk and hard drives). Have extra copies ready on the day of the performance.

Some Practical Advice:

★ Keep props, costumes, and backdrops simple. Only 5 minutes are allowed to set up and another 5 to take down. Also, the project might win, and have to be transported to another location or another city. Most important, the student presenters are the stars, not the “stuff.”

★ It is not necessary to spend a lot of money on costumes or props. Look for items at thrift stores and junk shops. Ask family and neighbors. (Some people have amazing collections in their attics or storerooms!)

★ Incorporate primary sources into the script and props whenever appropriate. Even little things, like advertising or popular songs, really give the piece authenticity.

★ Make sure group members can work together. If the group is always fighting, the project will never get done. Make sure all members contribute and work.

★ PRACTICE, PRACTICE, PRACTICE.

★ Go to the History Fair and have fun!
Performance Rules

A performance is a dramatic portrayal of your topic's significance in history and must be an original production. It should be scripted based on research of your chosen topic and should have dramatic appeal, but not at the expense of historical information.

Rule 1: Time Requirements
Performances may not exceed ten minutes in length. Timing starts at the beginning of the performance following the announcement of the title and student name(s). You will be allowed five minutes to set up and five minutes to remove any props needed for your performance.

NOTE: You should allow several empty seconds in your performance to account for unplanned pauses (e.g., applause, forgotten lines, etc.).

Rule 2: Performance Introduction
The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

Rule 3: Media Devices
Use of slides, mp3 players, computers, or other media within your performance is permitted. You must provide and run all equipment and carry out any special lighting or sound effects. Only those student(s) listed as entrants may participate in the production.

Rule 4: Script
The script for the performance should not be included with the written material presented to the judges.

Rule 5: Costumes
You may have assistance in producing your costume, but the design, choice of fabrics, etc., must be your own. Or, you may rent a costume. Remember: simple is best.

Rule 6: Required Written Materials
Three copies of your title page, process paper, and bibliography should be presented to the judges for review. Be sure to bring an additional copy for your own reference. Refer to General Rules for All Categories, Rules 16-18, for citation and style information.
# Rules Verification Checklist – Performance

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Title</td>
<td></td>
</tr>
<tr>
<td>Word count of process paper</td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL RULES

- ✓ Requirement:
  - My/our topic clearly relates to the annual theme.
  - This is an original entry. Each participant has only participated in one entry.
  - I/we have researched and developed this performance in the last year.
  - I/we certify that this is my/our original work. I/we have not used any improper assistance. Credit has been given properly.
  - I/we understand that using someone else’s work without properly crediting it is plagiarism and will result in disqualification.

## WRITTEN MATERIALS

- ✓ Requirement:
  - I/we have supplied a title page on the front of our process paper (4 copies). The title page includes:
    - the title of the performance, the names of the creator(s), Junior OR Senior Division, Individual OR Group Performance, and word count of process paper. No other information (school, state, teacher, course) is contained on this page.
  - I/we have supplied a process paper (4 copies). The process paper (500 words or fewer) addresses:
    - how I/we chose our topic
    - how I/we conducted our research
    - how I/we selected to create a performance and developed this performance
    - how my/our project relates to the NHD theme
  - Following the process paper, there is an annotated bibliography that contains:
    - a complete list of all sources used to create this entry separated into primary and secondary sources
    - annotations for each entry

## PERFORMANCE RULES

- ✓ Requirement:
  - The performance is fewer than ten minutes from start to finish.
  - I/we can set up the performance in five minutes or fewer.
  - I/we can clean up from the performance in five minutes or fewer.
  - 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 understand that we may use media devices, but I/we have to operate these devices during the performance.
  - I/we are responsible for gathering costumes and props for the performance.
Hints for Historical Papers

★ The basics count. A good thesis statement and a thorough outline make a big difference. Clarity in writing begins with a carefully considered plan.

★ Read examples of previous National History Day winning papers in the Junior Historian magazine.

★ Put extra thought into your introduction, since it sets the stage, and into your conclusion because it makes a lasting impression.

★ Make sure you show how your story fits into the “big picture” of history, and how it has remained important over time.

★ Use quotes from oral histories or primary sources whenever appropriate. Also, conclusions you make based on your interpretation of primary sources are more persuasive and interesting than a compilation of opinions from secondary sources.

★ Be sure to credit every direct quote and idea not your own. (Failure to do this is plagiarism). Decide whether to use footnotes or endnotes, then get a style manual and follow the instructions exactly. Sometime English teachers or librarians have handouts on this procedure.

★ Remember, a good historical paper is an analysis and interpretation of events, not just a report. Don’t be afraid to take a position as long as you support it with facts and quotes from your research.

★ Do not write yourself into the paper. You may, however, write yourself into the annotations in the bibliography.

★ A paper is to be read. It should inform and entertain, even challenge the reader. Be sure to read your draft aloud before making the final version.

★ Work in the theme – or the theme vocabulary – whenever you can.

★ Have your paper read by both an English teacher (for grammar and style) and a history teacher (for accuracy) before you do the final draft.

★ You may incorporate illustrations into the body of your paper and/or add supplementary materials at the end. In both cases, be very selective! Se only items that truly add to your story.

★ Get rid of as many to be verbs as possible (is, are, were, was, will be, have been, etc.). Replace them with action verbs if you can.

★ Use a simple, plain font with print no larger than 12 pt. Use standard white paper, double-space, and 1” margins all around. Number pages, staple upper left corner. Title page should only have title, category, and entry number. (No names at the campus fair). No decoration or additional cover of any kind.
Making an Outline

Making an outline will make writing a research paper easier: Think of the outline as the writing plan. An outline helps the writer sort out the main ideas and the supporting facts. The ideas and supporting facts were recorded on the note cards during the research phase of the project. The outline will help plan the best order for those ideas.

1. Write the title of the paper across the top of the page.

2. Place a Roman numeral and a period before each main topic.

3. When dividing the main topic into subtopics, be sure to place the “A” directly underneath the first letter of the first word of the main topic.

4. If a main topic is divided, it must have at least two subtopics.

5. If using words or phrases instead of complete sentences in the outline, do not place a period after a main topic or subtopic.

6. Always begin the main topic and subtopic with a capital letter and capitalize any proper nouns.

7. An outline should use parallel structure. In other words, the same kind of word or phrase should be used.

Incorrect use: I. Early Childhood of Ben Franklin

A. Education

B. He helped his father with candle making

The example is incorrect because it does not use parallel structure. The topic is a phrase, the first subtopic is a word, and the second subtopic is a sentence. The following example shows an outline written in phrases.

<table>
<thead>
<tr>
<th>The Life and Times of John Quincy Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Early Life</td>
</tr>
<tr>
<td>A. Childhood</td>
</tr>
<tr>
<td>B. Education</td>
</tr>
<tr>
<td>C. Lawyer and Writer</td>
</tr>
<tr>
<td>II. Political and Public Career</td>
</tr>
<tr>
<td>A. Diplomat</td>
</tr>
<tr>
<td>B. U.S. Senator</td>
</tr>
</tbody>
</table>
Historical Paper Rules

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

Rule 1: Length Requirements
Historical papers must be between 1,500 and 2,500 words. Each word or number in the text of the paper counts as one word. This includes student-composed text as well as quotes from primary or secondary sources. The 2,500 word limit does not apply to notes, the annotated bibliography, illustration captions, and appendix material. Appendix material must be referenced in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and/or graphs only.

NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your paper should be cited in your bibliography but not included as attachments/appendices to your paper.

Rule 2: Citations
Citations—footnotes, endnotes, or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to General Rules for All Categories, Rule 18, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

Rule 3: Preparation Requirements
Papers must be typed or computer printed on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and in 12-point font. Papers must be stapled in the top left corner and should not be enclosed in a cover or binder. Refer to General Rules for All Categories, Rule 14, for title page requirements. See below for an example of a properly formatted page.

Rule 4: Number of Copies
Four copies of the paper and annotated bibliography must be submitted prior to the contest, via the appropriate registration process, by the deadline established for the contest. Winning papers sometimes are published by contest officials; you must be prepared to give permission for such publication. You must bring a copy of your paper and annotated bibliography to the contest for your use.
The second major issue debated at the Yalta Conference was the destiny of the Polish state. The Polish nation fluctuated between existence and partition throughout European history. After World War I, the Treaty of Versailles created the modern Polish state. In 1939, Germany demanded land and economic concessions from the nation, and the Polish government refused to concede to these demands. On March 31, 1939, Poland signed an agreement with Great Britain and France in which these nations promised to provide aid to Poland if attacked by Germany. On September 1, 1939, Germany invaded Poland with two army groups while stationing the German navy to prevent a British attack from the sea. Warsaw was surrounded by September 17, and after heavy bombing raids, surrendered ten days later.

Poland was overrun quickly, “with a speed that astonished the rest of the world.” The Polish government and military leaders fled to France, and later to London. Poland remained occupied for most of the war. Soviet troops finally took control of Warsaw in January 1945. Poland was largely “written off at Yalta,” despite the fact that it fought with the Allied powers in exile.

The representatives at the Yalta Conference made the following decision regarding the Polish state:

A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government...which is now functioning in Poland should therefore be reorganized on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity.

As World War II began to shift in favor of the Allies, it became evident that several questions

---

3 Stokesbury, A Short History of World War II, 75.
## Rules Verification Checklist – Historical Paper

| **Student Name** |  |
| **Paper Title** |  |
| **Word count of paper** |  |

### GENERAL RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My topic clearly relates to the annual theme.</td>
</tr>
<tr>
<td></td>
<td>This is an original entry. I have only participated in one entry.</td>
</tr>
<tr>
<td></td>
<td>I have researched and written this paper in the last year.</td>
</tr>
<tr>
<td></td>
<td>I certify that this is my original work. I have not used any improper assistance. Credit has been given properly.</td>
</tr>
<tr>
<td></td>
<td>My paper has a title page containing the title of the paper, the name of the author, Junior OR Senior Division, Historical Paper, and the word count of the paper. No other information (school, state, teacher, course) is contained on this page.</td>
</tr>
<tr>
<td></td>
<td>Following my paper, there is an annotated bibliography that contains:</td>
</tr>
<tr>
<td></td>
<td>• a complete list of all sources used to create this entry separated into primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>• annotations for each entry</td>
</tr>
<tr>
<td></td>
<td>I understand that using someone else’s work without properly crediting it is plagiarism and will result in disqualification.</td>
</tr>
</tbody>
</table>

### PAPER RULES

<table>
<thead>
<tr>
<th>✓</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The paper is between 1,500 and 2,500 words (including quotations from primary and secondary source documents).</td>
</tr>
<tr>
<td></td>
<td>If I have included an appendix (this is not required), any images in the appendix are directly referenced in the text of the paper.</td>
</tr>
<tr>
<td></td>
<td>I have chosen a method of citation (footnotes, endnotes, or internal citations) and have credited sources throughout my paper.</td>
</tr>
<tr>
<td></td>
<td>My paper is typed or legibly handwritten on 8.5 x 11-inch paper with 1-inch margins on all sides.</td>
</tr>
<tr>
<td></td>
<td>My paper is double-spaced and is printed in 12-point font.</td>
</tr>
<tr>
<td></td>
<td>I have numbered my pages.</td>
</tr>
<tr>
<td></td>
<td>My paper is stapled in the top left hand corner. I have <strong>not</strong> enclosed the paper in a binder or cover of any kind.</td>
</tr>
</tbody>
</table>
Plan a Website

What is a Historical Website?
A historical website is a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should be an accumulation of research and argument that incorporates textual and non-textual (photographs, maps, music, etc.) description, interpretation, and multimedia sources to engage and inform viewers about your chosen historical topic.

Websites are interactive experiences where viewers can play music, solve a puzzle, or look at a video or click on different links. Viewers can move through the website in various undirected ways. Websites use color, images, fonts, documents, objects, graphics and design, as well as words, to tell your story.

Hints for Websites:

★ Decide on whether you want to create your website as part of a group or on your own.
★ Research your topic first. Examine secondary and primary sources. From this research, create your thesis. This will be the point that you want to make with your website.
★ Narrow in on the content of your website. Decide what information you want to incorporate in your web pages, including any photos, primary documents, or media clips you may have found. You should be sure to have plenty of supporting information for your thesis.
★ Organize and design your website carefully. Keep it simple: don’t waste too much time on the bells and whistles. Tell your story and keep it straight.
★ Borrow ideas from other websites (especially those who have won an award from NHD in the past). Find design elements that work and imitate them on your web site. Just remember to give credit where credit is due.
Website Rules

The website category is the most interactive of all NHD categories. A website should reflect your ability to use website design software and computer technology to communicate your topic’s significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a website, you must have access to the Internet and be able to operate appropriate software and equipment.

Rule 1: Entry Production
All entries must be original productions constructed using the NHD website editor, beginning at the school level: http://nhd.org/CategoryWebsite.htm. You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the website, and credit must be given within the site and cited in the annotated bibliography. You must operate all software and equipment in the development of the website.

NOTE: Using objects or content created by others for specific use in your entry violates this rule. For example, adding viewer comments or using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exists is acceptable.

Rule 2: Size Requirements
Website entries may contain no more than 1,200 visible, student-composed words. Code used to build the site and alternate text tags on images do not count toward the word limit. Also excluded are words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; required word count notifications; words within primary documents and artifacts; and the annotated bibliography and process paper, which must be integrated into the site. The process paper is limited to 500 words. The entire site, including all multimedia, may use no more than 100MB of file space.

Rule 3: Navigation
One page of the website must serve as the home page. The home page must include the names of participants, entry title, division, number of student-composed words in the website, number of words in the process paper, and the main menu that directs viewers to the various sections of the site. See below for an example of a website home page. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

Rule 4: Documents and Multimedia
The website may contain documents (e.g., newspaper articles, excerpts from written text, etc.), but the documents must be contained within the website. The website may contain multimedia clips (audio, video, or both) that total no more than four minutes (e.g., use one four-minute clip, four one-minute clips, two two-minute clips, etc.). Included in the four-minute total is any music or songs that play after a page loads. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player, etc.), you must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download. You may not use embedded material or link to external websites, other than described in the preceding bullet. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.
**Rule 5: Crediting Sources**
All quotes from written sources must be credited within the website. All visual sources (photographs, videos, paintings, charts, and graphs) must be credited within the website. See below for an example of a website page with a video and photograph properly cited. Brief, factual credits do not count toward the student-composed word total. All sources must be properly cited in the annotated bibliography.

**Rule 6: Required Written Materials**
The annotated bibliography and process paper must be included as an integrated part of the website. They should be included in the navigational structure. They do not count toward the 1,200-word limit. Refer to General Rules for All Categories, Rules 16-18, for citation and style information.

**Rule 7: Stable Content**
The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

**Rule 8: Viewing Files**
The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Mozilla Firefox, Apple Safari, Google Chrome). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule 4.

**Rule 9: Submitting Entries for Judging**
You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Because all required written materials from General Rules for All Categories, Rule 13, are integrated into the site, NO printed copies are required. For access to the NHD website editor and up-to-date submission procedures, please visit [http://nhd.org/CategoryWebsite.htm](http://nhd.org/CategoryWebsite.htm).

**Sample Website Home Page**
Sample Website Page with a Video and Photograph Properly Credited

A. All visual sources must be credited within the website.

B. All sources must be properly cited in the annotated bibliography.
### Rules Verification Checklist – Website

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Title</td>
<td></td>
</tr>
<tr>
<td>Number of student-composed words on website</td>
<td></td>
</tr>
<tr>
<td>Word count of process paper</td>
<td></td>
</tr>
</tbody>
</table>

#### GENERAL RULES

- ✔️ Requirement:
  - My/or topic clearly relates to the annual theme.
  - This is an original entry. Each participant has only participated in one entry.
  - I/we have researched and created this website in the last year.
  - I/we certify that this is my/or original work. I/we have not used any improper assistance. Credit has been given.
  - I/we understand that using someone else’s work without properly crediting it is plagiarism and will result in disqualification.

#### WRITTEN MATERIALS

- ✔️ Requirement:
  - Website has no more than 1,200 student-composed words, excluding:
    - brief citations that credit sources
    - recurring menus, titles, and navigation instructions
    - word count notifications
    - primary sources
    - process paper
    - annotated bibliography
  - I/we have supplied a process paper within the website. The process paper (500 words or fewer) addresses:
    - how I/we chose our topic
    - how I/we conducted our research
    - how I/we selected to make a website and constructed this website
    - how my/or project relates to the NHD theme
  - There is an annotated bibliography within the website that contains:
    - a complete list of all sources used to create this entry separated into primary and secondary sources
    - annotations for each entry

#### WEBSITE RULES

- ✔️ Requirement:
  - One page must be a home page including:
    - title
    - name(s) of participants
    - Junior Division OR Senior Division
    - number of student-composed words in the website
    - number of words in the process paper
    - menu to access the other parts of the website
  - All pages can connect by clicking links. I have checked all of my links to make sure that they work.
  - I/we have no more than four (4) minutes of multimedia (music and video) in the entire website.
  - I/we have all materials (pictures, primary sources, multimedia) included in the website, not linked to another website.
  - I/we have credited all materials (pictures, primary sources, multimedia) where they are placed in the website and in the annotated bibliography included in the website.
  - 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.
History Fair Rubric

**Preparation Grades** – Gradebook for 1st and 2nd Quarter

- Shared Noodletools Project with Teacher /10
- Created To-Do List in Noodletools /10
- Topic Selection /10
- Noodletools Check 1 (5 Sources) /20
- Thesis /20
- Noodletools Check 2 (10 Sources) /20
- “Big Picture” Graphic Organizer /20
- Noodletools Check 3 (15 Sources) /20
- Noodletools Check 4 (20 Sources) /20

---

**Total of Preparation Points** /150

**Project Grades** – Gradebook for 3rd Quarter

- Annotated Bibliography /50
- Process Paper /30
- Research is Apparent and Correct /25
- Follows Guidelines of NHD Competition /20
- Uses Primary and Secondary Sources /20
- Connects to the NHD Theme /15
- Overall Appearance /10
- Creativity/Originality /10

---

**Total Project Points** /180

**YOUR FINAL COMPLETED PROJECT IS DUE ______________________**

**LATE NOTICE:** Each day your project is late; a FULL letter grade will be deducted. For example, project is due on January 28th, and student turns in an exhibit on January 29th, the highest grade the student can get is a B.

**No exceptions!!!**