National History Day in Mississippi ~ A Guidebook for Teachers

Assembled by Renee J. McClendon, NHD in MS Volunteer
August, 2011

Special Thanks:

CONTENTS
Kelly Wilkerson, NHD in Tennessee
Naomi Peuse, NHD in Iowa and Minnesota
Tim Hoogland, NHD in Minnesota
Nathan Huegen, NHD in Louisiana
Stephanie Hartman, NHD in Nevada
Thomas Rust, NHD in Montana
Toni Bjelland, NHD in Montana
Kathleen D'Aquila, NHD in Vermont
Victoria Hughes, NHD in Vermont
Tom Watts, Madison, MS

EDITING
Valerie Philips, Iowa
Heidi Battles, Pass Christian

State Coordinator Contact:
Jeff Bowersox, Ph.D.
Assistant Professor of Modern European History
State Coordinator, National History Day in Mississippi
History Department University of Southern Mississippi
118 College Dr., #5047 Hattiesburg, MS 39406-5047, USA
phone: 601-266-4519 email: jeff.bowersox@usm.edu

Institutional Supporters
Mississippi Department of Archives and History
Mississippi Historical Society
History Department, University of Southern Mississippi
Center for the Study of War and Society, USM
Center for Black Studies, USM
Center for Oral History, USM
Society of Mississippi Archivists

Renee McClendon
NHD in MS Volunteer
228-363-0940
rjmcclendon@cableone.net

WEBSITE: http://www.usm.edu/history/NHD
FACEBOOK: (search) National History Day in Mississippi
MISSION STATEMENT FOR NATIONAL HISTORY DAY

The future of democracy depends on an inspired, thoughtful and informed citizenry. Historical understanding is crucial to that process. National History Day teaches essential historical literacy that motivates students to secure the future of democracy.

Table of Contents

1. Introduction
   About this Handbook, Additional Resources
2. What is History Day?
3. Meeting the Standards
   Editorial, National Standards & “NHD Works” Evaluation (kit), Common Core State Standards
4. Classroom Models and Sample Timelines
   Game Plan, Terms to Learn and Apply, Sample Parent Letter
5. Theme
   NHD Theme Narrative
6. Topic
   Topic Suggestions, Choosing a Topic, Analyzing, Narrowing a Topic
7. Designing a Thesis Statement
8. Research
   Logical Progression, Primary and Secondary Sources, Tracking Sources, Online Primary Sources
9. Project Creation
   Choosing Individual/Group and Category, Paper, Exhibit, Performance, Documentary, Web Site
11. Process Paper
12. Annotated Bibliography
13. Hosting a Local Event
   Suggestions and Sample ‘Programs’
14. Classroom Evaluation of Student Work
   Rubrics, Students’ Own Guide (Minnesota HD), Contracts, Time Management
15. State and National Competitions - Judging
Introduction
About this Handbook

USE AND PURPOSE OF THIS HANDBOOK
This handbook has been developed exclusively for Mississippi teachers interested in participating in History Day. This handbook is designed to provide much of the information and resources you need to be successful in implementing and participating in the History Day program in Mississippi. Included in this handbook are suggested examples of strategies for implementing History Day, but these examples should not be considered the only approaches. Teachers are encouraged to apply the information in this handbook to suit their school calendar, teaching style, and classroom environment.

Accessibility: National History Day programs are open to all students and teachers without regard to race, religion, sex, physical abilities, economic status, or sexual orientation. National History Day does not discriminate against or limit participation by physically challenged students. The competition rules are available on audiotape and in Braille from the National History Day office. National History Day staff and coordinators will make every effort to accommodate students with special needs.

This guide, or any part of this guide, may be reproduced and distributed for teacher or student use.

ADDITIONAL RESOURCES
Resources, such as contest materials, ‘Intro to History Day’ DVD, rulebooks, “How to . . . History Day” Series, exhibit boards, academic recognition pins and medals, etc., can be found at the ‘store’ on the NHD web site:
http://www.nhd.org/cart/

Examples of student projects can also be found at the NHD web site:
http://www.nhd.org/CreatingEntry.htm

Minnesota History Day, sponsored by the Minnesota Historical Society, generously makes available examples of student projects, for a very low cost:
http://shop.mnhs.org/category.cfm?Category=128
HIGHLY RECOMMENDED:

"NHD Contest Kit" - Annual NHD Contest Kit

$16.00 + shipping/handling The Annual NHD Contest Kit provides teachers everything they need to participate in the NHD contest. The kit includes the annual theme book, DVD introduction to NHD, contest rule book, information on meeting the NHD standards, an NHD fact sheet, NHD FAQs, testimony about NHD programs, judging sheets for each category, judging instruction packets for all categories and additional curriculum materials.

Most states have Teacher Tool Kits on their NHD web sites, including full lesson plans and specific exercises. Listed here are the state web sites used for the assembly of Mississippi’s guidebook. These all have their handbooks online, downloadable, in full or in part.

Montana: http://mtnhd.weebly.com/for-teachers.html
Louisiana: http://www.nationalww2museum.org/learn/education/for-students/national-history-day/history-day-handbook.pdf
Tennessee: http://www.tennesseehistory.org/InformationforTeachers.htm

Dr. Bowersox has some NHD resources that he is willing to lend. The University of Southern Mississippi History Department Professors have been WONDERFUL resources for our students.

REMEMBER that teachers, students and families can inexpensively become ‘Friends of USM Libraries’, and take advantage of those excellent resource materials and the knowledge of those staff members.

Renee McClendon would love to come to your school NHD class, or NHD club meeting, and help your students. She has many, many examples of student projects that are very helpful to new NHDers. Please contact her anytime!
USE AND PURPOSE OF THIS HANDBOOK
This handbook has been developed exclusively for Mississippi teachers interested in participating in History Day. This handbook is designed to provide much of the information and resources you need to be successful in implementing and participating in the History Day program in Mississippi. Included in this handbook are suggested examples of strategies for implementing History Day, but these examples should not be considered the only approaches. Teachers are encouraged to apply the information in this handbook to suit their school calendar, teaching style, and classroom environment.

Accessibility: National History Day programs are open to all students and teachers without regard to race, religion, sex, physical abilities, economic status, or sexual orientation. National History Day does not discriminate against or limit participation by physically challenged students. The competition rules are available on audiotape and in Braille from the National History Day office. National History Day staff and coordinators will make every effort to accommodate students with special needs.

This guide, or any part of this guide, may be reproduced and distributed for teacher or student use.

ADDITIONAL RESOURCES
Resources, such as contest materials, ‘Intro to History Day’ DVD, rulebooks, “How to . . . History Day” Series, exhibit boards, academic recognition pins and medals, etc., can be found at the ‘store’ on the NHD web site: http://www.nhd.org/cart/

Examples of student projects can also be found at the NHD web site: http://www.nhd.org/CreatingEntry.htm

Minnesota History Day, sponsored by the Minnesota Historical Society, generously makes available examples of student projects, for a very low cost: http://shop.mnhs.org/category.cfm?Category=128
What is History Day?
WHAT IS HISTORY DAY?
History Day is a year-long curriculum enhancement program that engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, museum-style exhibits, multimedia documentaries, interpretive websites, and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions. History Day provides an exciting way for students to study history and learn about issues, ideas, people, and events in which they are interested. Throughout the school year, students will conduct extensive research in primary and secondary sources under the guidance of their teachers. Students will develop skills in research and analysis. Through participation in History Day, students become historians!

WHY SHOULD WE PARTICIPATE IN HISTORY DAY?

For Teachers
- meets the state and national curriculum standards
- provides a model teaching tool for the classroom, based on active, project-based learning
- provides an excellent assessment tool
- integrates the study of history with other disciplines, including writing, the arts and other social sciences
- encourages interaction with academic historians, librarians, activists, and public historians
- involves families and communities in support of education

For Students
- gain critical and creative thinking skills that they will use in college and when entering the workforce
- develop improved communication skills
- gain expert knowledge in historical subjects
- meet new people and make new friends
- may receive monetary awards, special prizes, and scholarships
- can receive certificates, medals, and trophies

HISTORY DAY promotes excellence in education. It is a program that works. History Day participants develop skills in research, writing, critical and creative thinking, organization and communication. Working individually or cooperatively, students learn how to define a historical question, locate source material, take notes, analyze information, and present it in an effective manner. They learn about scholarly devices such as thesis statements, footnotes, and bibliographies.

Developing these skills is challenging, but rewarding. The public recognition given to those who participate in History Day events communicates to students that our society values historical study and excellence in academic achievement. The judges at History Day events become part of the instructional team. In addition, students learn from one another at these events as they talk together and view one another’s entries. Above all else, the students discover that learning is fun!
Top Ten Reasons to participate in National History Day

1. Teaches History
   - Builds an understanding that history is not static and contains multiple perspectives

2. Engages Students
   - Excites students by asking them to choose a topic and explore resources

3. Energizes the Curriculum
   - Provides a framework for hands-on, student-centered learning

4. Promotes High Academic Standards
   - Assists teachers and schools in meeting educational standards by offering a portfolio-building and outcome-based activity

5. Encourages Literacy
   - Adjusts their reading for different types of print and non-print texts (including fiction and nonfiction, classic and contemporary works)

6. Enhances Assessment
   - Provides a multilayered performance-based assessment tool

7. Teaches Critical Thinking
   - Promotes life skills, analytical skills, comparative perspectives and models of critical judgment—essential for work in any field

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

9. Recognizes the Student Strengths
   - Allows students to become experts

10. Activates Civic Engagement
    - Encourages students to become involved in their communities
NHD Checklist
Git 'er Done!!

_____ choose topic (based on theme & availability of sources)

_____ begin BALANCED research  recommendation: 25 resources (for Locals)

  primary sources  secondary sources
  books, newspapers, encyclopedias, oral history, field trips, expert interviews,
documentaries, documents, speeches, letters, reports, internet (access online
archives)

_____ take good notes & track bibliography information

_____ construct thesis statement

_____ choose information, which supports thesis, to be used in project

_____ choose presentation medium (exhibit, performance, documentary, website, paper)

_____ outline for historical paper, performance, documentary

storyboard for exhibit, website

_____ historical paper (1500-2500 words): write draft, revise, edit, repeat

exhibit (6"x 30"x 40"): titles, subtitles, thesis, pictures, captions, floor

performance (10 minutes): script, costumes, props, practice!

documentary (10 minutes): script, visuals, narration, music

website

_____ process paper- 500 words max. (intro/thesis, why chose topic,
how conducted research, why chose & how created presentation,
impact)

_____ annotated bibliography (also title page) draft, revise, edit, repeat
Meeting the Standards
Students should take interest in our history (letter)

Published: Tuesday, July 12, 2011, 6:00 AM

By Mississippi Press Editorial Board

Students should take interest in our history

As an American history teacher, I am very concerned about the lack of knowledge or interest by our students in the history of our nation.

There are two great opportunities for our young people to increase their interest in history and to become more knowledgeable citizens. The Junior Historical Society helps students learn more about the history of our great country with guest speakers, field trips and the National History Day.

This summer, I had the opportunity to travel to the National History Day at the University of Maryland with five of my students and their families. They were competing at the national level in the Junior Division after winning at their state-level competition.

Students from Mississippi won in the Senior Division at the national level. Thirty-four students represented Mississippi. There were more than 3,000 students from 6th through 12th grades from every state in the nation and several American schools from overseas.

Students competed in the National History Day event in five categories: drama/play, documentary, paper, website and exhibit.

Students had a great time and made numerous new friends. There were many evening activities and daily tours of Washington.

The program was incredible. I have been to many events with young people, but this was the very best.

Now is the time for all social studies teachers in Mississippi to start preparing their history students for this year's National History Day state-level event in early March 2012 at the University of Southern Mississippi.

It would be very sad if, when the roll of states is called at the National History Day at the University of Maryland in June 2012, Mississippi's name is not called.

People with questions about the National History Day at the state level can email Dr. Jeff Bowersox at jeff.bowersox@usm.edu. If you are interested in starting a Junior Historical Society at your school, contact Dr. Deanne Nuwer at the University of Southern Mississippi, Deanne.Nuwer@usm.edu.

THOMAS P. WATTS
Madison
NATIONAL HISTORY DAY AND NATIONAL EDUCATIONAL STANDARDS

The purpose of this document is to encourage participation in National History Day while illustrating how such participation supports teachers and students in meeting local, state, and particularly national educational standards as teachers integrate History Day into their classroom teaching and curriculum. In this document, the History Day process is aligned with the national standards in history and English language arts. But each individual History Day entry also meets numerous specific American or world history standards unique to a particular student entry. Each state has its own state history and language standards. The alignment of activities leading to involvement in National History Day and national standards should aid in aligning local History Day programs with state standards.

WHAT IS NATIONAL HISTORY DAY?

National History Day is a year-long program which uses history to challenge students in grades 6-12 to improve their research, analytical, and communication skills. In groups or individually, students conduct research on topics related to a broad theme which changes annually. The search for primary and secondary sources leads students to libraries, archives, historical societies, and museums; many conduct oral history interviews. They then present their findings in research or creative papers, museum-style exhibits, original dramatic performances, or multimedia documentaries. Students may enter History Day contests at the school or local level, with winners in each category and division advancing to state contests, then to the national contest, held each June at the University of Maryland at College Park. At every level, panels of judges consisting of history educators, public historians, or academic historians evaluate the entries and provide constructive feedback to the students. Many teachers, parents, school administrators, and community members find National History Day to be an exemplary program illustrating what educational reform and the raising of standards are trying to accomplish – the development of knowledgeable, skilled, creative, enthusiastic learners and citizens.

STEP 1: SELECTING A TOPIC AND CREATING A RESEARCH PLAN

Students begin work on a History Day entry by choosing a topic, usually starting with a broad preliminary area of interest and then narrowing it down. While investigating potential subjects, students need to determine if there are sufficient primary and secondary sources available to support an entry. They must make sure that their topic is related to the annual theme and that they can explain its significance in history. The annual theme is broad enough to allow students to study world, national, state, or local history, depending on their interests and their teachers' requirements. For example, past NHD themes include "Turning Points in History: People, Ideas, Events" and "Triumph and Tragedy in History." The flexibility of the theme encourages students to pursue subjects which interest them; many research events or issues related to their family or community. After choosing a topic, students develop a research plan. They must set goals, form hypotheses and create thesis statements or questions to guide their research, and meet deadlines. Both in the details as well as the process, students develop and reinforce positive attitudes about their abilities and potential as learners and persons.

Corresponding Standards in Historical Thinking:

4A Formulate historical questions.
4B Obtain historical data.
4C Interrogate historical data.
5A Identify issues and problems in the past.
5C Identify relevant historical antecedents.

STEP 2: RESEARCHING THE HISTORY DAY ENTRY

While researching their History Day entries, students become empowered, engaged and excited learners. They become historians who do history rather than just read about history in textbooks, in the process mastering historical knowledge and developing historical thinking skills that transfer to other areas of their lives. They begin the research process by identifying and reading secondary sources such as monographs, articles, and encyclopedias. These sources provide students with an overview of their topic and an understanding of its broader historical context. Often, students will contact experts for additional information or suggestions for other sources. After doing this background research, students are then ready to do more in-depth research in primary sources. The quest for primary sources may take them to libraries, museums, archives, historical societies, or historic sites as well as to the Internet. They may conduct oral history interviews.
Meeting the Standards: NHD in Today’s Classroom

Corresponding Standards in Historical Thinking:

1B Identify in historical narratives the temporal structure of a historical narrative or story.
1D Measure and calculate calendar time.
2A Reconstruct the literal meaning of a historical passage.
2B Identify the central question(s) the historical narrative addresses.
2C Read historical narratives imaginatively.
2D Evidence historical perspectives.
2E Draw upon data in historical maps.
2F Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
2G Draw upon visual, literary, and musical scores.
3A Identify the author or source of the historical document or narrative.
3C Differentiate between historical facts and historical interpretations.
3D Consider multiple perspectives.
3E Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
3G Compare competing historical narratives.
3H Hold interpretations of history as tentative.
3I Evaluate major debates among historians.
4B Obtain historical data.
4C Interrogate historical data.
4D Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.
5C Identify relevant historical antecedents.

Corresponding Standards for the English Language Arts:

1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

STEP 3: DEVELOPING AN INTERPRETATION

Even as they conduct their research, students begin to develop their own interpretation of their topic. They must analyze and synthesize the information they have discovered in their primary sources and construct their own historical narrative, organizing their material chronologically or topically. Their interpretation should be balanced, incorporating all relevant perspectives. For a business topic, for example, they should consider the views of workers as well as owners; for political issues or events, they should consider the opinions and actions of opponents as well as supporters. Their interpretation should place their subject into historical context – its intellectual, physical, social, and cultural setting. They must also provide historical perspective on their topic, explaining its causes and consequences, or, for a family or local history topic, how it relates to larger events or trends.
Meeting the Standards: NHD in Today’s Classroom

**Corresponding Standards in Historical Thinking:**

1A  Distinguish between past, present, and future time.
1C  Establish temporal order in constructing historical narratives of their own.
1F  Reconstruct patterns of historical succession and duration.
2D  Evidence historical perspectives.
3A  Identify the author or source of the historical document or narrative.
3B  Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
3C  Differentiate between historical facts and historical interpretations.
3D  Consider multiple perspectives.
3E  Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
3F  Challenge arguments of historical inevitability.
3G  Compare competing historical narratives.
3H  Hold interpretations of history as tentative.
4C  Interrogate historical data.
4D  Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.
5B  Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.

**Corresponding Standards for the English Language Arts:**

7  Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

**STEP 4: CREATING AND PRESENTING THE HISTORY DAY ENTRY**

As they do their research and develop their interpretations, students must consider which category is the most appropriate way of presenting their research and analysis. Students present their History Day entries in one of four formats:

- **Historical Paper** – a paper is the traditional form for presenting historical research and interpretation. As an alternative to a research paper, students may choose to write an historically-based creative paper, such as a fictional diary or an epic poem.
- **Exhibit** – an exhibit is a visual representation of a topic and its significance in history, much like a small museum exhibit. Labels and captions should be used creatively with visual images and objects to enhance the message of the exhibit.
- **Documentary** – a documentary may take the form of a videotape, slide show, Power Point presentation, or similar types of multimedia presentations. It uses images such as film, video, or photographs and audio such as music, excerpts from tapes, and voice-overs to present a topic.
- **Performance** – a performance is a dramatic portrayal of a topic and its significance in history. It should be original and creative, not simply an oral report or a recitation of facts.

Every entry must include an annotated bibliography, separated into primary and secondary sources. In every category except papers, students must also write a 500-word process paper explaining how they conducted their research and developed their entries. The process paper concludes with an explanation of how the topic relates to the annual theme. At each level of the contest, students present their work to a team of judges. The judges review the entries and the written materials and interview the students. They provide constructive written comments, which students may use to revise their entries before the next level of the contest.
Meeting the Standards: NHD in Today’s Classroom

Corresponding Standards for the English Language Arts:

4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

BENEFITS OF PARTICIPATION FOR TEACHERS

For teachers, National History Day

• is a model teaching tool for the classroom, based on active learning;
• meets the requirements of state and national education standards;
• provides an excellent assessment tool;
• integrates the study of history with other disciplines, including writing, the arts, and other social sciences;
• supplies curricular aids such as lesson plans and resource guides;
• supports professional development by offering workshops and summer institutes where they may learn about the latest in historical scholarship and new teaching methods and techniques;
• encourages interaction with academic historians, librarians, archivists, and public historians;
• involves families and communities in support of education.

Simply...
what National History Day promotes is a better-informed citizen in a democracy where problem solving, clarity of thought, in-depth research, character and rigorous academic learning are encouraged.

Bibliography


Author Mark Gale is a longtime History Day advisor and history teacher in Coupeville, Washington. In 1995, he was named National History Day’s Teacher of the Year. He has involved more than 1,000 students from his small, rural public school during 18 years of participation in History Day. Some 154 students have advanced to the national contest, 28 of whom have made it to the finals. From 1992-1994, he worked on the national history standards. Mr. Gale has a Masters in Education degree with an emphasis in Curriculum and Instruction. He has been a Fulbright Fellow, NEH Fellow and Wallace Research Fellow at the American Antiquarian Society Research Library in Worcester, Massachusetts.

National History Day
0119 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739
national.history.day@umail.umd.edu
http://www.NationalHistoryDay.org
Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains.

They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Regardless of their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others, so that they are able to build on others' meritorious ideas, while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously.

Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Classroom Models and Sample Timelines
MODELS OF HISTORY DAY PARTICIPATION

Social Studies/History Classroom Assignment

History Day is assigned as the major project for a quarter or semester. The assignment may apply to an entire grade level of selected classes. School activities may culminate in a school history fair, with students receiving helpful suggestions for how to improve their projects for State Contest.

Variation: Interdisciplinary Assignment (English, Reading, Social Studies – Art, Drama, Technology)

Teachers collaborate to build upon the learner outcomes required for a History Day project. English instructors focus on research and writing skills. Social studies teachers assist students with topic selection and research/analysis skills. Art, Drama and Technology Specialists come on board to assist students with their project creation.

Alternative Classroom Enrichment Assignment

Students who have completed the standard curriculum, or want to substitute an in-depth research assignment for other tests and assignments, participate in History Day as an optional project.

Gifted/Talented Enrichment Activity

History Day is offered, or required, as part of a menu of co-curricular activities. National History Day is the optimal research/presentation project for gifted education students, aligning perfectly with Gifted Education Program Components.

National History Day Club

Led by a person or team of people with knowledge and interest in NHD, a club can be a group of students of various ages. Instruction of project elements could take place every 2 weeks, with time in between for students to work independently on assignments given.

TIPS FOR TEACHER SPONSORS OF HISTORY DAY

Adopting the National History Day program into your classroom can become challenging for teachers who have limited time and resources and high demand placed on your classroom efforts. Whether you are a first-time sponsor or a veteran of the program, you will find several avenues for assistance.

Your Strengths: You do not have to be a history teacher or an historian to help students with a History Day entry. An English teacher could assist a student writing a research paper, a drama teacher could help students in the performance category, technology teachers are great for website and documentary students, and art teachers are great for exhibit competitors.

Team Teaching: Teachers of various subjects working together with a student on their History Day project generally helps students to create strong History Day projects.

Enlist Parents: Parents MUST be involved, from the onset of this learning opportunity for their children. It is very important to offer an informational session for parents – upbeat, show the NHD introductory video, share the project timeline and presentation opportunities for the students. If you are a new NHD teacher, invite an experienced teacher to help field questions that parents may have. Parents will be very excited to take their children on research trips and support the project creation efforts. Be sure to inform parents of event (contest) dates, and the possibility that their children could make it to Nationals. (See sample parent letter, next)
Wednesday, August 3, 2011

Dear Parents,

This school year your student will have an amazing learning opportunity — joining over 500,000 American students who participate in the National History Day Program. History Day is a year-long curriculum enhancement program that engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, museum-style exhibits, multimedia documentaries, interpretive websites, and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions.

History Day provides an exciting way for students to study history and learn about issues, ideas, people, and events in which they are interested. Throughout the school year, students will conduct extensive research in primary and secondary sources under my guidance, and with your support. Students will develop skills in research and analysis. Through participation in History Day, students become historians!

To learn more about the National History Day Program, and the role parents can play to best support their students, please attend our upcoming NHD Introductory Meeting, scheduled for Sunday, September 18, from 4:00 – 6:00 P.M. in my classroom at the school. We will also discuss our Local History Day Event, to take place in February of 2012. The State History Day Contest, in which all students can participate, will be Saturday, February 25, at the University of Mississippi, in Hattiesburg. Category Winners at State History Day earn the opportunity to represent Mississippi at the National Contest in June, near Washington, D.C.

Please feel free to contact me if you have questions about this exciting learning opportunity. I will look forward to seeing you at the introductory meeting.

Sincerely,
Renee McClendon
228.363.0940
rjmccendon@cableone.net
Sample Class Model For Doing NHD in 1 Intensive Quarter

In this model, best for a class devoting an entire quarter to NHD, or for 
'exploratory classes' meeting for just 1 quarter, teachers provide instruction and class 
discussion on Mondays and Fridays - - - Tuesdays, Wednesday, Thursdays (and 
weekends!) are for students to work independently on NHD assignments. T, W, Th are 
also when teachers can check with students, individually, regarding their progress.

Week 1: Monday & Tuesday - Introduction to NHD, including working individually or as a group, presentation category options, theme & topic search assignment:

1. In class meeting, discuss theme and possible topics.
2. Each student chooses one Mississippi topic and one general topic on which to do 'quick and dirty' research, findings due at the next class time – Friday, in this case.
4. For each topic chosen, students should list: status quo (scenario which needed revolt), revolution, reaction, reform, long-term consequences.
5. Students each report, to the class, what they have learned about those 2 topics.
6. In this way, students can get a feel for the theme and some historic revolutions, and the sense of thinking analytically about those events, without such a big commitment.
7. Follow-up with brainstorming, analyzing and narrowing topic exercises to help students determined their NHD topic.

Friday – Students present what they learned on the 2 topics they chose for this exercise. Teacher assigns 'Topic Selection' exercise.

Week 2: Monday – Students share their ideas for topics. Teacher instructs basic historical research, sources, note-taking. Due on Friday: ‘Final Topic Selection’.


Week 3: Monday – Teacher instructs thesis statements. Rough draft of thesis statement is due on Friday.

Friday – Discuss rough drafts of thesis statements are discussed & revisions suggested. Instruct source-tracking. Assignment for weekend: 10 sources, with notes and bibliography information, due Monday.

Week 4: Monday – Teacher discusses context, analysis, impact. Students continue their research, tracking sources, working towards '50 facts' & 25 sources.

Friday - - Students share progress.

Week 5: Monday - Teacher discusses presentation categories, students make a decision regarding their choice.

Friday – Teacher discusses process paper, annotated bibliography.

Week 6: ‘Turning Facts into a Blueprint’

Week 7: ‘Turning a Blueprint into a Project’

Week 8: Wrap-up, whatever is needed.

Week 9: Evaluation, preparation for Local History Day Event.
TIMELINE FOR IMPLEMENTING HISTORY DAY IN YOUR CLASSROOM

June and July:
Familiarize yourself with the theme explanation sheet and sample topics. Look at your curriculum for the year and come up with a list of possible topics for students. Set a calendar of assignments and due dates for every step of the History Day process.

August and September:
Have a "Welcome to National History Day" Meeting for parents and other important stakeholders. *Give students, parents and administrators a timeline, which includes project due dates and contest dates. Introduce and define the theme. Explain to students how it fits into your class curriculum. Explain the differences and uses of primary and secondary sources. Have students begin their annotated bibliography. Implement a paperwork management system for students to follow. Students should begin preliminary research.

October:
Guide students toward choosing individual or group projects, as well as a presentation category. Work with students to identify and narrow their research topic. Help them ask questions of their topic. Guide students toward quality primary and secondary sources. Research should be thoroughly underway.

November and December:
Teach students how to analyze sources. Students should continue researching. Work with students on writing thesis statements. Practice formulating and presenting historical interpretations. Students should create an outline for project and begin constructing project in their chosen category.

January:
Assist students with problem solving. Confirm contest dates to be sure you are on target for project completion. Students should complete construction of project. Teachers should review and give feedback to students. Students should edit and put finishing touches on projects, write process papers, and polish up annotated bibliographies.

February:
Host school or classroom competition, so students can share their projects and receive positive critiques on how to improve for State History Day Contest. Students should edit projects based on judge feedback provided at school competitions.

Competition Time! February–June:
*State Contest in Mississippi is usually at the end of February. Registration will be a few weeks before contest date; historical papers and web site projects will need to be submitted prior to contest date. PLEASE plan ahead to have information and registration fees ready to submit prior to due date.

* National Qualifying Students should be encouraged to improve their projects and to attend the National Contest, representing the state of Mississippi with pride! Again, due dates are essential - - please plan ahead, and ask for help, if you need it!!
(Sample) Louisiana History Day Timeline

(cited ‘worksheets’ are available – contact Renee McClendon)

Non-Block Schedule or History Day as Enrichment Activity

<table>
<thead>
<tr>
<th>September/October</th>
<th>Introduction to History Day—Student Intro to NHD PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical Thinking Skills</td>
</tr>
<tr>
<td></td>
<td>(can be used in conjunction with LCC topics)</td>
</tr>
<tr>
<td></td>
<td>• Primary/Secondary sources—Is it Primary or Secondary? Sheet</td>
</tr>
<tr>
<td></td>
<td>• Uncovering bias in sources—“Uncovering Bias” worksheet</td>
</tr>
<tr>
<td></td>
<td>• Using the library and Internet for research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October/November</th>
<th>Relation to the theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Present the theme “Debate and Diplomacy in History: Successes, Failures, Consequences.”—NHD Theme Sheet</td>
</tr>
<tr>
<td></td>
<td>• Relate previously learned material to the theme</td>
</tr>
<tr>
<td></td>
<td>• Distribute/present other suggested topics from future material</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate how to narrow a topic—Narrowing Topic Sheet</td>
</tr>
<tr>
<td></td>
<td>• Select a secondary source—Importance of Secondary Sources PowerPoint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th>Research Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Locating primary sources—Primary Sources PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Review interpreting primary sources</td>
</tr>
<tr>
<td></td>
<td>• What is a historical argument?—What is a Historical Argument? Sheet</td>
</tr>
<tr>
<td></td>
<td>• Developing a thesis</td>
</tr>
<tr>
<td></td>
<td>• Preliminary outline of historical argument and supporting content</td>
</tr>
<tr>
<td></td>
<td>• Citing sources and compiling a bibliography—Citing Sources Guide and Essential Elements PowerPoint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>Constructing the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Select the category: paper, exhibit, performance, documentary, website</td>
</tr>
<tr>
<td></td>
<td>• Construct the entry—student proofing and revising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February</th>
<th>Finalizing the Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Present the entry to parents and teachers</td>
</tr>
<tr>
<td></td>
<td>• Revise based on feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th>Final Touches/Regional Contests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Regional contests occur after March 12</td>
</tr>
<tr>
<td></td>
<td>• Paper and website URLs must be submitted two weeks before the contest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>State Contest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Two weeks before state contest, submit revised papers and website URLs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• National qualifiers improve project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June</th>
<th>National Contest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• National Contest in June at University of Maryland</td>
</tr>
</tbody>
</table>
Suggested History Day Timeline

Start

November

Select General Topic

Secondary Research

Begin to Narrow Topic

January-February

Complete Entry

School History Day

Continue Research and Improve Entry

March-April

Community Recognition

Improve Entry for National History Day

National History Day

December

Introduction of Primary & Secondary Sources

Classroom Activities

Skill Building

March-April

Primary Research

Construction of Entry

Seek Advice from Teachers and other Educators

February-March

Regional History Day

Improve Entry for State History Day

State History Day

May-June

Finish
Deadline Suggestions

**Student Contract:** A document students and parent/guardians sign agreeing to complete the assignments related to History Day on time and with real effort

**Group Decision:** The student needs to choose whether he/she is working alone or with others. Some **Student Contracts** include a section where parents agree to let their student work in a group.

**Topic Choice:** Choose a topic relating to the theme and be able to defend its connection.

**Category Choice:** Choose how to present research to teacher and judges.

**First Sources:** Students should return from break with a minimum number of sources. Most will be from the internet, but it gets them researching.

**Thesis Rough Draft:** After preliminary research in complete, students need to consider how their topic should be narrowed to provide a point of analysis that includes the theme. This central argument will evolve as students do additional research, but a rough look at their main point will help drive the process to find support evidence and additional primary sources.

**Rough Draft:**
- **Annotated Bibliography:** including a minimum number of sources
- **Scripts:** roughly 10 pages of script including some stage direction
- **Text Blocks:** Roughly 500 words to be used on the exhibit board or 1200 words for a website and how they will be broken up
- **Board Layout/Story Board:** How the board will be organized in different sections, how the website will be organized, the flow of the story for performances and documentaries

**Final Draft:**
- **Process papers & Annotated Bibliographies**
- **Final Product:** Neat and professional project ready to be shown at school event to judges, teachers, parents and classmates

**Evaluations:** Students grade themselves and their group members
National History Day Club Syllabus (work in progress!) 2011-2012

"Revolution, Reaction, Reform in History" Classes will meet on these Sundays, 4:00 - 6:00 P.M.

STUDENTS’ RESPONSIBILITIES

9-18 Intro
Students need NHD 3-ring binder, paper, writing utensil

9-25 DUE 2 topics: context, rev, reaction, reform

10-9 DUE “Choosing My Topic”

10-23 DUE “Final Topic Selection”

11-6 DUE Thesis approved! Notes, bib info from 10 sources

11-20 DUE Historical Context Chart & 50 facts/types/bib

12-4 DUE Notes & bib info for 20 sources/5 types

12-18 DUE Outline/story board

SEPTEMBER

INSTRUCTION

By Ms. Renee

9-18 Intro Terms & Theme - performance Topics

9-25 beginning research, note-taking.

10-9 narrow topic selection, bib info

10-23 Thesis Statements

11-6 Context/ Alternate perspectives papers, websites

11-20 Process paper Annotated bibliography

12-4 Turning information into outlines/storyboards into NHD projects

OCTOBER

Students will work independently to create projects. We will meet on Sunday, January 15, to share project progress.

Students will work independently to create projects. We will meet on Sunday, February 5, to share project progress.

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

PLEASE MARK THESE DATES!!!!!!

Local Event to share our projects (& receive feedback from judges) will be held prior to State Contest –

FEBRUARY, 2012

State Competition will be in late February, 2012 at USM in Hattiesburg

National History Day in College Park, Maryland: June 10-14, 2012

It’s not just a day, it’s an experience...

Ms. Renee’s contact information:
rjmcclendon@cableone.net
Game Plan

becoming an "expert" on a particular historical topic.

by completing

resulting in

by doing

beginning with

is

in-depth research

an analysis of data

a process paper

and

a project

that demonstrates

of one of

the following categories:

- the writing process
- correct organization
- an annotated bibliography
- Exhibit
- Documentary
- Performance
- Paper
- Web Site

It's not just a class, it's an experience.
**Terms to Learn & Apply**

**primary sources:** those which are written or produced in the time period being investigated — must be related to a topic by time or participation — examples: letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event — primary sources can also be found on the internet, possibly in online archives or newspaper collections

**secondary sources:** usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period, but base their interpretation on primary sources, research, and study — secondary sources are especially helpful to discover context

**significance/impact:** showing how history was changed or affected by the innovation; how our lives today are different because of the event, including long-term effects

**historical context:** how the political, social, cultural, technological and intellectual atmosphere during the time affected your subject — how what else was happening in the world, at the time, created circumstances which supported/influenced the topic event

**perspective:** understanding a topic’s development over time and its influence in history — what happened before and after the time of the topic that made that topic important; also, different points of view — any revolution will have reactions from others, including those who vehemently oppose the change that occurs

**thesis statement:** a central thought (2-3 sentences) that states the project ‘argument’ and which is supported by every piece of information presented in a project; should include reference to theme, historical context, and significance/impact

**process paper:** a description of up to 500 words explaining why a topic was chosen, its relation to the theme, how research was conducted, how the presentation category was selected and the project created

**annotated bibliography:** a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation — which tells how that particular resource was helpful to the learning of the project
THEME
Welcome to National History Day! You are about to become a better student! It doesn’t matter if you are planning on becoming a doctor, a historian, a marine biologist, or a teacher: whatever your career path, National History Day will help. Besides being a fun experience, NHD will improve your reading and writing skills and help you become a better researcher, all while you are learning about a topic of your choice!

During the 2011-2012 school year National History Day invites students to research topics related to the theme, “Revolution, Reaction, Reform in History.” The theme is broad enough for you to select a local, state, national or world history topic. To understand the historical importance of your topics, you must ask questions of time and place, cause and effect, change over time, impact and significance. You must ask questions about why events happened and what impact the events had? What factors contributed to a revolution? Why was there a need to reform at the particular time? Why did this event cause a reaction? Regardless of the topic selected, you must do more than describe what happened. You must draw conclusions, basing your opinion on evidence, about how the topic affected individuals, communities, nations and the world. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.

As you investigate this year’s theme think of the theme in broad terms, as the distinction among revolutions, reactions and reforms may be blurred. Never be too literal. Revolutions and reforms are often reactions to particular situations or events, which may inspire reactions. According to the American Heritage Dictionary, the word revolution means “the overthrow of one government and its replacement with another” or a “sudden or momentous change in a situation.” Whether revolutionary or gradual, such changes often inspire opposition, as some people seek to slow or even reverse them. Consequently, some topics will focus on revolution, reaction, AND reform, while other topics may allow you to focus on just one or two aspects of the theme.

For many Americans, the word revolution conjures up images of the Fourth of July, celebrating our revolutionary heritage; for others, it brings to mind gun-toting guerillas in wars we do not understand. Political and social revolutions such as those in America in the 1770s and the communist revolutions of the 20th century are complex events, which provide a plethora of potential possibilities for NHD research projects but not in their entirety. Rather than attempting to analyze and document an entire political revolution, you should look for more manageable topics such as ideas emerging from a particular revolution, specific events or factions within a revolution, or individuals who affected or were affected by a revolution. A paper could illuminate the role of the Stamp Act of 1765 played in the coming of the American Revolution. The role of women in the French revolution might be illustrated through a performance focusing on the bread riots of 1789, while Mahatma Gandhi’s leadership of India’s revolt against British rule would make a compelling topic for a documentary or website.

Political revolutions provoke reactions far beyond the borders of a single nation. How did other revolutions inspire slaves in Saint Domingue to stage their own revolution in 1791? An exhibit could examine the allied invasion of Russia as a reaction to the Bolshevik Revolution of 1917. How did American fear of the spread of communism affect the Cold War? A website could focus on the Marshall Plan or the Truman Doctrine as manifestations of this fear, while a performance might look at U.S. involvement in the Vietnam War. A website could examine the consequences of the student revolts in France in 1968.

Failed revolutions and rebellions also provide excellent topics for student entries. A paper could appraise the Sepoy Rebellion in India in 1857 and how it affected British colonial policy. An exhibit could examine the Boxer Rebellion of 1900, which helped fuel Chinese nationalism and the rise of Sun Yat-sen. What was the reaction throughout the Southern United States to Nat Turner’s rebellion in Virginia in 1831? Can Reconstruction be considered a failed revolution?

Wide-ranging reform programs sometimes can spur changes as great as those caused by revolutions. The effects of the reforms of Solon and Cleisthenes on Athens in the 6th century BCE would be a suitable topic for a paper. How did the Meiji Restoration (1868-1912) affect Tokugawa Japan? A performance might focus on Mikhail Gorbachev’s policies of Glasnost and Perestroika in the Soviet Union during the last
years of the Cold War. A documentary could examine the impact of Franklin Roosevelt’s New Deal. How did the New Deal revolutionize the role of government in American life in the 1930’s?

Individual reforms and reform movements also deserve attention. The work of anti-slavery advocates such as Frederick Douglass and William Lloyd Garrison supplies dramatic material for performances. Any of the reforms of the Progressive movement of the early 20th century in the United States would make good topics. An exhibit might explain the role of muckraking journalists in agitating for reform. How was the settlement house movement an attempt at social reform? What role did Jane Addams play?

Court cases frequently can be classified as reactions, while their outcomes may lead to reforms or even revolutions. A performance might explore the role of the British Court of Star Chamber in leading English Puritans to revolt in the 1630s. How could the 1896 case, Plessy v. Ferguson, be considered a reaction? How did the U.S. Supreme Court’s Miranda v. Arizona decision in 1966 reform the treatment of those accused of crimes?

While less frequent than political revolutions or reforms, economic revolutions may have an even broader impact. The commercial revolution of the 1500s involved Africa, the Americas, Asia, and Europe. The Industrial Revolution of the 19th century eventually affected the entire world. Students should focus on a specific, fairly limited aspect of an economic revolution rather than try to master such a revolution in its entirety. The spice trade between Europe and Asia would be an excellent topic for an exhibit, as would the role of sugar in creating plantation economies in the Caribbean. A documentary could assess the experience of female workers in the Lowell Massachusetts mills of the 1830s. How did the Luddites represent a reaction to the Industrial Revolution?

Consumers also have experienced revolutions. How did tea play a role in stimulating a consumer revolution in the 18th century? What impact did it have politically? Students could create documentaries analyzing revolutions in shopping such as the development of department stores or the Montgomery Ward and Sears catalogues in the late 19th century, while a paper could explore the significance of installment buying in the early 20th century.

Economic revolutions often result from technological innovations, which sometimes led to tremendous social change as well. How did the cotton gin have an impact on slavery in the antebellum South? In what ways did the typewriter provide new opportunities for women in late 19th century offices? How was this revolutionary? The adoption of the stirrup in 8th century Europe and its effects on warfare and society could be the subject of a paper, while a documentary could portray the effects of automobiles on dating. How could other transportation innovations such as steamships, canals, railroads, and airplanes be considered revolutionary?

Advances in human thinking and knowledge made the technology described possible. What was revolutionary about Isaac Newton’s work in the 1600s? How did Galileo Galilei’s trial before the Inquisition in 1633 represent a reaction to the Scientific Revolution? The impact of Marie Curie’s work on radiation in the early 1900s would make an interesting documentary, while a performance might examine her contemporary Sigmund Freud’s study of human psychology. Alternatively, students could investigate any of the revolutions in medical care of the 20th century.

You may find many topics in local history which are suitable. The local consequences of industrialization, or revolutions in transportation, would make good topics. If you live in Eastern United States, you could study local experiences during the American Revolution, while those in the South could focus on Reconstruction. If you live in an agricultural area, you might look at the history of the Populists in your state. The work of Progressive reformers or civil rights activists in your state also would be good topics. Or you may find reform movements or “revolutions” unique to your own community.

The theme is a broad one, so topics should be carefully selected and developed in ways that best use your talents and abilities. Whether a topic is a well-known event in world history or focuses on a little known individual from a small community, you should be careful to place your topics into historical perspective, examine the significance of your topics in history, and show development over time. Have fun this year and we will see you in College Park, MD next June!

For more information, contact:
National History Day, Inc.
0119 Cecil Hall, University of Maryland, College Park, MD 20742
301.314.9739 info@nhd.org www.nhd.org
Revolution, Reaction, Reform in History

Revolution is a word with many meanings. For the purposes of the 2012 National History Day theme, it is best to use one of the definitions from Merriam Webster below.

**Revolution:**
1a. A sudden, radical, or complete change
1b. A fundamental change in political organization
1c. Activity or movement designed to effect fundamental changes in the socioeconomic situation
1d. A fundamental change in the way of thinking about or visualizing something
1e. A changeover in use or preference especially in technology

**Reaction:**
1a. Resistance or opposition to a force, influence, or movement
1b. A response to some treatment, situation, or stimulus

**Reform:**
1a. To put or change into an improved form or condition
1b. To amend or improve by change of form or removal of faults or abuses

**Strategies for Meeting the Theme**
Certain topics will have the word revolution in the title such as “American Revolution, French Revolution, Industrial Revolution,” but students do not have to limit themselves to only these topics. Using the definitions above, a student can look at revolutions that do not result in a changing of government or an entire economic system. Students could focus on changes in rural life, music, or even clothing. The key thing to remember is that the change must be significant in history.

**Using Reaction & Reform**
Reaction and reform also appear in the 2012 theme. These words help clarify the theme and can help students narrow their focus on their topics. Every revolution came about as a reaction to something. It will be important for students to note what that “something” was. Also, each revolution will spark a reaction. There will be those who stand against change because of what that change represents. Reform is at the root of most revolutions. Reformers seek to improve poor situations, and a revolution in thinking, acting, or voting can be evidence of a revolutionary reform.
Choosing a Topic

Topic choice is one of the most important facets of NHD, because students will be ‘married’ to this topic for an entire school year. Topic choice can also be an extremely difficult task for students, especially if they do not have a lot of experience in making decisions regarding in-depth study subjects. A student’s NHD project topic needs to fit the theme, lend itself to plentiful resources, be narrow enough to show in-depth analysis, be *significant in history*, and (maybe most importantly) motivate the student to accomplish the work required. If a student is passionate about their topic, their NHD journey will be much more enjoyable.

With regards to competition, a ‘new twist to a familiar topic’ or a ‘little known topic’ are both desirable. However, what the student can do with their topic often depends on prior knowledge and experience with historical analysis.

**Suggestions:**

- Take the time to methodically TEACH topic choice, just as you would any other new skills
- In addition to the topic ideas offered by NHD, create a list of theme-related topics (see example from Minnesota, for Debate & Diplomacy) to which your particular students can relate, based on prior knowledge – or that will be found in this year’s curriculum
- Also take advantage of the brainstorming, analyzing, and topic-narrowing exercises found in this section of the guidebook

One approach:

1. In class meeting, discuss theme and possible topics.
2. Each student chooses one Mississippi topic and one general topic on which to do ‘quick and dirty’ research, findings due at the next class time.
4. For each topic chosen, students should list: status quo (scenario which needed revolt), revolution, reaction, reform, long-term consequences.
5. Students each report, to the class, what they have learned about those 2 topics.
6. In this way, students can get a feel for the theme and some historic revolutions, and the sense of thinking analytically about those events, without such a big commitment.
7. Follow-up with brainstorming, analyzing and narrowing topic exercises to help students determined their NHD topic.
SAMPLE TOPICS

- John Brown's Revolt Against Slavery
- The U.S. Constitution: Reform or Counter-Revolution?
- Dorothea Dix and the Asylum Movement
- Simon Bolivar and Latin American Independence
- The Coercive or Intolerable Acts: Britain's Reaction to the Boston Tea Party
- The Women's Christian Temperance Union (WCTU) and Alcohol in America
- From Franklin Delano Roosevelt (FDR) to Nixon: The Revolution of Presidential Press Coverage
- The Copernican Revolution: Copernicus, Galileo, and Kepler
- Television: A Cultural Revolution
- The Boxer Rebellion: China's Fight Against Foreign Powers
- The Glorious Revolution and Britain's Bill of Rights
- The Edict of Nantes: A New Approach to Religious Dissent
- Jose Marti and Cuba's War of Independence
- The Black Panthers: Reforming Student Lunch Programs
- Canals and Railroads: The 19th Century Reforms in Transportation
- Bismarck's Reforms in Germany
- Classical Music: Reaction to the Baroque Era
- Confucius and Civil Service Reform in China
- Emilio Aguinaldo and the Philippine Uprising
- Jonas Savimbi: Angolan Revolutionary
- The Wesley Brothers and Methodist Reforms of the Church of England
- Hawks and Doves: American Reaction to the Vietnam War
- The Airplane: Revolution in Warfare
- Sit-ins and Freedom Rides: Reformers in Action
- Martin Luther and the Protestant Reformation
- The Reforms of Sosthenes
- William Wallace: Rebel Against English Oppression
- The Model T: Henry Ford Revolutionizes the Auto Industry
- King Phillip's War: Reaction to Puritan Expansion
- The "Red Scare": American Reaction to Communism
- Germ Theory: Revolution in Medicine
- Vatican II: The Modern Reformation of the Catholic Church
- Pablo Picasso: Revolution in Art
- "Hush, Hush": Reaction to Henrik Ibsen's A Doll's House
- Virginia Woolf and the Birth of Modern Feminism
- Curt Flood and Free Agency in Baseball
Mississippi History Topic Suggestions for "Revolution, Reaction, Reform in History"

Mississippi River Flood of 1927

African-Americans from Mississippi in the American Civil War (Both Blue and Gray)

William Johnson, The Barber of Natchez (Freedman in Natchez who owed Slaves)

Chickasaw — Fierce Warriors

Natchez Indians and Rosa Bluff

Joseph Davis, Mississippi Patriarch (older brother of Jefferson Davis and one of the representatives at the State Convention 1817 state constitution

Ben Montgomery, African American inventor and manager of Joseph Davis' Plantation

Mississippi, the First State in the Union to Allow Women to own property – 1839

Mississippi Freedom Summer, 1964

Mississippi Freedom Democratic Party, 1964

Freedom Riders in Mississippi

James Meredith, Integration of University of Mississippi

Fannie Lou Hamer, Civil Rights Activist

The first state funded college for women in the nation was formed in Columbus in 1884, Mississippi University for Women.

Mississippian W. A. Scott founded the first African-American newspaper

The first female rural mail carrier in the U.S. was Mrs. Mamie Thomas, 1914

A History of Early Mississippi education, Historic Jefferson College

Burnita Shelton Mathews of Hazelhurst, MS. was the first woman federal judge in the U.S.

Hiram Revels of Mississippi was elected as the first African-American to the U.S. Senate

The History of the First Junior College System in the United States — Mississippi

Dr. A.H. McCoy, African-American Activists in Mississippi
# National History Day
## 2010-11 U.S. History Topic Suggestions
### "Debate & Diplomacy in History: Successes, Failures, Consequences"
#### 1860's to Present

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Big Business in America &amp; Government Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1859-&gt;</td>
<td>1. Herbert Spencer Advocates Social Darwinism (Survival of the Fittest)</td>
</tr>
<tr>
<td>1872</td>
<td>2. Robber Barons &amp; the Credit Mobilier Scandal</td>
</tr>
<tr>
<td>1880's-&gt;</td>
<td>3. Andrew Carnegie Advocates Gospel of Wealth</td>
</tr>
<tr>
<td>1887</td>
<td>4. The Interstate Commerce Commission: Addressing the Debate on Railroad Practices</td>
</tr>
<tr>
<td>1890</td>
<td>5. The Sherman Antitrust Act: Addressing the Debate on Big Business Trusts</td>
</tr>
<tr>
<td>1890's-&gt;</td>
<td>6. Progressives Debate Regulation of Big Business</td>
</tr>
<tr>
<td>1901-&gt;</td>
<td>7. Trust Busting &amp; President Theodore Roosevelt: Debating Government Regulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Labor Debates with Management &amp; Society: Strikes &amp; Conflicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860's-&gt;</td>
<td>1. Management Opposes &amp; Blocks Labor Unions</td>
</tr>
<tr>
<td>1873</td>
<td>3. The Great Railroad Strike</td>
</tr>
<tr>
<td>1869-&gt;</td>
<td>4. The Knights of Labor Pursue Alternatives to Strikes</td>
</tr>
<tr>
<td>1886</td>
<td>5. The Haymarket Strike &amp; Riot</td>
</tr>
<tr>
<td>1892</td>
<td>6. Homestead Steel Strike: Andrew Carnegie Debates With Labor</td>
</tr>
<tr>
<td>1893</td>
<td>7. The Pullman Railroad Strike</td>
</tr>
<tr>
<td>1912</td>
<td>8. The Lawrence Textile Strike</td>
</tr>
<tr>
<td>1905-&gt;</td>
<td>9. The Industrial Workers of the World (The Wobblies) Rally American Workers</td>
</tr>
<tr>
<td>1900's</td>
<td>10. Mother Jones: Leading the Debate for Labor Rights</td>
</tr>
<tr>
<td>1900</td>
<td>11. The International Ladies' Garment Workers Union: Debating Rights for Garment Workers</td>
</tr>
<tr>
<td>1903</td>
<td>12. Women's Trade Union League: Promoting Women's Labor Issues</td>
</tr>
<tr>
<td>1890's-&gt;</td>
<td>13. Child Labor</td>
</tr>
<tr>
<td>1890's-&gt;</td>
<td>14. Health &amp; Safety Codes in the Workplace</td>
</tr>
<tr>
<td>1911</td>
<td>15. Triangle Factory Fire</td>
</tr>
<tr>
<td>1902</td>
<td>16. The Coal Strike of 1902</td>
</tr>
<tr>
<td>1912</td>
<td>17. Formation of the Children's Bureau</td>
</tr>
<tr>
<td>1916</td>
<td>18. The Keating-Owen Child Labor Act</td>
</tr>
<tr>
<td>1919</td>
<td>19. The Seattle General Strike: Debating Working Conditions</td>
</tr>
<tr>
<td>1919</td>
<td>20. The Boston Police Strike: Debating Working Conditions</td>
</tr>
<tr>
<td>1919-1920</td>
<td>21. The Steel Strike: Debating Working Conditions</td>
</tr>
<tr>
<td>1936</td>
<td>22. Sit-Down Strikes &amp; General Motors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Debate on Immigration &amp; American Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840's-&gt;</td>
<td>1. Nativism: Opposing Immigration to America</td>
</tr>
<tr>
<td>1840's-&gt;</td>
<td>2. Prejudice Against Irish Catholic Immigrants</td>
</tr>
<tr>
<td>1897</td>
<td>4. The Gentlemen's Agreement: Restricting Japanese Immigration &amp; Ending School Segregation</td>
</tr>
<tr>
<td>1905-1917</td>
<td>5. Literacy Tests: Debating Restrictions on Immigration</td>
</tr>
<tr>
<td>1920's</td>
<td>6. Nativism &amp; the Ku Klux Klan: Limiting Immigration to America</td>
</tr>
<tr>
<td>1921-1924</td>
<td>7. The Emergency Quota Act &amp; the National Origins Act: Restricting Immigration to America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Debate on Issues Facing America's Cities</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860's—&gt;</td>
<td>1. Thomas Nast Debates Tammany Hall Political Machine</td>
<td>227</td>
</tr>
<tr>
<td>1880's—&gt;</td>
<td>2. The Social Gospel: Debating Solutions to Urban Problems</td>
<td>238-239</td>
</tr>
<tr>
<td>1870's—&gt;</td>
<td>4. Public Education Addresses Americanization of Immigrants &amp; Worker Education</td>
<td>239</td>
</tr>
<tr>
<td>1950's</td>
<td>5. Debating Solutions to American Inner-City Problems</td>
<td>583-584</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Native Americans Challenge American Control</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1862</td>
<td>1. Dakota Sioux Uprising</td>
<td>170</td>
</tr>
<tr>
<td>1864</td>
<td>2. Sand Creek Massacre</td>
<td>172</td>
</tr>
<tr>
<td>1867</td>
<td>3. Indian Peace Commission &amp; Creating Reservations</td>
<td>172</td>
</tr>
<tr>
<td>1876</td>
<td>4. Battle of Little Big Horn</td>
<td>173-174</td>
</tr>
<tr>
<td>1877</td>
<td>5. Chief Joseph and the Flight of the Nez Perce</td>
<td>174</td>
</tr>
<tr>
<td>1877</td>
<td>6. The Dawes Act &amp; Assimilation of Native Americans</td>
<td>175</td>
</tr>
<tr>
<td>1890</td>
<td>7. The Ghost Dance &amp; Wounded Knee Tragedy</td>
<td>174-175</td>
</tr>
<tr>
<td>1945—&gt;</td>
<td>8. The Termination Policy &amp; Native Americans</td>
<td>585-586</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Politics &amp; Government</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1893</td>
<td>1. The Pendleton Act &amp; Civil Service Reform</td>
<td>234</td>
</tr>
<tr>
<td>1913—&gt;</td>
<td>2. The Federal Reserve Act &amp; Regulation of America’s Banks</td>
<td>311</td>
</tr>
<tr>
<td>1920's</td>
<td>3. The Teapot Dome Scandal &amp; President Warren G. Harding Administration</td>
<td>363-363</td>
</tr>
<tr>
<td>1974</td>
<td>5. The Pardon of Richard Nixon: Debate of President Ford’s Decision</td>
<td>717</td>
</tr>
<tr>
<td>1993</td>
<td>7. The Clinton Health Care Reform Effort: Debate Over Health Care</td>
<td>781</td>
</tr>
<tr>
<td>1990's</td>
<td>8. The Brady Bill: Debate Over Gun Control</td>
<td>782</td>
</tr>
<tr>
<td>1990's</td>
<td>10. Debating a Balanced Budget Amendment</td>
<td>782-783</td>
</tr>
<tr>
<td>1998</td>
<td>11. Impeachment of a President: Debate Over President Clinton's Conduct</td>
<td>784-785</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Presidential Elections &amp; Debates</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896</td>
<td>1. William Jennings Bryan vs William McKinley</td>
<td>246-247</td>
</tr>
<tr>
<td>1912</td>
<td>2. Woodrow Wilson vs Theodore Roosevelt vs William Howard Taft</td>
<td>308-310</td>
</tr>
<tr>
<td>1948</td>
<td>3. Harry Truman vs Thomas Dewey</td>
<td>568-569</td>
</tr>
<tr>
<td>1964</td>
<td>5. Lyndon Johnson v Barry Goldwater</td>
<td>612</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Farmers &amp; Rural America</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1866</td>
<td>2. Oliver Kelley &amp; the Grange</td>
<td>243-244</td>
</tr>
<tr>
<td>1880's—&gt;</td>
<td>3. The Farmer's Alliance</td>
<td>244</td>
</tr>
</tbody>
</table>

# National History Day

## 2010-11 U.S. History Topic Suggestions

"Debate & Diplomacy in History: Successes, Failures, Consequences"

### 1860's to Present

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Rights of African Americans</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1892-&gt;</td>
<td>1. Plessy vs Ferguson: The Start of the Debate on &quot;Separate But Equal&quot; Facilities</td>
<td>250-251</td>
</tr>
<tr>
<td>1892-&gt;</td>
<td>2. Ida Wells: The Debate Against Lynching</td>
<td>252</td>
</tr>
<tr>
<td>1905-&gt;</td>
<td>4. The NAACP (National Association for the Advancement of Colored People)</td>
<td>313, 392-393</td>
</tr>
<tr>
<td>1919</td>
<td>5. Race Riots in America</td>
<td>350</td>
</tr>
<tr>
<td>1920's</td>
<td>6. Marcus Garvey &amp; Black Nationalism</td>
<td>393</td>
</tr>
<tr>
<td>1941-&gt;</td>
<td>7. Fighting Segregation in America's Armed Forces in World War II</td>
<td>491-492</td>
</tr>
<tr>
<td>1941</td>
<td>8. A. Philip Randolph &amp; Executive Order 8802: Fighting Discrimination against African Americans</td>
<td>502</td>
</tr>
<tr>
<td>1941-1943</td>
<td>9. Race Riots in America: The Great Migration Upsets America</td>
<td>503</td>
</tr>
<tr>
<td>1952-1961</td>
<td>12. President Dwight Eisenhower: Debating a Response to Segregation &amp; Racism in America</td>
<td>628</td>
</tr>
<tr>
<td>1957</td>
<td>13. The Little Rock School Crisis: Debating a Response to Segregation in Schools</td>
<td>628-629</td>
</tr>
<tr>
<td>1959</td>
<td>15. The Sit-In Movement: A Nonviolent Response to Segregation</td>
<td>630-631</td>
</tr>
<tr>
<td>1961-1963</td>
<td>17. President John F. Kennedy's Response to Civil Rights Movement</td>
<td>633-634</td>
</tr>
<tr>
<td>1963</td>
<td>18. Violence in Birmingham: Martin Luther King, Jr. Debates a Response</td>
<td>635</td>
</tr>
<tr>
<td>1965</td>
<td>20. The March on Selma: Debating a Nonviolent Response to Violence</td>
<td>638-639</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Women's Issues</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860's-1920</td>
<td>1. Women's Suffrage (Right to Vote)</td>
<td>296-297</td>
</tr>
<tr>
<td>1921</td>
<td>2. Margaret Sanger: Birth Control &amp; Planned Parenthood</td>
<td>379</td>
</tr>
<tr>
<td>1941-1942</td>
<td>3. Rosie the Riveter: Debating the Role of Women in World War II</td>
<td>500-502</td>
</tr>
<tr>
<td>1972-1982</td>
<td>6. The Equal Rights Amendment: Debate on Rights for Women</td>
<td>689-690</td>
</tr>
<tr>
<td>1973</td>
<td>8. Roe v Wade: The Supreme Court Debates Abortion Rights</td>
<td>690-691</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Latino Americans</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929-&gt;</td>
<td>1. League of United Latin American Citizens: Standing Up for Rights for Latinos</td>
<td>696</td>
</tr>
<tr>
<td>1943</td>
<td>2. The Zoot Suit Riots: American Challenges Mexican Americans</td>
<td>504</td>
</tr>
<tr>
<td>1966</td>
<td>4. The United Farm Workers: Standing Up for Agricultural Workers</td>
<td>696-697</td>
</tr>
<tr>
<td>1969</td>
<td>5. La Raza Unida: A Political Party for Latinos</td>
<td>697</td>
</tr>
<tr>
<td>1968</td>
<td>6. Bilingual Education: A Debate on Learning for Immigrant Students</td>
<td>697</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in the 1890's: Debate &amp; Diplomacy</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890s-&gt;</td>
<td>1. The Debate on American Imperialism</td>
<td>262-264,</td>
</tr>
<tr>
<td></td>
<td>2. Annexation of Hawaii: America Debates a Takeover</td>
<td>266</td>
</tr>
<tr>
<td>1890-&gt;</td>
<td>3. Pan-Americanism: Promoting Diplomacy with Latin America</td>
<td>267</td>
</tr>
<tr>
<td>1898</td>
<td>4. The Spanish-American War: A Debate on War in Cuba</td>
<td>268-272</td>
</tr>
<tr>
<td>1898-1934</td>
<td>6. The Platt Amendment: American Control of Cuba</td>
<td>274-275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in Asia: Debate &amp; Diplomacy</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1899</td>
<td>1. The Open Door Policy: U.S. Diplomacy in China</td>
<td>276-277</td>
</tr>
<tr>
<td>1899</td>
<td>2. The Boxer Rebellion: Debate Over Foreign Control in China</td>
<td>277-278</td>
</tr>
<tr>
<td>1905</td>
<td>3. Ending the Russo-Japanese War: President Theodore Roosevelt's Diplomacy</td>
<td>279</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in Latin America: Debate &amp; Diplomacy</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1903</td>
<td>1. The Panama Canal: President Roosevelt Achieves America's Canal</td>
<td>279-280, 284-285</td>
</tr>
<tr>
<td>1902</td>
<td>2. The Roosevelt Corollary: U.S. Policy in Latin America</td>
<td>280</td>
</tr>
<tr>
<td>1909-1913</td>
<td>3. Dollar Diplomacy with Latin America &amp; President William Howard Taft</td>
<td>281-282</td>
</tr>
<tr>
<td>1913-1914</td>
<td>4. President Woodrow Wilson &amp; Diplomacy in Mexico</td>
<td>282-283</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in World War I: Debate &amp; Diplomacy</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914-1917</td>
<td>1. America Debates Entering World War I</td>
<td>324-327</td>
</tr>
<tr>
<td>1914-1917</td>
<td>2. German Submarines &amp; the Lusitania: America Debates Going To War</td>
<td>326-327</td>
</tr>
<tr>
<td>1918-1919</td>
<td>3. The Treaty of Versailles: Debating the end to World War I</td>
<td>342-345</td>
</tr>
<tr>
<td>1919</td>
<td>4. The League of Nations: The Senate vs President Woodrow Wilson</td>
<td>345</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in World War II: Debate &amp; Diplomacy</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>1. The Washington Naval Conference: Negotiating the size of the World's Navies</td>
<td>367</td>
</tr>
<tr>
<td>1928</td>
<td>2. The Kellogg-Briand Pact: Negotiating an End to War in the World</td>
<td>367</td>
</tr>
<tr>
<td>1930's-1940's</td>
<td>4. The Holocaust: Germany Debates Treatment of the Jews</td>
<td>466-471</td>
</tr>
<tr>
<td>1936</td>
<td>5. The Nazi Olympics: America Debates Her Participation</td>
<td>NA</td>
</tr>
<tr>
<td>1938-1940</td>
<td>6. America's Immigration Policy: Preventing Jewish Immigration in World War II</td>
<td>NA</td>
</tr>
<tr>
<td>1939</td>
<td>7. The St. Louis Affair: Debating America's Response</td>
<td>469</td>
</tr>
<tr>
<td>1940's</td>
<td>8. Should the U.S. Air Force Have Bombed Nazi Concentration Camps</td>
<td>469</td>
</tr>
<tr>
<td>1940-1941</td>
<td>9. The Isolationist Debate in World War II</td>
<td>NA</td>
</tr>
<tr>
<td>1940</td>
<td>10. The Lend Lease Act: Maintaining Neutrality vs Aiding Great Britain and the Sowiet Union</td>
<td>476</td>
</tr>
<tr>
<td>1940-1941</td>
<td>11. America Embargoes Japan to Stop Aggression</td>
<td>477-478</td>
</tr>
<tr>
<td>1945</td>
<td>14. Unconditional Surrender of Japan: Did America Make the Right Call?</td>
<td>522</td>
</tr>
<tr>
<td>1945</td>
<td>15. Dropping the Atomic Bombs on Japan: Did America Make the Right Decision?</td>
<td>522-524</td>
</tr>
<tr>
<td>1945</td>
<td>17. The Nuremberg War Crime Trials</td>
<td>525</td>
</tr>
</tbody>
</table>

# National History Day
## 2010-11 U.S. History Topic Suggestions
### "Debate & Diplomacy in History: Successes, Failures, Consequences"
#### 1860's to Present

<table>
<thead>
<tr>
<th>Date in History</th>
<th>American Foreign Policy in the Cold War &amp; After</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945</td>
<td>1. The Yalta Conference: Ending World War II &amp; Starting the Cold War</td>
<td>533-535</td>
</tr>
<tr>
<td>1945-&gt;</td>
<td>2. Did the Soviet Union Cause the Cold War?</td>
<td>534-535</td>
</tr>
<tr>
<td>1945</td>
<td>3. The Postdam Conference: Negotiating Germany's Future</td>
<td>536-537</td>
</tr>
<tr>
<td>1945-&gt;</td>
<td>4. Containing Communism: Debating America's Policy</td>
<td>538-540</td>
</tr>
<tr>
<td>1949</td>
<td>7. Formation of NATO: America Negotiates a Response to Communism in Europe</td>
<td>541</td>
</tr>
<tr>
<td>1951</td>
<td>9. President Truman vs General MacArthur: Debating Presidential Authority vs War Policy</td>
<td>544-545</td>
</tr>
<tr>
<td>1953</td>
<td>11. President Eisenhower Negotiates End to Korean War</td>
<td>556</td>
</tr>
<tr>
<td>1957</td>
<td>12. Sputnik Launches A Space Race Debate</td>
<td>556</td>
</tr>
<tr>
<td>1956</td>
<td>13. Debating the American Response to the Hungarian Revolution</td>
<td>558</td>
</tr>
<tr>
<td>1957</td>
<td>14. The Eisenhower Doctrine: Debating American Policy in the Middle East</td>
<td>558-559</td>
</tr>
<tr>
<td>1960</td>
<td>15. The U-2 Incident: America's Debate &amp; Diplomacy to end the crisis</td>
<td>558-559</td>
</tr>
<tr>
<td>1961-&gt;</td>
<td>16. The Alliance for Progress: Debating U.S. Aid to Latin America</td>
<td>603</td>
</tr>
<tr>
<td>1961-1966</td>
<td>17. The Peace Corps: Debating Sending Volunteers to Other Nations</td>
<td>604</td>
</tr>
<tr>
<td>1961-&gt;</td>
<td>18. The Space Race with the Soviet Union: Debating the American Response</td>
<td>604-605</td>
</tr>
<tr>
<td>1962</td>
<td>20. The Cuban Missile Crisis: America Debates Its Response to Russian Missiles in Cuba</td>
<td>606-607</td>
</tr>
<tr>
<td>1971</td>
<td>25. The Pentagon Papers: Revealing the Debate on American Policy in Vietnam</td>
<td>672-673</td>
</tr>
<tr>
<td>1971-1972</td>
<td>30. Ping Pong Diplomacy: Improving Relations Between China &amp; the United States</td>
<td>NA</td>
</tr>
<tr>
<td>1972</td>
<td>31. President Nixon Visits China: A Change in Diplomatic Relations</td>
<td>771</td>
</tr>
<tr>
<td>1979-1980</td>
<td>34. U.S. Actions Against Russian Invasion of Afghanistan: Embargo &amp; Olympic Boycott</td>
<td>723</td>
</tr>
<tr>
<td>1978</td>
<td>35. The Camp David Accords: President Carter Scores A Diplomatic Triumph</td>
<td>723</td>
</tr>
<tr>
<td>1980's</td>
<td>37. The Reagan Doctrine: Debate Over U.S. Foreign Policy</td>
<td>752</td>
</tr>
<tr>
<td>1980's</td>
<td>38. The Iran-Contra Scandal: Congress Challenges The Reagan Administration</td>
<td>752</td>
</tr>
<tr>
<td>1990</td>
<td>39. The Persian Gulf War: Debating A Response to Saddam Hussein</td>
<td>765</td>
</tr>
<tr>
<td>1990's</td>
<td>40. Bosnia &amp; Kosovo: America Debates Intervention</td>
<td>787</td>
</tr>
<tr>
<td>2002-2004</td>
<td>42. War with Saddam Hussein: Debating American Action</td>
<td>816-819</td>
</tr>
<tr>
<td>2004-2004</td>
<td>43. Terrorist Detention at Guantanamo Bay: Debating American Policy</td>
<td>822</td>
</tr>
</tbody>
</table>

### National History Day
#### 2010-11 U.S. History Topic Suggestions

"Debate & Diplomacy in History: Successes, Failures, Consequences"

1860's to Present

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Debating Constitutional Rights &amp; National Security</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Schenck v United States &amp; Abrams v United States (Limiting Free Speech in World War I)</td>
<td>331</td>
</tr>
<tr>
<td>1919-1920</td>
<td>3. The Red Scare: Debating the Communist Threat to America</td>
<td>351-353</td>
</tr>
<tr>
<td>1925</td>
<td>5. The Scopes Trial: Debating Evolution in the Classroom</td>
<td>380-381</td>
</tr>
<tr>
<td>1941-1945</td>
<td>8. Going to War to Prove Loyalty to America in World War II: Debate for Japanese Americans</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Debating Constitutional Rights &amp; U.S. Supreme Court</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>1. Brown v Board of Education: Debating Segregation in Public School</td>
<td>600</td>
</tr>
<tr>
<td>1961</td>
<td>2. Mapp v Ohio: Debating Use of Unlawfully Seized Evidence in Trial</td>
<td>600-601</td>
</tr>
<tr>
<td>1963</td>
<td>3. Gideon v Wainwright: Debating the Right To an Attorney</td>
<td>600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>The Great Depression &amp; the New Deal</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>1. The Bonus Army Marches on Washington: Debating Bonus Payments to World War I Veterans</td>
<td>415</td>
</tr>
<tr>
<td>1933</td>
<td>2. Debating the Answer to the Great Depression: President Roosevelt's Advisers</td>
<td>424</td>
</tr>
<tr>
<td>1933</td>
<td>3. America's Banks: Regulation by Government</td>
<td>425-426</td>
</tr>
<tr>
<td>1933</td>
<td>4. Helping Americans with Mortgage &amp; Debt Relief</td>
<td>427</td>
</tr>
<tr>
<td>1933-1936</td>
<td>5. Agricultural Adjustment Act: Helping America's Farmers</td>
<td>428</td>
</tr>
<tr>
<td>1933-1935</td>
<td>7. The Civilian Conservation Corps: Putting America to Work &amp; Promoting Conservation</td>
<td>430</td>
</tr>
<tr>
<td>1930's</td>
<td>8. Did the New Deal Help Americans?</td>
<td>430-433</td>
</tr>
<tr>
<td>1930's</td>
<td>10. The Townsend Plan: An Opposition Plan</td>
<td>436</td>
</tr>
<tr>
<td>1936-1937</td>
<td>13. Packing the Courts: President Roosevelt Takes on the Supreme Court</td>
<td>442</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Miscellaneous</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960's</td>
<td>2. The Great Society: LBJ Debates Helping Disadvantaged Americans</td>
<td>613-615</td>
</tr>
<tr>
<td>1970's</td>
<td>5. Disability Rights Movement: Debating Rights for the Disabled in America</td>
<td>729</td>
</tr>
<tr>
<td>1980's</td>
<td>6. Mothers Against Drunk Driving (MADD): Debate Over Drunk Driving</td>
<td>758</td>
</tr>
<tr>
<td>1980's</td>
<td>7. AIDS: Debate Over A New Epidemic in America</td>
<td>759</td>
</tr>
</tbody>
</table>

# National History Day
## 2010-11 U.S. History Topic Suggestions
### "Debate & Diplomacy in History: Successes, Failures, Consequences"
#### 1860's to Present

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Debate Over The Environment</th>
<th>History Book Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960's</td>
<td>1. Rachel Carson &amp; Silent Spring: The Debate Over DDT &amp; Pesticides</td>
<td>730</td>
</tr>
<tr>
<td>1970</td>
<td>2. Earth Day: The Debate Over The Environment</td>
<td>731</td>
</tr>
<tr>
<td>1970-1972</td>
<td>3. The Environmental Protection Agency, Clean Air Act, Clean Water Act</td>
<td>731</td>
</tr>
<tr>
<td>1979</td>
<td>5. Three Mile Island: Debate Over Nuclear Energy</td>
<td>732</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date in History</th>
<th>Minnesota Topics</th>
<th>History Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1862</td>
<td>1. The Dakota Sioux Conflict: Debate Between Native Americans &amp; White Settlers</td>
<td>MN History Center</td>
</tr>
<tr>
<td>1883</td>
<td>2. The Mayo Clinic: Debating A New Approach to Medical Care</td>
<td>MN History Center</td>
</tr>
<tr>
<td>1901</td>
<td>3. Clara Ueland: Debating Women's Voting Rights in Minnesota</td>
<td>MN History Center</td>
</tr>
<tr>
<td>1916</td>
<td>4. The Iron Range Strike: Debating Workers' Rights</td>
<td>MN History Center</td>
</tr>
<tr>
<td>1934</td>
<td>5. Minneapolis Truckers Strike: Debating Workers' Rights</td>
<td>MN History Center</td>
</tr>
<tr>
<td>1985-&gt;</td>
<td>7. Hormel Meatpacking Strike: Debating Workers' Rights</td>
<td>MN History Center</td>
</tr>
</tbody>
</table>

History Book = *The American Vision: Modern Times*  
NA = Topic Suggested but Not Available in History Book.
Choosing Your Topic

Choosing a topic is one of the best parts of National History Day. National History Day gives you the freedom to choose from any historical topic of interest to you. Your only limitation is the theme. The theme gives you the focus for your topic. The topic for the 2011 contest is Debate and Diplomacy: Successes, Failures, Consequences. Your topic must address this theme, but it is broad enough that it can fit most general topics. For example, if you are most interested in sports, you can focus on contract negotiations and collective bargaining between the players and owners. To make sure that your topic fits this year's theme, use the chart below.

<table>
<thead>
<tr>
<th>Topic: Must be a debate or diplomacy</th>
<th>Successes: What positives did your topic create? These can be intended or unintended</th>
<th>Failures: How can your topic be viewed as a failure or what areas did your topic fail to solve?</th>
<th>Consequences: How did your event change history?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the 2011 NHD Theme Book, Cathy Gorn, Executive Director of National History Day, says, “Everything has a history but not everything is historically significant.” Does your topic have historical significance? To find out, list 3 reasons why your topic is important below.

1. 

2. 

3. 


Narrowing Your NHD Topic

In order to have a clear thesis to your project, it is important to narrow your topic. You can start with the broadest of areas involving debate and diplomacy and narrow until you have a clear thesis. An example is below.

American Revolution

↓

Fighting the War

↓

Need for Allies

↓

Enlisting The French

↓

The success of American diplomacy during the Revolutionary War depended upon gaining the support of the French.

This may not be the most creative topic, but it illustrates the effect that narrowing your topic can have. If you submit an entry that is called “The American Revolution,” you will be presenting many different episodes of debate and diplomacy and you will have a hard time finding out what is most important. With a narrow theme, you are only looking for information that is relevant to U.S. and French relations during the war.
DECIDING ON A HISTORY DAY TOPIC
(Answering the following questions may guide you to a History Day topic)

1) What is the theme for this year’s History Day Competition?

2) What does this theme mean to me?

3) What are my personal interests?

4) Is there a state or local history topic that fits my interest?

5) If I choose a local topic, what research sources are available to me?

6) What national or world history topics fit my interest?

7) What research sources are available to me if I choose a national or world history topic?

8) What will my preliminary topic be?

9) Does my preliminary topic fit the theme? Have I asked my teacher or my District or State History Day coordinator? Can I explain how it fits the theme? Do I have enough time to complete research on this topic?
ANALYZING MY HISTORY DAY TOPIC

(As you answer these questions about your topic, you are analyzing and interpreting your resources and putting your topic into historical context and perspective.)

1) What do I want to know about my topic?

2) What is the most interesting part of my topic?

3) Is it an event? If so, when did it occur?

4) What happened? Where was it happening?

5) Who was involved? What impact did they have?

6) Why did it happen at this particular time and this particular place?

7) Did something come before that caused the event?

8) What else was happening at the same time as my event?

9) What were the consequences of the event? How did it affect the future?

10) Why is this event significant?
**Topic Selection Worksheet**

*Use this worksheet to help select and focus your topic for this year's theme:*

**History Day theme:**

________________________________________________________________________

________________________________________________________________________

**My general area of interest is:**

________________________________________________________________________

________________________________________________________________________

**Preliminary topic idea:**

________________________________________________________________________

________________________________________________________________________

**List of issues or questions to be explored in my/our research:** *(Look for ways to compare, contrast, or interpret using your own ideas about your topic)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Working title and subtitle:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Blueprint for Thesis Statement:** *(My project will examine / compare / discuss / show...)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. This year’s History Day theme is ________________________________

2. My broad topic choice is ______________________________________

   I am interested in this topic because ______________________________

   This topic relates to the theme because _____________________________

3. I have narrowed my broad topic by focusing more specifically on __________________

4. I am confident that I will be able to find the sources I need because __________________

5. Through my research I’m trying to answer questions in three areas:


   Background/Context—What was happening in history just before and at the time of the person/idea/event/issue I’m researching? What events led up to my topic? What factors contributed to the development of my topic?

   Impact/Influence/Change—So what? How did my topic alter history? What changes did my topic bring about? How did my topic affect individuals, communities, nations, or the world? Can I explain the significance of my topic over time?

   Of the three areas, the one about which I have the most information at this time is ____________________________

   because ____________________________________________________________________________________

   Of the three areas, the one about which I am the most uncertain is ________________________________

   because ____________________________________________________________________________________

6. What I like best about my topic choice is ________________________________

7. My biggest concern about my topic choice is ________________________________
Do You Have a Good Topic?

1. Does your topic fit the theme of History Day?
   < Not only does it fit within the theme, but will you be able to explain its tie within your project?
   < If you were asked by a judge to explain the correlation, would you be able to do so?

2. Can you analyze your topic?
   < You need a topic that helped shape history.
   < Judges will want you to tell them how and why your topic shaped history.
   < Can you determine historical context, alternate perspectives, significance and impact?

3. Is your topic too small?
   < This will be based on the number of available resources.

4. Is your topic too large?
   < If your topic is too large, there are too many resources to read.
   < You would spend all your time summarizing the event, rather than analyzing it, and drawing conclusions.

5. Are there primary source available for your topic?
   < Better History Day projects use an abundance of primary sources.
   < Be sure that you can locate some.

6. If you are creating an exhibit, documentary or web site, will you be able to find enough photographs, images, video footage?
   < If your topic takes place before the mid-1800’s, this might be difficult.

7. Is your topic unique?
   < The more unique your topic, the more likely it is to do well at History Day.
   < A unique project, well-done, helps you look original and interesting from the start.

8. Will you enjoy researching and learning about this topic?
   < History should be fun to learn. Choose a topic that makes YOU want to learn more. You will become and expert on your topic and teach lots of people something they never knew before.

9. Regarding theme: YOU have the burden of proof!
   < Make sure you can show HOW your topic CHANGED history!!
Narrowing your Topic

A good way to choose a topic is to start with a general area of history you find interesting. This might be information you read about in a textbook or something related to family history. Once you define your interest, the next step is to narrow your general ideas into a more focused topic.

A Case Study in Narrowing Your Topic

“Rights in History” was the annual theme in 1991.

Your group is interested in women’s history but realizes that this topic needs to be narrowed down. Because it is an election year you decide to research “Women’s Voting Rights.” However, this topic is still too broad because you have not defined the time and place for your study.

At this point one of your group members remembers that the silver dollar she got for losing a tooth was engraved with a picture of Susan B. Anthony. By making Susan B. Anthony part of your topic you can focus on the rise of the women’s suffrage (voting rights) movement in the United States during the 1800s.

As you work on this topic you may come up with other points for analysis such as comparing the efforts of American women to the suffrage movement in England, or how Susan B. Anthony inspired local women who organized to gain voting rights in their states and communities.

This chart summarizes the topic selection process:

```
THEME

INTEREST

BROAD TOPIC

NARROW TOPIC

THESIS

Rights in History

Rights of Women

Voting Rights

Susan B. Anthony

Issue
```
Designing a Thesis Statement
Developing A Thesis

Think of yourself as a member of a jury, listening to a lawyer who is presenting an opening argument. You'll want to know very soon whether the lawyer believes the accused to be guilty or not guilty, and how the lawyer plans to convince you. Readers of academic essays are like jury members: before they have read too far, they want to know what the essay argues as well as how the writer plans to make the argument. After reading your thesis statement, the reader should think, "This essay is going to try to convince me of something. I'm not convinced yet, but I'm interested to see how I might be."

An effective thesis cannot be answered with a simple "yes" or "no." A thesis is not a topic; nor is it a fact; nor is it an opinion. "Reasons for the fall of communism" is a topic. "Communism collapsed in Eastern Europe" is a fact known by educated people. "The fall of communism is the best thing that ever happened in Europe" is an opinion. (Superlatives like "the best" almost always lead to trouble. It's impossible to weigh every "thing" that ever happened in Europe. And what about the fall of Hitler? Couldn't that be "the best thing"?)

A good thesis has two parts. It should tell what you plan to argue, and it should "telegraph" how you plan to argue—that is, what particular support for your claim is going where in your essay.

Steps in Constructing a Thesis

First, analyze your primary sources. Look for tension, interest, ambiguity, controversy, and/or complication. Does the author contradict himself or herself? Is a point made and later reversed? What are the deeper implications of the author's argument? Figuring out the why to one or more of these questions, or to related questions, will put you on the path to developing a working thesis. (Without the why, you probably have only come up with an observation—that there are, for instance, many different metaphors in such-and-such a poem—which is not a thesis.)

Once you have a working thesis, write it down. There is nothing as frustrating as hitting on a great idea for a thesis, then forgetting it when you lose concentration. And by writing down your thesis you will be forced to think of it clearly, logically, and concisely. You probably will not be able to write out a final-draft version of your thesis the first time you try, but you'll get yourself on the right track by writing down what you have.

Keep your thesis prominent in your introduction. A good, standard place for your thesis statement is at the end of an introductory paragraph, especially in shorter (5-15 page) essays. Readers are used to finding theses there, so they automatically pay more attention when they read the last sentence of your introduction. Although this is not required in all academic essays, it is a good rule of thumb.

Anticipate the counter-arguments. Once you have a working thesis, you should think about what might be said against it. This will help you to refine your thesis, and it will also make you think of the arguments that you'll need to refute later on in your essay. (Every argument has a counter-argument. If yours doesn't, then it's not an argument—it may be a fact, or an opinion, but it is not an argument.)

*Michael Dukakis lost the 1988 presidential election because he failed to campaign vigorously after the Democratic National Convention.*

This statement is on its way to being a thesis. However, it is too easy to imagine possible counter-arguments. For example, a political observer might believe that Dukakis lost because he suffered from a "soft-on-crime" image. If you complicate your thesis by anticipating the counter-argument, you'll
strengthen your argument, as shown in the sentence below.

While Dukakis' "soft-on-crime" image hurt his chances in the 1988 election, his failure to campaign vigorously after the Democratic National Convention bore a greater responsibility for his defeat.

Some Caveats and Some Examples

A thesis is never a question. Readers of academic essays expect to have questions discussed, explored, or even answered. A question ("Why did communism collapse in Eastern Europe?") is not an argument, and without an argument, a thesis is dead in the water.

A thesis is never a list. "For political, economic, social and cultural reasons, communism collapsed in Eastern Europe" does a good job of "telegraphing" the reader what to expect in the essay—a section about political reasons, a section about economic reasons, a section about social reasons, and a section about cultural reasons. However, political, economic, social and cultural reasons are pretty much the only possible reasons why communism could collapse. This sentence lacks tension and doesn't advance an argument. Everyone knows that politics, economics, and culture are important.

A thesis should never be vague, combative or confrontational. An ineffective thesis would be, "Communism collapsed in Eastern Europe because communism is evil." This is hard to argue (evil from whose perspective? what does evil mean?) and it is likely to mark you as moralistic and judgmental rather than rational and thorough. It also may spark a defensive reaction from readers sympathetic to communism. If readers strongly disagree with you right off the bat, they may stop reading.

An effective thesis has a definable, arguable claim. "While cultural forces contributed to the collapse of communism in Eastern Europe, the disintegration of economies played the key role in driving its decline" is an effective thesis sentence that "telegraphs," so that the reader expects the essay to have a section about cultural forces and another about the disintegration of economies. This thesis makes a definite, arguable claim: that the disintegration of economies played a more important role than cultural forces in defeating communism in Eastern Europe. The reader would react to this statement by thinking, "Perhaps what the author says is true, but I am not convinced. I want to read further to see how the author argues this claim."

A thesis should be as clear and specific as possible. Avoid overused, general terms and abstractions. For example, "Communism collapsed in Eastern Europe because of the ruling elite's inability to address the economic concerns of the people" is more powerful than "Communism collapsed due to societal discontent."

Copyright 1999, Maxine Rodburg and The Tutors of the Writing Center at Harvard University
Every NHD project should make a point about its topic. To make a point and avoid simply reciting facts, you will need to develop an argument about the historical impact of the topic you are studying. This argument is also called a thesis statement. A thesis statement is not the same as a topic; it explains the impact and significance of your topic, based on evidence gathered and conclusions drawn.

A good thesis statement:
- Addresses a narrow topic
- Explains historical significance
- Connects topic to the NHD theme
- Is no longer than 30-40 words

A bad thesis statement:
- States a fact or a broad historical statement
- Has no clear argument
- Does not clearly connect to theme
- Is several sentences long

To build your thesis statement, first write a "blueprint" explaining what your History Day project will explain, discuss or compare. When you have the basic ideas written down, you can use four steps to complete your thesis statement: narrow, build, explain, connect.

**Topic:** “The Bill of Rights”

**Narrow:** “Arguments over the Inclusion of a Bill of Rights in the U.S. Constitution”

**Build:** “During the 1787 drafting of the U.S. Constitution, Constitutional Convention delegates argued over the necessity of a Bill of Rights.”

**Explain:** “As convention delegates drafted the U.S. Constitution in 1787, arguments over the inclusion of a Bill of Rights arose, challenging the new Americans’ ideas on government distribution of power, states’ bills of rights and historical precedent in England.”

**Connect:** Theme-specific words can be included or altered to make the thesis statement fit the theme. How would you make this fit “Communication in History”? How about “Conflict and Compromise in History”? Or maybe “Rights and Responsibilities in History”? Changing the wording slightly and adding in theme-appropriate words make the connection very clear.

When you’ve written your thesis statement, consider carefully the evidence needed to prove your argument. You will need basic background information to build a solid foundation, but then you will need to use various sources to clarify the historical significance.

For example, in the thesis statement listed above, a student would need to begin by researching the American Revolutionary era, the constitutional convention and the people involved, especially those heavily involved in the Bill of Rights debates. Encyclopedias, textbooks and other history books on the colonial and revolutionary period would be a good place to find broad information.

Then to prove the argument, the student would have to closely examine the two schools of thought on the Bill of Rights, paying particular attention to issues of government distribution of power, states’ bills of rights, and historical precedent. Government documents, letters, journals and newspapers articles from the time period would reflect these issues.
WHAT'S YOUR MAIN IDEA? WRITING A HISTORY DAY THESIS
A THESIS IS AN ARGUMENT OR A HYPOTHESIS OFTEN KNOWN AS THE MAIN POINT OF YOUR WORK.

The purpose of your National History Day project will be to present evidence in support of thesis. Everything about your project evolves from your thesis statement. As you look at your History Day topic you will develop some conclusions or ideas about your topic. There will some overall ideas that express what your project is truly and will show the point you are trying to make. This is the thesis statement. When a scientist wants to prove a hypothesis in science, he/she will run tests or an experiment to prove or support the hypothesis. Your project is like that experiment to prove and support your thesis statement.

WHAT MAKES A GOOD THESIS STATEMENT?

➢ It takes a stand on the topic
➢ It incorporates the History Day theme.
➢ It is a clear statement with a strong focus.
➢ It shows that your project is an important event in history.
➢ Just by reading it, a person will know what your whole project is about!

HOW DO I GET ONE?

➢ Once you have a topic start, your research. Use secondary sources to get an overview of the topic.
➢ Develop your own research questions once you have read the general information.
➢ Decide what really gets your attention and makes you want to know more about the topic. Your thesis should be able to answer your largest questions.
➢ Think about how your topic matches the theme. Use a two column chart or a web to evaluate how it fits in with “Revolution, Reaction, Reform in History.”
➢ Use the Thesis Statement handout to develop your thesis.
➢ What to do if you prove yourself wrong? Don’t panic! You just modify your thesis and continue with your project.
THESIS STATEMENTS:
It is often one of the most difficult tasks in writing a paper or doing a project. Use this worksheet to help develop and refine a topic for National History Day.
Topic:

FACTS ABOUT THE TOPIC:

TAKE A POSITION:

FINALIZE YOUR ASSERTION WHILE INCORPORATING THE THEME:
Thesis Development Worksheet

TOPIC: ____________________________________________________________

BACKGROUND (Status quo in need of change):

WHO: Who was involved? Who was affected?

WHAT: What happened? What was the main event?

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

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

WHY: Why did it happen? What caused it?

WHY: Why is it important? What was the impact/change?

CONNECTION TO THEME: Revolution, Reaction, Reform in History

What was the revolution about this object/idea/situation?

What was the reaction to this revolution?

What was the reform (impact and lasting change)?

SENTENCE FRAME

In __________________________________________ (background), ___________________________ (who) revolted against ___________________________, in an effort to _________________________. Reactions came in the form of ___________________________. Reform included ___________________________ with long-term impact of ___________________________.
In the early 1960's, the Deep South continued to operate according to Jim Crow Laws of Segregation. The Freedom Riders, a group of both Blacks and Whites, revolted by using integrated transportation to travel the South in an effort to test the Boynton v Virginia Supreme Court Case. Violent reactions came in the form of bus-burning by Ku Klux Klansmen and imprisonment of the Freed Riders in Mississippi. Reforms resulting from the Freedom Rides came in the form of Southern Blacks inspired to launch many subsequent civil rights campaigns, including voter registration, freedom schools, and the black power movement.
Research
National History Day encourages students to use multiple mediums as they research their topics — "The internet is NOT the one-stop shopping source for all of your research needs."

1. **Textbook** ... basic information on time period and puts your topic into a context. What else was happening during the time period of your topic? Context is very, very important!!

2. **Encyclopedia** (online ok) ... will have a general article on your topic. Look for the small list of the best books on the topic at the end of the article. This will also give you names of people who specialize in your topic. Do not cite any wikipedia sources.

3. **Specific books and articles** (such as newspapers and magazines) on your topic. Check out local libraries, college libraries, community libraries. Also, see representative sample list of online libraries on reverse of this page.

4. **Collections and documents** ... study the primary sources and draw your own conclusions.

5. **Oral History and interviews** ... is there someone you could interview (in person, phone, e-mail) who lived during the time of your topic? Or can you find an expert (historian, teacher, college professor) who would do an interview to help answer questions you have about your topic?

6. **Audio-visual resources** ... movies about your topic can glean good information, documentaries are usually best.

7. **Take a field trip** ... Visiting a site related to your topic, or a library archives, can be a very rewarding way to obtain excellent information. Judges love it when students take research field trips!!

8. **Internet** ... use it wisely! Use it to track books and articles, to supply images and ideas. Be cautious about .com and .org, .edu and .gov would probably be more reliable.

** Families can now become "Friends" of University of Southern Mississippi Libraries ($25 annual fee). Librarians can put students in touch with many, many primary and secondary sources, including online periodicals. Membership form follows this page.

PLEASE CHECK OUT THE EXCELLENT ONLINE SOURCES @ NHD WEB SITE:

http://www.nhd.org/researchcentral.htm
Friends of University Libraries

Membership Form

Name: ____________________________ Date: ____________________
Address: __________________________
Phone (h) ___________________ (c) ___________________ (w) ________________
Email address: __________________________

Level of membership:
☐ Student ($5 annually) ☐ Benefactor ($250 annually)
☐ Friend ($25 annually) ☐ Corporate Partner ($500 annually)
☐ Contributor ($50 annually) ☐ Life ($1,000)
☐ Sponsor ($100 annually) ☐ Dean’s Circle (Life membership plus $500 annually)

☐ I am interested in serving on a committee.
   ☐ Membership ☐ Activities
   ☐ Public Relations ☐ Other

☐ I have a current library account with University Libraries.

Suggestions for Friends of University Libraries: ____________________________________________

Method of Payment:
☐ Cash
☐ Check
☐ Credit card: MasterCard or Visa (circle one)
   Card number __________________________
   Expiration date ________________________

Mail to: Cook Library Circulation
118 College Drive, #5053
Hattiesburg, MS 39406-5053

For Office Use only:
Circulation _______ Barcode number _______________________
Treasurer _______
Eight Steps of Historical Research

The following is excerpted from *A Guide to Historical Research Through the National History Day Program*. A team of ten veteran teachers provide their best practices in managing NHD in the classroom. The book is formatted to take teachers step-by-step through a school year, from topic selection to research presentation complete with ready to use worksheets.

**Step 1: Developing a paperwork management system**

Organization is a key factor in successful research. The teacher should encourage students in the beginning stage of research to select a paperwork management system.

**Step 2: Selecting a Topic**

Teachers should work with students to select a topic related to the annual theme. Brainstorming ideas or looking through the history textbook are great ways to begin thinking about potential topics. For ideas on theme connection and topic selection please see the NHD annual theme book.

**Step 3: Background Reading for Historical Context**

In the excitement of getting started students sometimes skip one of the most important steps, building historical context for their research topic. Take time to support students in reading widely about their topic. Look at several different history books about the time period in which the topic takes place.

**Step 4: Narrowing Your Topic**

Selecting a National History Day topic is a process of gradually narrowing the area of history (period or event) that interests the students. For example, if the student is interested in Native Americans and the theme is *Rights and Responsibilities in History*, a natural topic would be treaty rights. After reading several texts and journals about Native Americans and treaties, the process might look something like this:

- **Theme:** Rights in History  
  **Interest:** Native Americans  
  **Topic:** Treaty Rights  
  **Issue:** 1788 Fort Schuyler Treaty

Or, if the student expressed an interest in Women's Rights and the theme is the *Individual in History*, the student might consider voting rights. After a library search and reading several texts about the era, the students might narrow the topic to the women's suffrage movement, and then a leader in the struggle for the vote, Alice Paul. In this case, the process looks like this:

- **Theme:** Individual in History  
  **Interest:** Women's Rights  
  **Topic:** Suffrage Movement  
  **Issue/Individual:** Alice Paul
Or if a student is interested in science and the theme is *Innovation in History*, the student might research medical discoveries that changed the world like the discovery of penicillin or isolating DNA. Resources to support the research might be in libraries, excellent websites (link on evaluating websites), and History of Science Museums. The process for narrowing the topic and connecting with the theme might follow this sequence:

**Theme**: Innovation in History  **Interest**: History of Science  **Topic**: Medical Discoveries  **Issue/Discovery**: Penicillin

For more topic ideas on this year’s theme, download the *Debate & Diplomacy: Successes, Failures, Consequences* sample topics

**Step 5: Gathering and Recording Information**

To be responsible researchers, students must credit sources from which they gathered information. To begin the process, however, it is important for the student to collect the critical information from each source as they read: the author's name, title, publisher, and date of publication, and page number for quotes.

**Citations/bibliographies**

To record the information the two acceptable styles of writing for NHD projects are Turabian and MLA. Historians use Turabian but we know that many classes in middle school and high school teach the MLA style. It does not matter which of these two styles the student uses, but it is important to be consistent. For help with questions about citations, you can check Turabian or MLA guides from your local library.

For help with Turabian: [http://www.libs.uga.edu/ref/turabian.html](http://www.libs.uga.edu/ref/turabian.html)

For help with MLA: [http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm](http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm)

**Annotated bibliography**

An annotated bibliography is required for all categories. The annotations for each source must explain how the source was used and how it helped the student understand the topic. The student should also use the annotation to explain why the source was categorized as primary or secondary. Historians do sometimes disagree and there's not always one right answer, so students should use the annotation to explain why they classified their sources as they did. Students should list only those sources used to develop their entry. An annotation normally should be about 1-3 sentences.

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

**Step 6: Analyzing and Interpreting Sources and the Topic's Significance in History**

Historians do more than describe events. They analyze and interpret information gathered from their sources to draw conclusions about a topic's significance in history. Students should do the same. Therefore, teachers should help students to ask questions of their topic and their research, considering the following:

- Elements of change and continuity
- Historical context: economic, political, social and cultural atmosphere of the time period

Encourage students to interrogate their sources:

- Who created the source?
- When was the source created?
- What was the intent or purpose of the source?

**Step 7: Developing a thesis**

The thesis statement is usually one sentence that presents an argument about the topic. The body of the paper or website, the script of the performance or documentary, the headings and captions in an exhibit then are used to support the thesis using evidence from the research.

A good thesis statement:

- Addresses a narrow topic
- Explains what the researcher believes to be the historical significance of the topic
- Connects the topic to the National History Day theme

**Step 8: Finalizing an NHD research project**

When research is completed and ready to present to an audience, ask students to review whether their work includes:

- Analysis and interpretation
- Significance and impact
- In depth research
- Historical accuracy
- Historical context
- Adherence to the theme
The History Day Research Journey

Historical Product
- Synthesis
- Interpretation & Evaluation

Primary Sources
- Oral History
- Documents
- Archives

Secondary Sources
- Analysis of Topic: Using Single Topic Studies, Biographies, Masters Theses

General Histories
- Narrow Topic

Encylopedias-Hearsay-Ideas
- Overall Understanding of Task
The Beginning - Selecting Topics

Research should begin with the students selecting a general topical area, and narrowing their topic. (You may also refer to topic selection in the “Introductory Project Guide”.) In choosing a topic:

1. Make sure it fits the theme. Answer the following question: “The topic is related to (the theme) because ....?”.

2. The topic should be narrow enough to be researched thoroughly in the time available.

3. The topic should be significant. The students should be able to explain why it is important for everyone to know about this topic. Topics in local history often have significance beyond their locality. They illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.

4. The topic should have available sources, both primary and secondary.

The Research

What Are Sources?
Documents, buildings, people, recordings or any other provider of information used to interpret a topic are sources. It is your job to select the most valuable and important sources for your research. A long list of sources is not valuable unless the historian uses them to explain a point of view. Use your sources to interpret how and why events occurred. Don’t assume that your sources contain the “truth” about an event. Historians need to be skeptical of information provided. Why was a book written? What was the purpose of the information? Remember, the interpretation of history and descriptions of events depend upon the individual. Determine the reason any source was created or its purpose. This will help you make critical use of the information you gather in your research.

Primary Sources
Archival documents, manuscript collections, diaries, personal collections, and most photographs (primary if used to analyze, instead of simply to illustrate) are all primary sources. So are newspaper, magazine, or journal articles of the era if they are first hand accounts written or taken at the time of the event. A primary source is information created by the event, or in the process of the event. The writer must be an eyewitness or participant in the event.

Secondary Sources
Books, articles, interviews, media productions or any other historical source that seeks to explain and interpret an event after the fact are all secondary sources. The writer is not an eyewitness to, or a participant in the event.

<table>
<thead>
<tr>
<th>Example Sources</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper articles of the era.</td>
<td>Primary</td>
</tr>
<tr>
<td>Magazine/journal articles of era if written by an author who witnessed the event.</td>
<td>Primary</td>
</tr>
<tr>
<td>Autobiographies.</td>
<td>Primary</td>
</tr>
<tr>
<td>Authorized biographies.</td>
<td>Secondary (Because it was probably written with the intent to influence history.)</td>
</tr>
<tr>
<td>Manuscript collections.</td>
<td>Primary</td>
</tr>
<tr>
<td>Archival documents.</td>
<td>Primary</td>
</tr>
<tr>
<td>History textbooks.</td>
<td>Secondary</td>
</tr>
</tbody>
</table>
Research Strategy Worksheet

Use this worksheet to develop ideas on the types and location of sources you can use in your research. These ideas will be helpful when you discuss your research with a reference librarian!

What libraries or research centers do you think will have information on your topic?

________________________________________________________________________

________________________________________________________________________

What are some key words, dates, or people related to your topic that will help you find information in an encyclopedia, a book index, a computer search, or a card catalog?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What materials will you look at to begin your research?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Make a list of the types of primary sources you think might exist for your topic.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Make a list of people you could interview, or write, to learn more about your topic (Make a note after each name if they would be a primary or secondary source).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**THESIS STATEMENT:**

**INFORMATION GOAL ("Facts Store"), DUE:**
50 facts about YOUR TOPIC – divided this way:

| Background (10 facts) | Historical Context (10 facts) | Revolution (10 facts) | Reaction (10 facts) | Reform (10 facts) |
Bibliography Reference Forms

Book Reference

Your name:____________________________________

Library number:_______________________________  Author/Editor:____________________________________

Title:_________________________________________  City published:_______________________________

Publishing Co.:_________________________________  Year published:____________________________

Annotations:____________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Book Reference

Your name:____________________________________

Library number:_______________________________  Author/Editor:____________________________________

Title:_________________________________________  City published:_______________________________

Publishing Co.:_________________________________  Year published:____________________________

Annotations:____________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________
Bibliography Reference Forms

Periodical Reference (also magazines, journals, etc.)

Your name: ________________________________

Library number: ____________________________ Author: ________________________________

Title of article: ____________________________ Name of Magazine: ____________________

Pages used: ______________________________ Date published: ________________________

Annotations: ______________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

Periodical Reference (also magazines, journals, etc.)

Your name: ________________________________

Library number: ____________________________ Author: ________________________________

Title of article: ____________________________ Name of Magazine: ____________________

Pages used: ______________________________ Date published: ________________________

Annotations: ______________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

36
Interview Reference

Your name: ____________________________

Person interviewed: ____________________ Their title: ____________________________

Permission to quote given?: ____________ Date: ____________________________

Annotations:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________


Interview Reference

Your name: ____________________________

Person interviewed: ____________________ Their title: ____________________________

Permission to quote given?: ____________ Date: ____________________________

Annotations:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Bibliography Reference Forms

Media Reference

Your name: ________________________________

Video number: ____________________________  Director: ________________________________

Title of video/film: ____________________________

Name of film company: ____________________________

Date released: ________________________________

Annotations:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Media Reference

Your name: ________________________________

Video number: ____________________________  Director: ________________________________

Title of video/film: ____________________________

Name of film company: ____________________________

Date released: ________________________________

Annotations:
__________________________________________________________________________
__________________________________________________________________________
Bibliography Reference Forms

Website Reference

Your name:__________________________________________

Name of site:______________________________________ Title of article:____________________________________

Author (if given):__________________________________ Date published:__________________________________

Web address:______________________________________ Date accessed:__________________________________

Annotations:_______________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Website Reference

Your name:__________________________________________

Name of site:______________________________________ Title of article:____________________________________

Author (if given):__________________________________ Date published:__________________________________

Web address:______________________________________ Date accessed:__________________________________

Annotations:_______________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
RESEARCHING MY HISTORY DAY TOPIC

Use this worksheet to develop ideas on where to go to do research on your topic. Be sure to look beyond online resources! The strongest History Day projects use books and articles written by historians and primary source material. It might be helpful to share this worksheet with your school and county librarian when you visit them.

1) What libraries, archives, or research centers do you think will have information on your topic?

2) What are some key words, dates, or people related to your topic that will help you find information in an encyclopedia, a book index, a computer database, or a card catalog?

3) What secondary sources (books and articles written by other people about your topic) will you look at to begin your research?

4) Make a list of the types of primary sources you think might exist for your topic.

5) Make a list of people you could interview by email, phone, or in person to learn more about your topic. Are they a secondary or primary source?
SOURCE DOCUMENTATION SHEET

Type of Source

☐ Secondary ☐ Primary

If Secondary, is it a:

☐ book ☐ magazine ☐ journal ☐ encyclopedia ☐ website
☐ documentary or movie ☐ interview with an expert
☐ field trip ☐ other ________________________________

If Primary, is it a:

☐ newspaper ☐ diary ☐ letter or speech ☐ photograph
☐ interview with an eyewitness to time or event ☐ music from the period
☐ multimedia clip of a movie, documentary or newsreel footage from the time period
☐ other ________________________________

Title of Source ____________________________________________________________

Author, editor, or creator's name _____________________________________________

Place of Publication (City or state) __________________________________________

Publisher ________________________________________________________________

Copyright date (use most recent date) _______________________________________

Date of Publication (for newspapers or magazines) ____________________________

Page Numbers (if journal or magazine article) ________________________________

URL (if source is a website) ________________________________________________

Location (library, museum, archive, etc.) where you found this source (important for primary source material)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A researcher should consider bias when reviewing a research source. You may wish to ask yourself these questions about your source:

- Who wrote this document?
- What is the author writing about?
- What is the author's opinion on the topic?
- Do you agree with the author's opinion?

**Annotation of Source**
*(Answer these questions)*

1) What type of source is it?
2) What information did you find in it?
3) How did it help you during researching and preparing your project?
*Some teachers and students have started using electronic means of tracking their research sources for NHD. This presentation was created by Naomi Peuse, for your perusal and consideration.\*

**Documentation Tracking Tools**

**National History Day in Minnesota**

National History Day requires that all projects come complete with an annotated bibliography. The tracking of resources can be a challenge when reviewing dozens if not hundreds of materials. Several electronic tools are available to help in this effort. Keep in mind, there are contest rules (see page 10 and 11 of the *Contest Rule Book*) to consider when looking at documentation tracking strategies.

Students are required to:
- follow MLA or Turabian styling for citations and bibliographic references.
- annotate each source to explain its contribution to their project and/or understanding.
- sort sources primary from secondary.

The following tools have been used with varying degrees of success and are provided in order of popularity. **Bibliography tools are not perfect. With any bibliography help, students should consider the generated version a draft that needs to be checked and, when necessary, revised.**

**www.easybib.com**

EasyBib helps users create citations with the option of adding an annotation. MLA citations can be created for free, Turabian requires a membership. The website provides 58 resource options. Source information can be exported into Google Docs or printed. A citation style guide is also offered.

**www.noodletools.com**

NoodleTools requires a membership ($15 for individual students, $60 for teachers with full classroom access). The online service provides users 40 resource options, and generates sub questions that further differentiate source type. Users are able to insert an annotation and mark sources primary or secondary to sort accordingly. A note card option is also available for linking source notes to specific materials. Once completed, students are able to export their work to Microsoft Word or Google Docs. Projects can also be copied and shared with other NoodleTools users.

**www.bibme.com**

BibMe provides users 11 resource options for formatting a bibliography as well as providing space for the annotation. Both MLA and Turabian can be used for free. After citations are created, students can download to Microsoft Word or share their bibliography via a web link. A citation style guide is also offered.

**www.citationmachine.net**

Son of Citation Machine offers 25 MLA and 5 Turabian resource options. The website generates citations that students can then copy and paste into their own working document. This resource is not designed to track and/or store student work.

**www.worldcat.org**

WorldCat allows users to search their catalog and can generate citation information from the located sources. Once selected, source information can be exported into a document format or several online tools such as EasyBib. Users are limited to resources in the WorldCat catalog, but citation elements are automatically identified reducing input error.

**Microsoft Word Reference Tools**

Newer versions (2007 forward) of Microsoft Word offer a “Reference” tab that can generate and insert parenthetical citations or footnotes/endnotes as well as a complete bibliography. The tool allows for 17 resource options.

_June 2011_
HOW THIS SOURCE HELPED MY PROJECT

HOW THIS SOURCE HELPED MY PROJECT

HOW THIS SOURCE HELPED MY PROJECT

HOW THIS SOURCE HELPED MY PROJECT
Advanced Libraries

- **WebPals**  
  Gateway to state college libraries as well state agency libraries.  
  [http://www.mnpals.net/](http://www.mnpals.net/)

Primary Source Archives

- **Proquest**  
  Provides access to historical newspaper articles, including full-text articles from the New York Times, as well as current periodicals. **In order to access Proquest you will need to go to the website of your local library and find the link to Proquest and enter your library card barcode.**

- **Our Documents**  
  Provides on-line access to 100 milestone documents of American History.  

- **American Memory Project**  
  Primary source materials relating to the history and culture of the United States.  
  [http://memory.loc.gov/ammem/index.html](http://memory.loc.gov/ammem/index.html)

- **National Archives**  
  Federal agency that provides ready access to essential government records.  

- **American Journeys**  
  More than 18,000 pages of eyewitness accounts of North American exploration.  
  [http://www.americanjourneys.org/index.asp](http://www.americanjourneys.org/index.asp)

- **Library of Congress**  
  Largest library in the world with more than 120 million items.  
  [http://www.loc.gov](http://www.loc.gov)

- **Bartleby**  
  Internet publisher with access to historical documents, books and other resources.  
  [http://www.bartleby.com](http://www.bartleby.com)

- **The African-American Registry**  
  Database of secondary accounts of African-American history.  
  [http://www.aaregistry.com](http://www.aaregistry.com)

- **Internet History Sourcebooks Project**  
  Links to a wide variety of historical texts from around the world.  
  [http://www.fordham.edu/halsall](http://www.fordham.edu/halsall)

Historic Places

- **Colonial Williamsburg**  
  [http://www.history.org/](http://www.history.org/)

- **Edison National Historic Site**  
  [http://www.nps.gov/archive/edis/home.htm](http://www.nps.gov/archive/edis/home.htm)

- **Henry Ford Museum and Greenfield Village**  

- **Gettysburg National Military Park**  
  [http://www.nps.gov/gett/index.htm](http://www.nps.gov/gett/index.htm)

- **National Park Service**  
  [http://www.cr.nps.gov/history/index.asp](http://www.cr.nps.gov/history/index.asp)

- **Monticello - The Home of Thomas Jefferson**  

- **Smithsonian**  
  [http://www.si.edu/](http://www.si.edu/)

- **United States Holocaust Memorial Museum**  

Presidential Libraries

- **William J. Clinton Presidential Library and Museum**  

- **George Bush Presidential Library and Museum**  
  [http://bushlibrary.tamu.edu/](http://bushlibrary.tamu.edu/)

- **Ronald Reagan Presidential Library**  
  [http://www.reagan.utexas.edu/](http://www.reagan.utexas.edu/)

- **Jimmy Carter Library and Museum**  

- **Gerald R. Ford Library and Museum**  
  [http://www.ford.utexas.edu/](http://www.ford.utexas.edu/)

- **Richard Nixon Library and Birthplace**  

- **Lyndon Baines Johnson Library and Museum**  
  [http://www.lbjlib.utexas.edu/](http://www.lbjlib.utexas.edu/)

- **John F. Kennedy Library and Museum**  

- **Dwight D. Eisenhower Library and Museum**  
  [http://www.eisenhower.utexas.edu/](http://www.eisenhower.utexas.edu/)

- **Truman Presidential Museum and Library**  

- **Franklin D. Roosevelt Presidential Library and Museum**  
  [http://www.fdrlibrary.marist.edu/HerbertHoover](http://www.fdrlibrary.marist.edu/HerbertHoover)
Primary Source Documents on the Web

Resources Corresponding to Debate and Diplomacy in History

http://memory.loc.gov
The Library of Congress' "American Memory" site contains a wealth of information. The site is organized by specific themes and is searchable. Essential information such as the creator, date, and background of each source is provided when available. This is a great place to start your primary source research.

http://avalon.law.yale.edu/
Yale University's "Avalon Project" contains documents in law, history, and diplomacy. If your topic is on diplomacy involving nations, many of your essential documents will be on this site.

http://www.gilderlehrman.org/collection/
The Gilder Lehrman Institute of American History has over 60,000 primary documents on its searchable collections website. Their collection has a wide scope, but it is most helpful in the Revolutionary, Antebellum, Civil War, and Reconstruction periods.

http://www.census.gov/prod/www/abs/decennial/
The Census is invaluable when you need to find population characteristics for a time period. Its statistics will help you build context on immigration, racial makeup, and many other demographics.

http://www.gpoaccess.gov/coredocs.html
This site contains the documents deemed most essential to democracy in the United States. Some of the links will take you outside of its site, while others are hosted on this site itself. All of the links will take you to reputable websites.

http://www.fordham.edu/halsall/mod/modsbook.html
From Fordham University in New York, the Modern History Sourcebook contains thousands of primary documents on major events in world history. Click on an event or time period and the site will take you to the documents.

http://www.ushmm.org/research/collections/search/
The searchable collections from the United States Holocaust Museum. More items are added on a continual basis. The search feature is organized by different collections with descriptions of what can be found through each collection.
http://ocp.hul.harvard.edu/immigration/
This site hosted by Harvard University gives background information on immigration to the United States as well as scanned images of primary sources. The collection is extensive and valuable.

http://www.history.umd.edu/Gompers/index.htm
This website, hosted by the University of Maryland, contains the papers of Samuel Gompers, a leading advocate for laborers in the late 19th and early 20th centuries. He was president of the American Federation of Labor from 1886-1924. His papers should lend some insight into the diplomatic tactics of unions.

http://digital.lib.msu.edu/collections/index.cfm?CollectionID=1
Michigan State University hosts this site dedicated to primary sources on American Radicalism. Radicals play an important role in debates in the United States, and the information on this site will help in any project involving social debates.

http://www.wilsoncenter.org/coldwarfiles/index.cfm?fuseaction=home.noflash
The Cold War was the longest-running example of diplomacy in the 20th century. This website sponsored by George Washington University and the Woodrow Wilson International Center for Scholars contains both primary and secondary information on the Cold War. This site would make an excellent first stop for any project that involves the Cold War.

http://sunsite.berkeley.edu/Goldman/
Hosted by the University of California Berkeley, this site contains primary and secondary sources related to Emma Goldman. Goldman was a feminist and an anarchist. Her ideas will appear in many debates over women's rights and the military draft.

http://docsouth.unc.edu/browse/collections.html
This is an exhaustive collection of primary sources related to Southern history. There are many resources here that can be used for topics on debate and diplomacy.

http://historymatters.gmu.edu/
This is a site that will help in all matters of historical research and analysis. It is hosted by George Mason University. There are over 1,000 primary sources available through the search option on this website.

http://www.foia.uchicago.gov/
A collection of released items by the Central Intelligence Agency (CIA). There is a great deal of information related to diplomacy here. Put in your search term after you have narrowed your topic.
Recommended Balance of Sources

(goal of 25+ sources for Local Event - - February, 2012
30-50+ for State Contest   100+ for Nationals)

10 Primary Sources
5 newspapers, magazines
5 primary documents

15 Secondary Sources
5 books
5 web sites
1 site visit
4 media: dvd, cd, recordings
Project
Creation
**SHOULD I WORK AS INDIVIDUAL OR IN A GROUP?**
The final decision a student should make when deciding on a competition category is whether to work alone or on a team. Both choices have great benefit. Below are some questions students should consider when making this decision.

1) Do you generally prefer working alone or with teammates?
2) What roles do I usually play in a group? (Some examples include peacemaker, organizer, technology specialist, writer, etc.)
3) What qualities make someone a good group member?
4) Would I be able to meet with potential team members after school? Do we live close to each other or would we be able to stay after school to work?

**Some advantages to working as a group:**
You can improve your collaborative skills and participate on a team.
You can share project costs.
You can draw on one another’s strengths and talents.

**Some disadvantages to working as a group:**
You may have scheduling difficulties.
You may have different work ethics.
You will have increased communication demands.
Opinions may differ.

**Some advantages to working as an individual:**
You are the sole decision maker.
You’ll increase your independence.
Work is completed on your own time and wherever you want.

**Some disadvantages to working as an individual:**
You will be responsible for all costs.
You won’t have a partner to help with the work load.
You won’t have a partner to motivate you when work slows down.
HOW DO I CHOOSE MY HISTORY DAY CATEGORY?
Do you have special interests or talents that lend themselves to a specific category? How would your topic best be expressed? Answering the following questions may help you decide.

HISTORICAL PAPER
1) Do I enjoy writing?
2) Am I more comfortable expressing myself on paper rather than in front of an audience?
3) Am I trying to convey a complex idea that requires a lot of explanation?

PERFORMANCE
1) Do I enjoy being in front of an audience?
2) Do I like to act?
3) Can I write a good 10 minute skit?
4) Will I have access to appropriate costumes and props?

EXHIBIT
1) Do I enjoy creating things with my hands?
2) Do I have a way to transport my project to a competition?
3) Can I tell my story primarily through pictures and artifacts instead of words?

DOCUMENTARY
1) Do I have access to and enjoy working with media and editing equipment and software?
2) Do I have a computer that I can take to a competition if necessary?
3) Does my topic have a lot of visual images or video footage that I could use to create a documentary?

WEBSITES
1) Do I enjoy working with computers?
2) Do I have regular access to a computer? Will I have time to complete a website entry?
3) Can I present my topic adequately in a website?
History Day Project Blueprint

Before students begin to assemble their research into a final product, it is a good idea to have them draw up a blueprint to outline their projected paper, documentary, exhibit or performance. At the same time, have students present a preliminary bibliography listing the titles and types of documents (books, Internet, letters, etc.).

**Paper**: Students should draw up an outline in a traditional format to show which points they intend to discuss and how they will support their arguments. Traditional format should use Roman numerals and letters:
I.
   A.
      i.
      ii.
         a.
         b.

**Documentary**: Students should complete a storyboard. On one side of paper, students should write a projected script, and on the other, sketch in the images that will be showing while each block of script is read.

In 1776, fifty-five men signed the Declaration of Independence, which severed the American colonies from Britain.

The War for Independence, begun in 1775, then continued for several more years, until England surrendered at Yorktown in 1783.

**Performance**: Students should present a script with projected props, backdrops, costumes and blocking written in. They should practice reading to estimate timing.

SUSAN B. ANTHONY (in black dress and hat): I have just been arrested for voting! It is 1872 and time for women to vote legally! (slams hand on desk) I will not pay the $100 fine; I would rather go to jail. (sits down at desk)

**Exhibit**: Students should sketch a three-sided exhibit board (or whichever shape they choose) and plot out placement of text, titles and images. Exhibit text should be written; students should be attempting to narrow to 500 words.
The second part of this guide offers suggestions on how to present your research in one of the following History Day categories:

HISTORICAL PAPER*

EXHIBIT**

PERFORMANCE**

DOCUMENTARY**

WEB SITES**

* The historical paper category is only open to individual entries.
** Exhibits, performances, documentaries and web sites may be created as individual or group (2-5 students) entries.

I. Choosing a Category

When selecting a category it is important to consider the following:

✓ Which category best fits your interests and skills (or the talents of group members)?
✓ Will you have access to the equipment or materials you need to present your entry?
   (This is especially important for documentary presentations and web sites!)
✓ Does your research fit one category better than another? (For example, do you have enough pictures for an exhibit?)

Once you have selected a category, try to look at examples created by other students. NHD has examples for each category at http://www.nhd.org/CreatingEntry.htm. This may help give you ideas about the best way to present your topic. Your own creativity, in combination with good research, will make your presentation stand out.

The History Day Contest Rule Book

After choosing your category be sure to consult the National History Day Contest Rule Book for complete information on the rules that relate to your entry. The Contest Rule Book will also describe the judging criteria for evaluating History Day entries. See http://www.nhd.org/images/uploads/2010rulebook.pdf
II. Category Suggestions and Tips

HISTORICAL PAPER

The process of the historical research paper is similar to the writing of articles and books by college professors. Throughout your education, you will be expected to write research papers. You do not have to write a process paper for historical paper entries. However, you must mail four copies of your paper, annotated bibliography, and title page to VHS by March 22, 2011.

Developing a Strong Thesis
A thesis is an argument or a hypothesis; it is the point of your essay. You will present evidence in support of your thesis. You should state your argument in the opening paragraph of your essay in a thesis statement.

Think of a question that you want to answer about the topic you have selected. The question should be a “why” question, not a “what” question.

What is a footnote?
Footnotes are explanations provided by writers for ideas or quotations presented in the paper that are not their own. Footnotes not only give credit to the originators of ideas, but also serve as “evidence” in support of your ideas. Usually footnotes occur in three situations:

➤ Quoting a Primary Source -- An example of this would be including a selection from a speech or interview.
➤ Quoting a Secondary Source -- If you take a direct quotation from someone’s book you must footnote it.
➤ Paraphrasing a Secondary Source -- Even if you change an author’s ideas into your own words you must footnote where you found this information.

How long does this paper have to be?
History Day papers are 1,500 to 2,500 words in length (approx. 6-10 pages) excluding notes, annotated bibliography, and title page.

Resources for Writing Historical Research Papers

There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin.


EXHIBITS

Exhibits are designed to display visual and written information on a topic in an easy-to-understand and attractive manner. They are similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

Rules considerations (See Contest Rule Book for complete rules.)

- **Student-composed word limit on an exhibit is 500 words. This limit does not include documents, quotations, artifacts with writing, and other illustrative materials used within the exhibit.**
- **The overall size of an exhibit must be no larger than 40 inches wide, 30 inches deep, and six feet high. Circular or rotating exhibits must be no more than 30 inches in diameter.**

ELEMENTS OF AN EFFECTIVE EXHIBIT

1. Orientation
   - Make sure the title and subtitle of the exhibit are prominent features of the design.
   - Make the main idea or thesis clear to the viewer.

2. Segmentation
   - Organize the exhibit into subtopics.
   - Use design elements to make subtopics clear to the viewer.

3. Explanation
   - Use clear, concise captions and text to identify pictures, objects, or documents and to interpret information for the viewer.

Three-Panel Exhibit

The most common form of exhibit entry is a three-panel display. This style is the least complicated to design and build, but is still a very effective way to present your information.

Here are some important tips:

- Be sure your title is the main focus of the center panel.
- Use the center panel to present your thesis statement and main ideas.
- The side panels are best used either to compare issues about your theme or explain related details.
- Artifacts or other materials may also be placed on the table between the side panels.
Organizing Your Information: Exhibits

There are 3 basic elements to consider when organizing an effective exhibit:

1. Orientation
   - Make sure the title and subtitle of the exhibit are prominent features of the design
   - Make the main idea or thesis clear to the viewer

2. Segmentation
   - Organize the exhibit into subtopics
   - Use design elements (color, background, font, etc.) to make subtopics clear to the viewer

3. Explanation
   - Use clear, concise, captions and texts to:
     - Identify pictures, objects, or documents and interpret information for the viewer- don’t pad your board with unnecessary pictures, charts, or other information that doesn’t directly relate to your point

Orient: using title, thesis, and subtitles

A Segregated Society

Rosa Parks: A Legacy of Standing Up

Your thesis should be easily seen and read.

Impact in Montgomery and Beyond

Conflict Growing

Arrest and Bus Boycott

A Legacy of Standing Up

Segment: Divide your research into easily read sections

Explain: Identify and interpret information and images. Avoid clutter by editing; leave only information that is clear, concise, and directly tied to your thesis.
Title

Background Information
Give background information about some of the big ideas that lead into your main event.

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

Impact
Give the short term impact of the main event. What happened in the weeks and months after?

Main Argument
The heart of your project and center of the project. Focus on the main event, how it happened, who was involved and why.

Build Up
More specific information people will need to know to understand your thesis. Include events in the weeks and months before your main event.

“So What?”/ Legacy
What is the long term impact? Why do we still talk about this today? This is a good place to include something about how your topic ties to today.
Three-Dimensional Exhibits

A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title, thesis statement, and main ideas. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.

Labeling

Be Careful of Clutter!!

The labels you use for your title and main ideas are very important because they direct the viewer’s eye around your exhibit.

One way to make your labels stand out is to have the writing on a light-colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes your labels easier to read.

Photographs and written materials will stand out more for the viewer if you put them on backgrounds as well.

Exhibit Design

A successful exhibit entry must be able to stand on its own with no additional information. This makes it important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

It is always tempting to try to get as much on to your panel boards as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your project boards. Clarity and organization are the most important goals for a project.

Check out an example of an exhibit entry at National History Day here:  
BASIC SCRIPTS OUTLINE OPTION for performances/documentaries and
OUTLINE for historical papers

**TIP ** The more detailed your outline, the easier it is to write your script/paper

I. Introduction and thesis statement
II. Background (current scenario, which needs reform)
   A. Historical Perspective
      1.
      2.
   B. Context
      1.
      2.
III. Revolution
   A.
      1.
      2.
      3.
      a.
      b.
      c.
   B.
   C.
   D.
IV. Reaction
   A.
   B.
   C.
   D.
V. Reform (long-term significance)
   A.
   B.
   C.
   D.
VI. Conclusion and re-statement of thesis
PERFORMANCES

The performance category allows you to create an original historical play. Entries in this category must have dramatic appeal, but not at the expense of historical information. Creativity is the key here, and students must make effective use of their 10-minute time allowance. Innovative performances have made this category the highlight of many History Day competitions!

Here are some suggestions:

- Do good research first -- don’t jump right in and start writing a script. Take time to brainstorm about general ideas and the ways they might be presented.

- When you do write your script, make sure it contains references to the historical evidence, particularly the primary source material you found in your research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways of putting historical detail into your performance.

- Be careful not to simply present an oral report on a character, which begins with when they were born and ends with when they died. Become the historical figure yourself and write your script around an important time or place that will explain your ideas.

- Don’t get carried away with props! Content is the most important factor and any props you use should be directly related to your theme. Props should help you to emphasize the key concepts of your performance. Remember, you only have five minutes to put up and take down your props.

- Good costumes help make you convincing, but be sure they are appropriate to your topic. Consult photographs or costume guides if you are unsure about appropriate dress.

- See examples of historical plays to gather insights into stage movements, use of props, etc. Watch an example of a performance entry at National History Day here: http://www.nationalhistoryday.org/CategoryPerformance.htm.

- Practice! Practice! Practice!
DOCUMENTARIES

A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance. To produce and enter a documentary in History Day, you must have access to the appropriate equipment and be able to operate it. The key to an effective entry is a good combination of visual images and recorded narrative within the 10-minute time limit.

Video/Film Presentations

Video, film, and DVD productions are very popular entries in this category. If you are able to use editing equipment in your school or home, this can be an exciting and educational project. Programs like iMovie or Windows Movie Maker can help you create a documentary on your computer.

Here are some suggestions for these types of entries:

- Remember -- a student must operate the camera and the editing equipment.
- Be sure to draw up a story-board of the scenes you will be shooting. This will keep you organized and help you relate your images to your thesis and the theme.
- Try to present a variety of panning shots, interviews, live action and still subjects.

- Keep track of your scenes in a notebook to make editing easier.
- Appropriate music is an effective addition to your sound track; but remember that the music must match your presentation-- do not let it overshadow the verbal presentation.
- Consider recording the narration first and then editing the video to match the audio.
- Make sure your narrative fits with the image on the screen.
- Try to use high-resolution images. These will look better on a large screen than low-resolution images.
- Preview early to make sure that your tape or DVD works correctly!
- History Day will provide a VCR/DVD player and television. If you need to use a laptop and projector, you must bring your own.
Documentary Organization
Script Outline

I. Introduction + Thesis

II. Body
   a. Background/Big Picture Context
   b. Build-Up
   c. Heart of the Story
   d. Short-Term Impact
   e. Long-Term Impact

III. Conclusion

IV. Credits
Storyboard - For Documentary Organization

Title of Project: ________________________________

<table>
<thead>
<tr>
<th>NOTES</th>
<th>VISUAL</th>
<th>AUDIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WEB SITES**

The 2011 History Day competition was the first time groups and individuals compete separately in the web site category. The rules for web sites may change as technology changes, so make sure you consult the most recent version of the rule book. See http://www.nhd.org/images/uploads/2010rulebook.pdf. A successful web site will allow viewers to navigate the site freely, starting from a home page. You may add audio and video clips, but the whole project may not use more than **100MB of file space**. Web sites can have up to **1,200 student-composed words**. (Consult the rule book to determine which words count in the limit.) You must use the NHD/Weebly Portal to create your web site. See http://nhd.weebly.com/ to start your project. You will need an internet connection to work on your web site. Make sure you have access in order to complete your project.

- Include your thesis on the home page of your web site. All other pages should be related to your thesis but should also stand alone so viewers can navigate the site in any order.

- Historical quality and research are still the most important aspects of a project. Design your web site well, but don’t worry about making it too glitzy.

- Even though your project is a web site, you should not do all of your research on the internet. Your research must include the use of both primary and secondary sources.

- Make your web site interactive. Think about ways a viewer can click through your site for more information.

- Include your process paper and annotated bibliography on your web site. (These pieces do not count in the 1,200 word limit.)

- Look at other history web sites to get ideas for your project.

- Your web site must be published by the submission deadline, which will be a couple of weeks prior to State Contest. After this date, you will no longer be able to make changes to your web site before State History Day in Mississippi.

- Check your web site on other computers and in different browsers, like Firefox, Safari, and Internet Explorer, to make sure all pages display properly and all links work.

- Look at an example of a web site entry for National History Day at http://www.nationalhistoryday.org/CategoryWebsite.htm.
Using Weebly for History Day Websites

The Basics

1. Log on to www.nhd.org. Click on the left-hand link “Start your website entry at the NHD web portal.”
2. Fill in a username and password. Choose “student” or “teacher” from the drop-down menu.
3. Give your site a title. This title will appear on all of your website pages, so it should relate to your topic.
4. Click on the “Designs” tab and choose a design. This might change as your website grows, but it is helpful to have a design in place so you can visualize how your website is coming together.
5. Click on the “Pages” tab to add pages. Always start with “Home.” Add the names of all the pages, including a page for the bibliography. The order of these pages can be changed at any time on this page.
   a. The “Home” page must include students’ names, entry title and division.
   b. The “Bibliography” page must include the entire annotated bibliography. It works well if this is the last page.
6. To edit pages, either click on “Edit this Page” on the “Pages” tab, or click the “Elements” tab and choose a page from your navigation bar. Click on an element and drag it down into the body of the page. The element icon will appear; double-click on the icon and you will be able to start adding content. You can add multiple elements to a page.
7. Double-click on dummy text to start adding content. You cannot change fonts, but you can change font color, size, alignment or bold/italic/underline. There is a link option; students cannot use this option!
   a. Students can copy and paste text if they want to use different fonts. Be aware that copying and pasting may create formatting issues.
8. When adding images, students can only upload from the computer they are working on or from a disk. The image size can be changed, but changing it within Weebly may make the image look unclear.
   a. Students can change the border and position of the picture, or create a caption. Under “Advanced,” students can also change the margins and add alt text.
9. At any time, you can delete an element by clicking on the red X in the upper right-hand corner of the element box. You can also move any element to another page by clicking the green arrow in the upper left-hand corner of the element box.
10. Under the tab “Site Settings,” students should not create a site password. This may disable some viewers, including judges, from viewing the site. Students can choose to change the footer message, but it should be something appropriate to the project. Students should not include anything in Search Engine Optimization.
11. When students use the Help function, located in the upper right-hand corner, they should use only the first section, “Using the Weebly Editor,” or all the sections that start with 1. The other sections are for functions that do not apply to History Day.
12. Every time students return to edit their site, they can go straight to http://nhd.weebly.com/.
The Bells and Whistles

Under “Elements,” click on the “Multimedia” tab on the upper left-hand side of the page. There are a number of options, all of which require previous research or saving of documents into a file.

**Photo Gallery** – Students can add a number of photographs in one section. They can change the space between images, the borders and do minor cropping. There is not an option to add text to the images.

**File** – Students can add a file, such as a primary document. Once the file is added, students should be sure to change the File Name to something that adequately describes the file.

**Audio Player** – Students can add an audio file, such as the recording of a speech or a commercial. They can choose to allow the audio to automatically play or play only when clicked on.

**Video** – Students can add video clips of historic film footage or interviews. Video clips can be no longer than 45 seconds and should be previously saved to a disk or computer in order to use this function.

**Embedded Document** – Students can embed documents into their pages, rather than add a file that must be downloaded to view. Once the document has been downloaded, students can choose how viewers will see the file when the page is opened, but the Scribd formatting will remain so viewers can adjust the image.

**Flash** – Students can add a SWF file, which is an animated graphic. This function may not be entirely appropriate for History Day projects.

**Google Maps** – Students can add a Google Map of a particular place to orient their viewers. San Francisco is the default location. To change the location, click next to the map once it’s embedded, and a navigation bar will appear that will allow students to change the location and the width, height and zoom level of the map.

**Flickr Photo Slideshow** – This is similar to the Photo Gallery, except students must have a Flickr account. Once embedded, students will click on the Flickr element and enter their Flickr account e-mail address and other information specific to their account.

**YouTube Video** – Students can embed a YouTube video by entering in the YouTube Video URL for the appropriate video. The same rule applies for video length: no longer than 45 seconds.

Another advanced element they can use is the “hidden page.” Hidden pages do not appear in the navigation bar but can be useful as places to store more primary documents. Students can then link to these hidden pages from other pages. On the “Pages” tab, just select “no” from the “Show in Navigation?” dropdown menu. To link to a hidden page, highlight text or a picture and click the chain icon. Choose the correct hidden page to link to. To edit these hidden pages, choose the page on the “Pages” tab. The navigation bar will continue to be visible on the hidden page.
Creating an Effective History Day Website

As with any other History Day category, research should be completed, text all written and images all collected before students begin building a website. Students don’t receive their exhibit boards before they start research; they should not receive access to Weebly before they begin researching or even writing. With this new tool, it is of the utmost importance that students have written their text and chosen their images before they begin building a site.

Some hints on website creation...

Create your own page, either to just become familiar with the system or to create a sample site or to create a tutorial for students.

Create a universal system for students’ usernames and passwords so you can easily access their site at any time for grading, and eventually judging and submitting, purposes. The system I use for national registration is username = first initial + last name + last four digits of social security number; password = last four digits of social security number. You could substitute student ID numbers, or just leave it at student names and initials.

If students will be working on websites at home and at school, encourage them to save all text and images to both places, or carry all images and text on a flash drive.

Envision websites as the technological equivalent of exhibits.
- Exhibits should not have too many sections; websites should not have too many pages.
- Exhibits should not have “picture sections”; websites should not have “picture pages.”
- Exhibits can use interactive elements to draw people in but should not rely on Flash; websites should certainly use interactive elements, such as video or audio, but should not allow flashier elements to be the primary focus.
- Exhibits should follow a specific order (context, main point, impact); websites should follow a similar order in the navigation.

Requiring students to hand in paper copies of their text before they start site-building will help decrease the amount of Internet cut-and-paste.

Students are not allowed to use external links. If they want to use information from external websites, they should quote and cite that information on their pages instead.

Once the site is published, students should check the site on a number of web browsers (i.e. Internet Explorer, Safari, Firefox).
Category Checklist

**Exhibit Category**
 Individual and Group (2-5 students)
- No larger than 40 inches wide, 30 inches deep, and 6 feet high when displayed
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Exhibit addresses the theme
- Title is clear and visible
- Labels, captions, and titles include no more than 500 words
- Has visual impact and shows interpretation
- Names and addresses of all group participants listed on entry card
- Entry card and fee mailed by deadline
- Prepare to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)

**Documentary Category**
 Individual and Group (2-5 students)
- 10-minute maximum for presentation
- Maximum 5 minutes to set up and 5 minutes to take down
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Documentary addresses the theme
- Live student involvement limited to giving name and title and operating equipment
- Names and addresses of all group participants listed on entry card
- Entry card and fee mailed by deadline
- Extra supplies and materials in case of emergency
- Prepare to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)

**Performance Category**
 Individual and Group (2-5 students)
- 10 minutes maximum for performance
- Maximum 5 minutes to set up and 5 minutes to take down
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Performance addresses the theme
- All props and equipment are student supplied
- Only student entrants run equipment and are involved in the performance
- Extra supplies and materials in case of emergency
- Names and addresses of all group participants listed on entry card
- Entry card and fee mailed by deadline
- Prepare to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)

**Historical Paper Category**
 Individual Only
- 1,500-2,500 words, excluding notes, annotated bibliography, and title page
- Title page with only the required information
- Annotated bibliography, separated into primary and secondary sources
- Paper addresses the theme
- Citations
- 4 copies (plus one for you)
- Organization show progression
- Entry card, paper deadline
- Prepare to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)
Completing the Entry (Paper)

Historical papers must be typed (double-spaced) and between 1,500 and 2,500 words. Notes, annotated bibliography, illustrated captions, and supplemental appendix material do not count in that total. The paper must be footnoted (or use endnotes). See the rules booklet for exact rules.

Historical papers are due at the Minnesota Historical Society four weeks before the state History Day so that they may be judged. Check with the History Day coordinator for the date papers are due.

In completing a paper, the following checklist may be used:

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notecards from primary and secondary sources.</td>
<td></td>
</tr>
<tr>
<td>2. Develop outline.</td>
<td></td>
</tr>
<tr>
<td>3. Rough draft of paper including:</td>
<td></td>
</tr>
<tr>
<td>Interesting title.</td>
<td></td>
</tr>
<tr>
<td>Diagrams, charts, or documents footnoted.</td>
<td></td>
</tr>
<tr>
<td>Appendix.</td>
<td></td>
</tr>
<tr>
<td>4. Final draft of paper.</td>
<td></td>
</tr>
<tr>
<td>5. Rough draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>6. Final draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>7. Paper checked for proper margins and rules compliance.</td>
<td></td>
</tr>
<tr>
<td>8. Paper and bibliography proofread.</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

1. Four copies of paper and bibliography mailed to Minnesota Historical Society.

2. Title page lists name, grade, category, division. (No school or teacher names.)

3. Annotated bibliography.
Completing the Entry (Exhibit)

Exhibits include the visual display, a 500-word summary of the research process and the bibliography. The exhibit may be a display, a reconstruction, chart, or model. Overall size must be no larger than 40 inches wide, 30 inches deep and 6 feet high. See the rules booklet for exact rules.

Exhibits should have a title clearly displayed, with sections labeled and in a sequence that is easy to understand. Use captions under all pictures or visuals, not to exceed 500 student-composed words. Captions with quotes must be footnoted and artifacts identified. It's a very good idea to make a detailed drawing of the project before beginning construction.

In completing the project, the following checklist may be used:

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rough drawing of project.</td>
<td></td>
</tr>
<tr>
<td>2. Selection of construction materials. (plywood, foam, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. Cut out or buy lettering.</td>
<td></td>
</tr>
<tr>
<td>4. If using photos, take pictures and have developed early.</td>
<td></td>
</tr>
<tr>
<td>5. Mount pictures / visuals.</td>
<td></td>
</tr>
<tr>
<td>6. Write captions for pictures / visuals.</td>
<td></td>
</tr>
<tr>
<td>7. Type final draft of captions.</td>
<td></td>
</tr>
<tr>
<td>8. Mount visuals on project. (Allow ample time.)</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four copies of the process paper for event.</td>
<td></td>
</tr>
<tr>
<td>2. Title page lists name, grade, category, division. (No school or teacher names)</td>
<td></td>
</tr>
<tr>
<td>3. Annotated bibliography.</td>
<td></td>
</tr>
<tr>
<td>4. Prepare emergency kit for event. Scissors, tape, pens, glue, extra copies of paper, extension cord, light bulbs, etc.</td>
<td></td>
</tr>
<tr>
<td>5. Prepare a cover for the project to protect it while transporting it to the event.</td>
<td></td>
</tr>
</tbody>
</table>
Completing the Entry (Documentary)

Documentary entries include videotape presentations, slide shows and computer programs. VCRs/monitors, and projection screens will be available at the event. Students must supply all other equipment, including DVD players and computers. Be sure to check and understand the rules concerning the use of media equipment by students.

Documentary presentations may last up to ten minutes, with five minutes allowed to set up and remove the equipment.

If using slides, discuss the project with a camera shop or photographer to make sure the correct film is used.

In completing the documentary presentation, the following checklist may be used:

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write tentative script, outline, or storyboard for the presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Decide on location shots, interviews, still pictures from books, magazines, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Buy slide film or video tape, or learn to use computer movie program.</td>
<td></td>
</tr>
<tr>
<td>4. Take pictures or videotape.</td>
<td></td>
</tr>
<tr>
<td>5. Write script first, then match visual scenes to script.</td>
<td></td>
</tr>
<tr>
<td>6. Record script (may include music and sound effects).</td>
<td></td>
</tr>
<tr>
<td>7. Synchronize script with music and visuals.</td>
<td></td>
</tr>
<tr>
<td>8. Check entry for compliance with all History Day rules.</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

1. Four copies of the process paper for event.                                       |
2. Title page lists name, grade, category, division. (No school or teacher names)     |
3. Annotated bibliography.                                                           |
4. Prepare an emergency kit for the event. Include extra copy of paper, extra         |
   carousel for slides, spare video tape, spare sound tape, spare VHS or DVD,         |
   extension cords, and any other materials that may break or not work.              |
Performances are dramas depicting an event, person, or place. These dramas are written, directed, and acted by the group members or individual performer. They may be up to ten minutes long, with five minutes allowed to set up and tear down.

Scenery may be used, with lighting or sound effects, but all extra equipment must be provided and run by the students in the group.

In completing the performance, the following checklist may be used:

**Item To Be Completed**

1. Write tentative script, or outline of presentation. Include characters, times, location, thesis statement, supporting ideas and conclusion.

2. Prepare costumes to reflect the time, mood, theme, and place.

3. Prepare setting / scenery.

4. Write dialogue using story outline.

5. Block performance to go with setting and script.

6. Write final draft of script.

7. Video tape performance to critique entry. (A good suggestion.)

**Event Checklist**

1. Four copies of the process paper for event.

2. Title page lists name, grade, category, division. (No school or teacher names)

3. Annotated bibliography.

4. Prepare an emergency kit for event. Include spare script, items that may be needed to repair the set, extension cords, safety pins for ripped costumes, thread, and back-ups for any other breakable items.
Hints for Checking the Final Product

Complete the following guide by filling in the blanks. Examples are provided in italics. You may want to use this as a guide to completing your entry.

This year’s theme is _____________________________________________

I am not presenting a story of a particular (person/event), but rather an explanation of how and why (your specific topic) _____________________________________________

has gained an important place in history. (your topic) has affected society by _____________________________________________

______________________________________________________________________

The history of (your topic) _____________________________________________

fits into the larger picture of (your general area) _____________________________________________

and history by _____________________________________________

______________________________________________________________________

Changes that have come about as a result of (your topic) include _____________________________________________

______________________________________________________________________

Collect primary and secondary source material to help you answer and analyze these questions.

Remember, what is interesting is not necessarily important. When you are putting your entry together, keep asking yourself, “Is this important? Will it help people understand the main ideas of my topic?” If you cannot think of a good answer, you might want to use the space or time for more important information. For example, information about a historical figure’s parents and childhood may be interesting, but unless it contributed to that person’s role in history, you should dedicate your time and space to other information that is more relevant.

Double check your product several times. Read your paper, captions, or presentation out loud to a friend. Can s/he understand it? Are your sentences clear?

Make sure your annotations say something. Do not write, “The book gave me interesting information.” Instead write, for example, “This author explained the Civil Rights Movement in the years before Martin Luther King and helped me identify important Black leaders. The book also had pictures I used on my project.”

All pictures, music, documents, ideas, and interpretations that are not developed by students must be attributed to the source in your bibliography, footnotes, picture credits, music credits, or captions.
More Tools - Context, Analysis, Impact
THE HISTORY DAY SIX

Creating a Top-Notch National History Day Entry!

The most important ingredients when creating your National History Day Entry are what Iowans call "The History Day 6." Judges, teachers, and members of the audience will be most impressed if they see that your entry demonstrates these six critical factors.

1. Analysis & Interpretation. One of the most crucial features of a good National History Day entry is also one of the most commonly forgotten: Analysis and Interpretation. Through your presentation, written materials, and answers to questions, you should show your judges that you have developed your own conclusions about your historical topic. What is the main argument that you want to make in your presentation? How are your thoughts about the subject distinct from those of primary observers or other historians? Use the rest of the History Day 6 in order to show your analysis and interpretation.

2. Significance & Impact. You can demonstrate high-quality analysis and interpretation by paying close attention to the significance and impact of your topic in history. Make sure that your entry emphasizes how our lives today differ because of the action of the people you've researched? What are the long term effects of your subject in history? It is also a good idea to make significance and impact a part of your thesis statement, the main point you want your audience to take from your presentation.

3. Research. The key to any good National History Day entry is quality research. Good research is necessary before you can work on the rest of the History Day 6. Three things to remember for your research. Primary, Wide-Ranging, and Balanced. National History Day encourages students to delve into primary sources in order to draw their own conclusions from the evidence of first-hand observers. If primary source are available, then you have a responsibility to track some of them down! Depending on the topic you are researching, it is often easy to get newspapers articles from the time period or something published by the person you are studying. Oral History interviews, photographs or artifacts, diaries, letters or original news footage are other great primary sources. Be careful not to confuse primary and secondary sources!!! Wide-ranging and balanced research are also important. You need a solid base in the secondary sources before primary research will make sense. Balance is shown by demonstrating that you have researched and understand alternative perspectives (although you often will not agree with the perspectives that you find). For example, an entry related to slavery should explain why slaveholders wanted to protect their economic and social system, but you probably won't agree with their views.

4. Historical Accuracy. If you have completed detailed research, it will not be hard to make your historically accurate. But, you should be careful to avoid making hasty generalizations in your entry that aren't based on research. If you refer to other periods of time in your presentation, make sure what you say is fact, not just your assumption. Another pointer for performers, make sure your props fit the time period. Don't use a WWII military uniform for a Civil War era presentation just because it looks old!
5. Historical Context. Your presentation will have more impact on your audience if you make it clear how your topic fits into historical context. How did the political, social, cultural, and intellectual atmosphere during the time period affect your subject? Also, explain what happened before and after your subject so that we can see how your topic relates to other events history? Context is best found in good secondary research!

6. Adherence to the Theme. Your judges will assume you do not understand how your topic fits the theme unless you tell them! Even when the connection seems obvious, you should make a clear and explicit effort to tell them how. When creating your National History Day entry, remember that your job is to convince your audience that this subject is undeniably connected to the annual theme.

OTHER TIPS TO KNOCK THEIR SOCKS OFF!

- Proofread all written materials painstakingly!!! Misspellings and grammatical errors are an embarrassing and avoidable problem! After you think you’ve caught all the errors, have a parent or teacher go over the materials again.

- Do oral history interviews and interviews with historians. When you’ve completed your entry, have these people see your presentation to offer more advice.

- Present your National History Day entry to several people (including teachers, parents, historians, and other students) to get their feedback on how you could improve. Be sure to ask if there are any spots where they get confused and if they understand your main points.

- Practice your answers to judges’ questions in front of your teacher, parents, historians, or others. It will help you avoid the jitters and offer articulate and meaningful responses when the real time comes!

- Be sure to obey all general contest and category-specific rules; you don’t want to be caught with a silly rule infraction.

- Remember that content is what is most important. Don’t get carried away with glitz.

- Take a research field trip to a university library or historical society. You can also get good interviews while you’re there.

- Include in your annotation of primary materials a description of why you considered the source to be primary. It will help you avoid misplacing sources, and will help judges understand why you considered the source to be primary. (See Contest Rule Book, p. 4, for the definition of primary and secondary sources.)

- If you are working in a group, demonstrate effective collaboration. Spread the research and presentation work evenly.

- Check out your presentation site or do a dress rehearsal before the real thing. It will help you avoid last-minute catastrophes and you will appear more confident.

Finally ... Show Your Enthusiasm!!
History Day in Arkansas 2010
Historical Analysis Worksheet
Innovation in History: Impact and Change

How does __________________________ (your topic) relate to the theme?
How is the topic an innovation? (What changed because of it?)

Who were the people involved in the innovation?

What in the world/county/community changed because of the innovation?

The topic represents a change in:
____ technology
____ political thought or practice
____ social beliefs or practices
____ economic practices
____ scientific practices
____ medical practices
____ military practices
____ religious practices
____ transportation
____ other

Does your topic fit into one (or more) of these historical movements or issues?

____ war
____ women’s issues
____ revolution
____ environmental issues
____ colonization/settlement
____ democracy
____ urbanization
____ education
____ native populations
____ communism
____ political conflict
____ civil rights
____ economic change
____ human rights
____ nationalism
____ populism
____ religion
____ community building
____ expansionism
____ other
____ cultural change
____ racial integration
____ immigration
____ labor
____ Marxism
____ agriculture
____ children’s issues
____ health issues
____ socialism

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

Historical Context: What else was happening in the world at the time of your topic?

What impact did your topic have on these events?
What impact did these events have on your topic?

Change over time
   How has your topic/idea changed over time? Has it become obsolete? Is it still important?

Thesis Statement
   Your thesis statement presents your argument, or position on the research topic. It can be proven true or false. ("Civil War soldiers experienced personal conflicts about the purpose of the war.") It is not a description of your topic or an explanation of your topic. ("Civil War diaries show compromises made during conflict.") It is not a restatement of the obvious ("The Civil War was a bloody conflict.")

What is your thesis statement?

What primary source evidence do you need to prove your thesis? (List the types, not the specific documents.)
1.
2.
3.
4.

What secondary sources do you need to support your argument?
1.
2.
3.
4.
PLACING MY TOPIC IN THE BIG PICTURE – HISTORICAL CONTEXT

Main Events Which Occurred Right Before My Topic: 

Social & Cultural Climate of the Time Period: (describe)

Key People in the Time Period:

Political Climate: (Briefly describe)
Country:
World:

Science & Technology of the Period:

Economic Conditions: (Briefly Describe)
Country:
World:
Historical Questions of Impact

Imagine that your topic is a stone thrown into the center of a lake. The water ripples that surround your stone demonstrate the consequences or impacts of your topic. Whether your topic is a person, event, or idea, if it has historical significance, it will create change, both short-term and long-term, in the world around it. By demonstrating links between periods of time you provide your audience with historical perspective, or how one person, event, or idea has influence on the events that follow.

If your topic is a...PERSON

  How did [your topic]'s actions influence other people?
  How did [your topic]'s goal shift or conclude as a result of their choices?
  What were the consequences of [your topic]'s decisions and actions?
  What additional actions were caused by [your topic]'s activities?

If your topic is an...EVENT

  What was the public response to [your topic]?
  How did the people involved in [your topic] change as a result of their experience?
  How was [your topic] recorded in the newspaper?

If your topic is an...IDEA

  How did [your topic] reshape the established/accepted ideas?
  What kind of social, political, and/or cultural action did [your topic] inspire?
  Did everyone accept [your topic]? If not, how do they respond?
  How did [your topic] spread to new people and places?

Ripple Effect Example

- Rosa Parks
- Arrest
- Montgomery Bus Boycott
- Montgomery law changes
- Protest and boycotts over civil rights spread
- Martin Luther King, Jr. emerges as a leader
- Civil Rights Act of 1964
Process
Paper
HOW DO I CREATE A PROCESS PAPER?

Each entry in the Exhibit, Documentary, Performance, and Website categories must have a process paper and annotated bibliography. The process paper consists of 3 parts: a title page, a description of your research, and an annotated bibliography. The research paper category does NOT require the "research description" but does need a title page, footnotes, and an annotated bibliography.

Title Page

The title page should ONLY include:
- title of entry
- name of student or students
- category
- division (Junior or Senior)

Research Description:

The research description is no more than 500 words and should describe how you researched and developed your project. When writing your research description, you may want to answer some of the following questions:

Introductory Paragraph:
What is your project about? (Use your thesis statement)
How did you get the idea for your topic?
How does your topic relate to the NHD theme?
Why are you participating in History Day?

Research Description:
Where did you find your research sources?
What were your most valuable sources?
How did your ideas about your topic change as you did your research?
How did you put your entry together? If on a team, how did you divide up the work?
Were there any research problems to overcome?

Concluding paragraph:
Why is it important to study your topic?
How does your topic demonstrate changes in history?
What conclusions have you drawn from your research?
What have you learned from this experience?

To see examples of excellent process papers, visit the National History Day website at: http://www.nhd.org/CreatingEntry.htm
Process Paper Notes - Max. 500 words

Par. 1: Introduction and Thesis

2. Explain why you chose your topic

3. Describe your research process

4. Detail how you selected your presentation category

5. Explain, concisely but specifically, how you created your project

6. Summary, conclusion, how project relates to NHD theme, stress short-term impact and long-term significance
Process Paper

Each entry in the Exhibit, Documentary, and Performance categories must be accompanied by four copies of the process paper. The process paper consists of three parts: a title page, research description and an annotated bibliography. Paper entries are not required to have a “research description,” but must include a title page, footnotes (or endnotes), and the annotated bibliography.

Title Page

This should include only the following (any other information will cause a loss of points!):

-- Title of entry
-- Student name/names
-- Category
-- Division (Junior or Senior)

Research Description

This is a one- to two-page description (no more than 500 words) of the ways in which you researched and developed your project. Here are the questions that you should answer and will you write this description:

How did you get the idea for this topic?
Where did you go for your research? What types of sources (newspapers, documents, interviews, etc.) did you use?
How has your understanding of this topic changes as you have worked on your research?
How did you put your presentation together? What skills did you learn?
How does your topic relate to this year’s theme?
Why is this topic important in history?

Annotated Bibliography

Put “Annotated Bibliography” at the top. Separate your sources into “Primary” and “Secondary” and list them alphabetically under these headings. Briefly describe how you used your sources underneath each entry. Be sure to write in full sentences.

Remember, a primary source is a source written or created by an eyewitness or someone who was involved with your topic at the time. If a source is only pieces or quotes of a full primary document, that source is secondary. Consult with your teacher if you are unsure about whether a source is primary or secondary.

Some more hints:

-- Write on only one side of the page.
-- Type, word-process or print the document with double-spacing.
-- Use only black or blue ink in the document. Use simple, easy-to-read fonts.
-- Staple document in the upper left hand corner; don’t use binders or any other cover!
Bibliography

Annotated
HOW TO CREATE AN ANNOTATED BIBLIOGRAPHY

The annotated bibliography is one of the most important components of a History Day project. It allows judges to see where students did their research and the annotation of the bibliographies tells judges how students used that research. Keep in mind that primary sources are extremely important in bibliographies!

The annotated bibliography should be attached to the process paper. Annotated Bibliographies should be divided into primary and secondary resources and students must annotate each source. To do that, a student should simply write a sentence or two about what information they found in the source and how they used that information beneath the citation.

Citations must follow the principles listed in one of the following style guides:

1) Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations.*
3) A word of warning- students must remain CONSISTENT in the way they cite information in their projects. It is not appropriate to use MLA in some places and Turabian in others. Students should use only one style guide.

General Rules for Bibliographies

1) Separate Primary and Secondary Sources

2) List entries alphabetically by author or editor’s last name.

3) DO NOT rely solely on internet sources. Good historical research involves looking at original primary sources and secondary sources written by authors knowledgeable about the topic.

4) If students do use internet sources, avoid Wikipedia and other similar websites. Try to look for sources that end in “.edu” or “.org”.


Compiling a Bibliography

Keep a record of all your sources and resources in a notebook or on index cards. The time spent will save headaches in developing the bibliography. You should keep the following information from each source: (If applicable)

1. Title of book, magazine, newspaper, or document.
2. Author(s), complete name(s), as listed on the source.
3. Copyright date or date written.
4. Date published for newspaper, magazine.
5. Publisher.
6. City where published.
7. Name of person(s) interviewed.
8. Date of interview.
9. List the page(s) that you actually used.
10. If you have other information, keep it. It might prove useful.

Annotations:
It is very important that you provide an annotation for each source used. An annotation describes the source and what you learned or gained from it. The annotation should also evaluate the source. The following questions may be helpful:

1. What type of reference is it? Is it very specific or a broad overview? Does it discuss just one person or just one part of an incident or topic?

2. How did you use this source in researching and preparing your entry? (BE SPECIFIC). Did you use this for your report, to write your play, display pictures, props, costumes, slides, narration, etc.?

3. How did this source help you understand your topic?

Citation Styles
Citations and bibliographic references must follow the principles in the most recent edition of one of the following reference style guides:

1. Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (University of Chicago Press).

2. The style guide of the Modern Language Association of America (MLA).

Regardless of which manual is used, the style must be consistent. The style used to write the bibliography for this manual is Turabian.
Example of a Bibliography

Primary Sources

One important document was used: part of Jefferson's letter to Livingston, America's minister to France, with instructions for negotiating the purchase of New Orleans and the Floridas. This document was placed on the project.


An historical map series with maps showing the exploration of the Mississippi River and North America in 1783, and western lands in 1802 and 1803. These maps were used on the project to show the growth of the U.S. and who claimed other parts of North America.


This website showed the original document (including Bonaparte's signature) and covering. I used this image to show the final agreement between the United States and France.


I used part of Jefferson's third annual message to Congress where he talks about the Louisiana Purchase. This helped me understand that Jefferson compromised his beliefs by using his power to make the treaties acquiring land. He would have preferred to have used the Constitution if it had had a provision for land acquisition.

Secondary Sources

This article is a pictorial overview of Jefferson's life with a brief mention of the conflict and compromise of the Constitution about acquiring property. I used three pictures from this article.


This is the first source I used to get basic information about the event and people involved.


This article was useful for the history of Louisiana. A timeline of the important events was developed from this article and placed on the project.


This book presents detailed information on the events in Spain, France, England, and America that led up to the purchase of Louisiana. This book showed me why Jefferson was concerned about who controlled Louisiana, and the effect that control had on the rest of the country.


This image showed Jefferson as a young man. I used it in the background section of his life.
6. BOOK – Single author

(Annotation) Reading this source helped me better understand __________. Fish is symbolic for __________.

6a. BOOK – Multiple authors
Last Name, First Name, First then Last name, First then Last name. Title. City of publication: Publishing Company, year of publication.

7. BOOK – Author with an editor

20. Article in a magazine (monthly)

20 a. Article in a magazine (weekly)

23. Article in a daily newspaper

26. Book or film review


27. An entire Web site


28. Short work from a Web site


32. Article in an online periodical

35. CD-ROM

36. E-mail

41. Map or chart

42. Musical composition

43. Sound recording

44. Film or video

50. Personal interview

51. Government publication

Historic site
American Red Cross, Biloxi, Mississippi. 22 Dec. 2008.
Hosting a Local Event
History Day Events

In Mississippi, there are three levels to the History Day program: local, state, and nationals.

Local History Day Events:
These events range from small exhibitions within individual schools to district-wide events. The goal here is to create recognition for the work of all participating students and to select the finalists eligible to participate in the state event, which can include every participating student. Local History Day Events usually take place in late January or early February, a few weeks prior to State Contest.

State History Day:
The Mississippi State History Day is held in late February or early March. It takes place on the campus of the University of Southern Mississippi, in Hattiesburg. The top two winners in each category are eligible to enter National History Day, with third-place winners serving as alternates. In addition, many special awards are given each year for entries in a variety of historical subject areas. For a current list of awards, contact the state coordinator.

National History Day:
National History Day is held on the campus of the University of Maryland, just outside Washington, D.C., where more than 2,000 students from around the country gather for five days to present their work. In addition to the History Day event, students have many opportunities to visit the historic sites in and around Washington. The event is usually held the second week of June. Monetary prizes, scholarships, and special awards are presented to national award-winners.

STARTING A SCHOOL HISTORY DAY COMPETITION
Starting a school History Day competition is a great way to grow the program in your city and/or county and encourage enthusiasm for history education among administrators, fellow teachers, students, and parents. A school competition also gives the students an opportunity to experience the History Day program at a local level, before advancing to district, state, and national competition.
The following suggestions are intended as a guideline for teachers implementing a school History Day Competition.
1) Contact your state coordinator. Your district state coordinator will provide you with copies of the judging criteria, judging evaluation sheets, and many other useful ideas and advice.
2) Set your competition date early. When selecting a school date, consider the date of your state competition. You will want to give your students enough time to improve their projects, based on judges’ comments.
3) Contact potential judges early. Try to solicit judges from outside your school, or at the very least, outside your social studies department. Local museum, archive, or library personnel would be great judges. Your state coordinator can also provide you some advice on potential judges in your area.
4) Prepare judging and other related materials for the competition well in advance. Be prepared for the judging process to take most of the school day, depending on the number of students participating.
Starting A School History Day

Starting a school History Day Fair is one of the best ways to encourage a History Day program. A school fair can raise student, parent, and administrator awareness and excitement for history. It will give the student an opportunity to experience History Day rules and judging while on familiar ground, and also provide them with the guidelines and time necessary to improve their entries for the regional fair. A school fair is an excellent way to publicly show the school in a positive manner, and demonstrate achievement.

The following suggestions are intended as guidelines to help teachers with preparing a school History Day. These guidelines should not be viewed as the best or only ways to institute a school History Day.

1. **Contact your State Coordinator.** Let him/her know that you want to start a school History Day. S/he should be able to provide you with copies of the judging criteria, the number of students that should graduate to the regional History Day, and other useful ideas and advice.

2. **Set the date of your History Day early.** School calendars fill quickly. See the administration early to discuss the program and possible dates. When picking a date, remember to coordinate it with the Regional Fair. You will want to give your students enough time to improve their projects as a result of the evaluations they will receive.

3. **Secure independent judges and volunteers early.** It is important, especially if awards are given, to try and solicit judges from outside the school. Historical societies and teachers from other districts or buildings are possible sources. Make sure to send the History Day rules and judging criteria to the judges early, and to have more judges than you think you will need. Many schools conduct their History Days totally “in-house” by using faculty colleagues and administrators as judges.

4. **Secure sources of funding.** Contact your principal or school business manager to ascertain whether there are funds available to support a school History Day fair. Consider costs such as printing, recognition awards and food for judges and volunteers. If additional funding is needed, contact local organizations or businesses to solicit donations.

5. **Publicize your History Day.** To publicize awareness of the school History Day, contact the local media several weeks before the event. The school newspaper, school website and district newsletter may also want to print stories about the event. Be sure to follow up on the progress of students who advance to the regional and state History Day fairs.

6. **Outside Assistance.** The more the school can involve the community, the better the chance for success. Historical Societies, civic organizations, and businesses may be willing to provide resources for awards, judges' expenses, etc. Remember, it is very important to publicly acknowledge any support received.
National History Day in Mississippi
CCHEA Local Event
Thursday, February 3, 2011
Church of the Good Shepherd
Pass Christian, Mississippi

6:00 P.M. – WELCOME!
Ms. Renee McClendon, exhibit
and performance examples:
"Give Me Liberty or Give Me Death:
Debate and Diplomacy in the Declaration of Independence"

Garrett Stone, junior individual website:
"Enola Gay"

Ailey Kirkpatrick, senior individual documentary:
"Conservatism vs. Juvenile Delinquency:
How Rock 'n' Roll 'Rocked' their World"

Brianna Stone, senior individual website:
"Transcontinental Railroad"

Hannah Young, senior individual performance:
"The Tudors' Story: A King, A Pope, and A Country"

Savannah Locklin, senior individual website:
"Before Roe v. Wade: Women vs. Women"

Beth Young, senior individual documentary:
"The Louisiana Purchase:
Doubling a Nation with the Stroke of a Pen"

Sarah Livingston, senior individual performance:
"Scottish Covenanters:
Debate and Diplomacy for Religious Freedom"

8:00 P.M. Refreshments and Fellowship

8:30 P.M. – Awards Ceremony
Judges’ Words of Wisdom * "NHD Works" Information
State Contest Reminders * AWARDS Presentation

CCHEA Students Make History!

National History Day is a highly regarded educational enrichment program in which more than 500,000 students across the United States participate each year. Mississippi’s program is small, but growing, and this is the third year that students from CCHEA are participating in this extremely challenging academic activity.

Students choose a topic related to the annual theme, 2011’s is “Debate and Diplomacy in History: Successes, Failures, Consequences”; then choose a presentation category (historical paper, exhibit, performance, documentary, website). Through the NHD program, students improve their research and reading skills, critical/creative thinking, oral/written communication and presentation abilities, as well as self-esteem and confidence – all attributes imperative for our children who will be learning, competing, communicating and working in a global, high-tech economy and society.

Students will share their projects at the State Competition at the University of Southern Mississippi in Hattiesburg on Saturday, February 26, 2011. Contestants from the top two projects in each category at State earn an opportunity to represent Mississippi at the National History Day Competition to be held in College Park, Maryland (near Washington, D.C.) June 12-16, 2011.

Special Thanks to:
- All of the students and their families for amazing extra efforts and educational risk-taking
- Church of the Good Shepherd – facilities
- Local Event Judges: Mrs. Elizabeth Green (Advanced Placement History Teacher and NHD Coach at Pascagoula High School), Ms. Heidi Battles (English teacher at Pass Christian Middle School and experienced NHD Coach)
- Lisa Kirkpatrick & Kris Locklin, event organizers
Classroom Evaluation of Student Work
History Day Agreements

Individual Contract

Name__________________________________________________________

General Topic___________________________________________________

Area of Emphasis_________________________________________________

Date Project Is Due_____________________________________________

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

Student signature:_______________________________________________

I have received the History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to enter History Day.

Parent/guardian signature:________________________________________

Teacher signature:_______________________________________________

Date:___________________________________________________________
History Day Agreements

Group Contract
(Maximum of 5 students)

Names ____________________________________________

General Topic _______________________________________

Area of Emphasis _____________________________________

Date Project Is Due ___________________________________

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Choose your groups carefully.

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

We agree to work together to complete our History Day entry. We have reviewed the History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

Student signature: __________________________________

Student signature: __________________________________

Student signature: __________________________________

Student signature: __________________________________

Student signature: __________________________________

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

Parent/guardian signature: ______________________________

Parent/guardian signature: ______________________________

Parent/guardian signature: ______________________________

Parent/guardian signature: ______________________________

Parent/guardian signature: ______________________________

Teacher signature: ___________________________________

Date: _______________________________________________
### History Day Time Management Log

Name(s):

General Topic:

Area of Emphasis:

Date Project Is Due:

<table>
<thead>
<tr>
<th>Date</th>
<th>Plans For Today</th>
<th>Tasks Completed</th>
<th>Time Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
History Day Evaluation

Every History Day category has a judging form specifically designed for that category. Copies of the judging forms may be requested from the state coordinator. Judges are encouraged to comment upon the entry and make suggestions for improvement. Each category's form is based upon the following general criteria used by all judges.

(A) Historical Quality ........................................................................................................................................ 60% of Total
1. Is the entry historically accurate and authentic, or does it have serious omissions?
2. Does the entry demonstrate a grasp of the subject within the historical context of the era? The students' knowledge and analysis should extend beyond a very narrow topic to its overall importance.
3. Does the entry provide an analysis of the historical data, or is it just a description of an event/topic? Does the entry reflect on the topic's significance in history?
4. Is there a wide use of primary and secondary sources? Is the research balanced, does it demonstrate an analysis of all points of view?
5. Does the presentation demonstrate the balance of viewpoints?

(B) Adherence to Theme ....................................................................................................................................... 20% of Total
1. Does the entry clearly relate to the History Day theme? The judges may look at the entry's content, its title, and the analysis of the topic.

(C) Quality Of Presentation ................................................................................................................................ 20% of Total
These criteria are designed for each specific category. In general the judges will look for:
1. Clarity.
2. Organization.
3. Creativity.
4. Appropriateness of historical materials, props, images, etc.
5. Presentation/performance quality.
6. Clear visuals or sound.

(D) Rule Compliance
See the National History Day Contest Guide for a complete set of rules governing History Day fairs. Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against the entry. Rule infractions should be corrected before a winning entry competes at the next level.

Classroom Assessment

The amount of work required of the student(s) participating in History Day is deserving of significant classroom credit. It is a good idea to base your classroom evaluation on the criteria utilized in History Day fairs. This evaluation will then help prepare students for these events. The following three pages are adapted and expanded versions of History Day judging forms. They are designed to allow the instructor to evaluate student work across a broad range of criteria. No assumptions are made on the method of scoring to be used in the grade boxes.

Because History Day projects are often revised as students progress through the various fairs, you may want to develop means for students to earn extra credit beyond the initial evaluation.
History Day Student Checklist

"How Am I Doing?"

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

1. I am working as hard as I can and am making excellent progress. Yes Sometimes No
2. I am about where I think I should be. Yes Sometimes No
3. I am finding it easy to locate secondary sources for my entry. Yes Sometimes No
4. I am finding it easy to locate primary sources for my entry. Yes Sometimes No
5. I understand my topic. Yes Sometimes No
6. I understand why I chose my topic. Yes Sometimes No
7. I understand the issues related to my topic. Yes Sometimes No
8. I understand the period in history in which my topic takes place. Yes Sometimes No
9. I am meeting my deadlines. Yes Sometimes No
10. I am confident I will complete my entry on time. Yes Sometimes No
11. I am working well with other members of my group (if applicable). Yes Sometimes No

Fill-in the blanks to complete the following questions.
I have read ____ background sources.
I have taken notes from ____ sources.
I have located a total of ____ sources.
I need help on__________________________
EVALUATION OF STUDENT WORK

The amount of work that goes into a History Day project is worthy of significant classroom credit for students. Teachers may wish to provide one grade for the History Day project or assign grades to individual components that correspond with the worksheets provided in this handbook. The sample evaluation form below has been created to correspond with the judging rubric created by National History Day as well as the Tennessee Department of Education Process Standards in the Social Studies Curriculum: Acquiring Information, Analysis of Data and Problem Solving, Communication, and Historical Awareness.

**Historical Quality**
(Meets Acquiring Information, Analysis of Data and Problem Solving, and Historical Awareness process standards)

*Each component worth 10 points*

- Thesis statement clearly stated
- Entry, as presented, supports thesis statement
- Shows wide reading among secondary sources to gain literal meaning
- Shows wide use and understanding of primary sources
- Recognizes author bias and distinguishes between fact and opinion
- Entry is historically accurate
- Identifies relevant factual material
- Shows analysis and interpretation of data, rather than simple statement of fact
- Places topic in historical context
- Research is balanced

**Relation To Theme and Quality of Presentation**
(Meets Acquiring Information, Analysis of Data and Problem Solving, and Communication process standards)

*Each component worth 20 points*

- Project is organized and neat
- Displays clear relation to the theme
- Demonstrates significance of topic in history and draws conclusions
- Shows creativity
- Uses wide variety of primary source material in construction to support argument

**Rules Compliance/Classroom Participation**
(Meets Communication process standard)

*Each component worth 20 points*

- Process Paper answers required questions
- Includes properly organized and annotated bibliography
- Entry meets all required category rules
- Project completed on time
- Student displayed use of communication skills with teacher and Classmates

11
### Evaluation Checklist

#### Historical Quality:

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The thesis statement is clearly stated.</td>
<td></td>
</tr>
<tr>
<td>2. The entry is organized to support the thesis.</td>
<td></td>
</tr>
<tr>
<td>3. The entry is historically accurate and authentic.</td>
<td></td>
</tr>
<tr>
<td>4. The entry displays an analysis of historical data rather than a report of the facts.</td>
<td></td>
</tr>
<tr>
<td>5. The entry demonstrates an understanding of historical data.</td>
<td></td>
</tr>
<tr>
<td>6. The list of sources consulted (bibliography) demonstrates a wide use of secondary sources.</td>
<td></td>
</tr>
<tr>
<td>7. The list of sources consulted (bibliography) demonstrates a wide use of available primary sources.</td>
<td></td>
</tr>
<tr>
<td>8. The entry demonstrates an evaluation and critical use of available resources.</td>
<td></td>
</tr>
<tr>
<td>9. The entry displays an understanding of the historical context in which the topic occurred.</td>
<td></td>
</tr>
<tr>
<td>10. The entry attempts an original historical interpretation and analysis.</td>
<td></td>
</tr>
<tr>
<td>11. The historical quality is demonstrated in the finished product.</td>
<td></td>
</tr>
</tbody>
</table>

#### Quality of Presentation:

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The entry clearly identifies the theme.</td>
<td></td>
</tr>
<tr>
<td>2. The entry uses maps, photographs, etc., to supplement the presentation where appropriate.</td>
<td></td>
</tr>
<tr>
<td>3. The entry uses a satisfactory number of primary and secondary sources to fully investigate the topic.</td>
<td></td>
</tr>
<tr>
<td>4. The bibliography is void of errors.</td>
<td></td>
</tr>
<tr>
<td>5. The bibliography is annotated to show an understanding of the sources used.</td>
<td></td>
</tr>
<tr>
<td>6. Quotation marks set off any words, phrases, or sentences that have been copied from a source, and all quotations, documents, or pictures have been footnoted.</td>
<td></td>
</tr>
<tr>
<td>7. The entry is void of word errors: Misspellings, incorrect capitalization, wrong words, poor verb usage, and omission of words.</td>
<td></td>
</tr>
<tr>
<td>8. The entry is void of sentence errors: run-on sentences, sentence fragments, misplaced modifiers, wordiness, and awkward construction.</td>
<td></td>
</tr>
<tr>
<td>9. The entry is void of punctuation errors: comma, semi-colon, colon, apostrophe, and quotation mark errors.</td>
<td></td>
</tr>
<tr>
<td>10. The entry is complete and in a final form.</td>
<td></td>
</tr>
</tbody>
</table>

#### Originality:

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The entry is original and creative.</td>
<td></td>
</tr>
<tr>
<td>2. The entry is well organized.</td>
<td></td>
</tr>
<tr>
<td>3. The entry is neat and efficient.</td>
<td></td>
</tr>
<tr>
<td>4. The entry is clear and precise.</td>
<td></td>
</tr>
</tbody>
</table>
5. The entry contains a literary and/or dramatic style that is attractive to the viewer.
6. The entry has a visual/dramatic effect which demonstrates completeness.

**Adherence To Theme And Rules:**

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The entry displays a clear relationship to the theme.</td>
</tr>
<tr>
<td>2.</td>
<td>The entry meets all required written documentation.</td>
</tr>
<tr>
<td>3.</td>
<td>The entry meets all established standards of time, space, required number of written words, etc.</td>
</tr>
<tr>
<td>4.</td>
<td>The entry is in complete and legal form.</td>
</tr>
</tbody>
</table>

**In-Class Work/Participation:**

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The individual/group displayed the use of communication techniques with each other/the teacher.</td>
</tr>
<tr>
<td>2.</td>
<td>The individual/group demonstrated a willingness to contribute his/her skills and gifts to the entry.</td>
</tr>
<tr>
<td>3.</td>
<td>The individual/group contributed the necessary amount of time and commitment required by the entry.</td>
</tr>
<tr>
<td>4.</td>
<td>The individual/group budgeted time and resources for the assignment.</td>
</tr>
</tbody>
</table>

**Overall strengths of entry:**

**Areas for Improvement:**

**Final Grade:** Superior   Excellent   Good   Needs Improvement   Score:
# National History Day Project Rubric – for Local Event Presentation

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Completed Deadlines</th>
<th>Research</th>
<th>Presentation (exhibit, paper, performance, website, documentary)</th>
<th>Process Paper</th>
<th>Annotated Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>100%</td>
<td></td>
<td>- 25 sources&lt;br&gt;- &gt; 10 secondary&lt;br&gt;- &gt; 10 primary&lt;br&gt;- &gt; 3 each: books, periodicals (newspapers and/or magazines), documents, media, interviews and/or site visits</td>
<td>- Clearly relates topic to theme&lt;br&gt;- Demonstrates significance of topic in history and draws conclusions&lt;br&gt;- Information is clearly focused in an organized and thoughtful manner.&lt;br&gt;- Presentation is visually appealing, good stage presence, creative, depending on category&lt;br&gt;- Interview is confident, shows knowledge and analytical thinking</td>
<td>- 500 words&lt;br&gt;- Includes: intro, thesis, why chose topic, how conducted research, how created project, connection to theme&lt;br&gt;- No spelling, grammatical, or punctuation errors&lt;br&gt;- High-level use of vocabulary and word choice</td>
</tr>
<tr>
<td>15</td>
<td>90-99%</td>
<td></td>
<td>- 20 sources, same ratio as above</td>
<td>- Includes all criteria, as stated above&lt;br&gt;- Information is less clearly focused and organized&lt;br&gt;- Presentation is less appealing and polished</td>
<td>- Includes all criteria, as stated above&lt;br&gt;- Few (1 to 3) spelling, grammatical or punctuation errors&lt;br&gt;- Good use of vocabulary and word choice</td>
</tr>
<tr>
<td>10</td>
<td>80-89%</td>
<td></td>
<td>- 15 sources, same ratio as above</td>
<td>- Project is complete&lt;br&gt;- Content is unfocused and haphazard&lt;br&gt;- Presentation lacks appeal and polish</td>
<td>- All criteria included&lt;br&gt;- Minimal (3 to 5) spelling, grammatical, or punctuation errors&lt;br&gt;- Low-level use of vocabulary</td>
</tr>
<tr>
<td>5</td>
<td>70-79%</td>
<td></td>
<td>- 10 sources, same ratio as above</td>
<td>- Project is complete&lt;br&gt;- Content is unfocused and haphazard&lt;br&gt;- Little appeal or polish</td>
<td>- All criteria included&lt;br&gt;- More than 5 spelling, grammatical, or punctuation errors&lt;br&gt;- Poor use of vocabulary and word choice</td>
</tr>
</tbody>
</table>
Introducing

NATIONAL HISTORY DAY!

Almost everything you need to know to get started on your History Day adventure

Tim Hoogland
Naomi Peuse
State Coordinators

National History Day in Minnesota
Table of Contents

Your History Day adventure is divided into two parts: Research and Presentation

Research

Research is the most important part of creating a History Day entry. The Research section of this guide will address these steps:

- Topic Selection
  - Selecting a Topic ................................................. 3
  - Narrowing your Topic ............................................ 3

- Finding and Organizing Information
  - Research Strategy ................................................. 4
  - Sample Note Cards .............................................. 5
  - Research Sources .................................................. 6
    - Secondary Sources ............................................ 6
    - Primary Sources ................................................ 7
  - Finding Sources ................................................... 7

- Process Papers
  - Title Page ......................................................... 9
  - Research Description ........................................... 9
  - Annotated Bibliography ......................................... 9

Presentation

Once you have completed your research you need to design an effective entry for your category.

- Presentation Options
  - Presentation Choices .......................................... 10
  - Contest Rule Book .............................................. 11
  - Paper Category .................................................. 12
  - Exhibit Category ................................................ 13
  - Documentary Category ......................................... 16
  - Performance Category .......................................... 18
  - Website Category ................................................ 19
Part One

Research

Topic Selection

Selecting a Topic

The key to an effective History Day entry is the combination of a good topic with good sources. Here are some questions to think about when you select a topic to research:

- Does it fit the theme for the year?
- Does the topic interest you? (Remember, you will spend a lot of time researching this topic.)
- Can you find sources to document the topic?
- Why is this topic important in history? (What will people learn from your presentation?)

Narrowing a Topic

A good way to choose a topic is to start with a general area of history you find interesting. This might be information you read about in your textbook or something related to family history. Once you define your interest, the next step is to narrow your general ideas into a more focused topic.

Here is an example for the theme “Rights in History.” Your group is interested in women’s history, but realizes that this topic needs to be narrowed down. Because it is an election year you decide to research “Women’s Voting Rights.” However, this topic is still too broad because you have not defined the who, where, and when for your study.

At this point one of your group members decided it would be best to focus on the women’s suffrage movement (voting rights) in the United States. After doing some research, you find out that this happened in the late 1800’s and that Susan B. Anthony was a leader. Your group decides to focus on Susan B. Anthony’s impact on suffrage.

As you work on this topic you may come up with other points for analysis, such as comparing the efforts of American women to the efforts of British women, or how Susan B. Anthony inspired local women to gain voting rights in their states and communities.

Like your topic - You will spend a lot of time with it!
Finding and organizing Information

Research Strategy

As you start to gather information it is important to have a research strategy. A good research strategy has two parts:

1. Finding sources of information

Textbooks, the Internet, encyclopedias, and other books you can find in your school library are a great place to start. Other sources of information may include city and college libraries, historical societies, national or local archives, and interviews.

2. Keeping track of notes and sources

Information is only valuable if you can record it and use it later. One of the best ways to organize your research is to use note cards. Use one set of cards to record notes and quotes that you find in your sources. Use another set of cards to record the information about your sources that you will need for your annotated bibliography.

You can buy index cards at office supply stores or discount stores. Look for the large cards (5 inches x 8 inches) that have lines for writing. You can buy more than one color to help keep your cards organized.
Sample Note Cards
Here are examples of index cards for a bibliographic entry and research notes about a women’s rights crusader from Minnesota named Clara Ueland.

Bibliography

Gilman, Rhoda R. "Northern Lights: The Story of Minnesota’s Past."

This book contained a profile of Clara Ueland and her efforts to win voting rights for women. It also described the history of the suffrage movement in Minnesota. Illustrations in this book included a picture of Clara Ueland, a suffrage poster, and a picture of women voting for the first time in 1920.

Important Pages: 171-175

Figure 2: Bibliography Card

Once you have copied down the important information about your source, you can begin to take notes. Get a new card and write a brief description of the information on the top. Write the source and page number for these notes in the upper right hand corner. In order to avoid plagiarism, make sure you note when you have copied down the author’s words exactly. In most of your notes you will paraphrase the author’s text. This means you will write down a short summary of the author’s ideas in your own words.

Stay organized by color-coding your note cards!

Use one color for bibliography cards, another for note cards, and a third (usually red) to keep track of great ideas or really important quotations.
Clara Ueland's early career and suffrage ideas

Clara Hampson Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

"For years women had said that it was only fair for them to help to make the laws that they had to obey." (Gilman)

As president of the Minnesota Woman Suffrage Association in 1914, Clara Ueland declared that, "Mothers, from the beginning, have been the force that makes for better homes and higher civilization. This concern for home should be expressed in government." (Clara Ueland)

Research Sources

When historians study a topic they try to gather a wide variety of sources during their research. Historians use sources like a lawyer uses evidence – they both need information to "make their case." But not all sources are the same.

Historians classify their sources in two categories: Primary and Secondary. History Day participants are asked to separate their bibliographies into primary and secondary sources as well. The following descriptions should help you decide how to classify your sources.

Secondary Sources

Secondary sources are usually published books or articles by an author who makes a personal interpretation about a topic based on primary sources. The writer is not an eyewitness to, or a participant in, the historic event. Most library books are secondary sources, as are encyclopedias and websites. Secondary sources are useful because they provide important background information about your topic. The footnotes and bibliographies of secondary sources will also lead you to primary sources.

Another thing to remember is that the "facts" of history can be interpreted many ways. Many secondary sources will present different ideas about the same topic. Just because someone has written a book does not mean that his or her interpretation is the only correct view. Use your research to draw your own conclusions.
Examples of secondary sources:
- Biographies
- Books about the topic
- Encyclopedias
- Articles about the topic
- History textbooks
- Media documentaries
- Websites
- Interviews with scholars

**Primary Sources**

Primary sources are materials directly related to a topic by time or participation. They **provide a first-hand account about a person or an event because they:**

- Were written or produced in the time period you are studying.
- Are eyewitness accounts of historic events.
- Are documents published at the time of specific historic events.
- Are later recollections by participants in historic events.

Examples of primary sources include:
- Diaries
- Manuscript collections
- Interviews with participants
- Autobiographies
- Newspapers from the era
- Historic objects
- Government records
- Letters
- Photographs
- Original film footage
- Music of the era

**Finding Sources**

The best place to begin your search for sources on your topic is in your school or local library. An encyclopedia is a good place to find basic information about your topic, and the articles usually list books for further reading. Searching the Internet may also lead to some primary and secondary sources. It is important to find other sources of information and not depend exclusively on encyclopedias and the Internet. One of the best resources for finding information on your topic is a **LIBRARIAN or MEDIA SPECIALIST.** Librarians and media specialists are professional information-gatherers and are very helpful in suggesting ways to go about your research.

You will also discover that the first few books you find will also help you in your search. Books containing footnotes or a bibliography can provide you with listings of many other sources, both primary and secondary, relating to your topic. Be sure to write these listings down in a notebook so that you can try to find them later.

Once you have collected the basic information and sources on your topic, you may want to try to locate some unique sources. At this stage in your research you will be looking for primary sources. Here are some places to go:
Municipal, County or College Libraries

Municipal, county and college libraries have many more resources than school libraries. These libraries are especially helpful because they have primary sources (such as old newspapers) on microfilm that you can use there or make copies to take with you. If you cannot check out books, be sure to bring money for copying!

Historical Societies

If your topic is on Minnesota history, a historical society may be helpful. State and local historical societies specialize in collecting information about Minnesota and local communities. Letters, diaries, photographs and documents are examples of the many materials available for your research. There may be special rules on how you may use these materials. It is best to check the MHS library website first to learn if the society’s collections include information about your topic and to understand the rules for using the collections.

Interviews

If people connected to your topic are still living, you can conduct oral history interviews with them. Contact your interview subject to set up a time and place to meet. Write your questions in advance and be prepared to take notes or record the interview. If you cannot meet in person you can send them questions in the mail, by e-mail or over the phone.

Using the World Wide Web for History Day Research

The Internet is an extraordinary resource for research of all kinds – including History Day. The Internet provides several advantages to web-savvy students, but it is not the answer to all your History Day research challenges. A good place to start your online research is the links page of the Minnesota History Day website: www.mnhs.org/historyday.

What the Internet can do for you...

- Along with reference books at your school library, the Internet is a great place to start your research. Use Internet searches to find basic information about your topic – or even to help you narrow down a topic.

- The Internet can even make your research trips to libraries more efficient! Because many libraries provide online access to their catalogs, you can save valuable research time at the library by finding the library’s available resources before you go.

- There are a growing number of sites that provide web access to primary sources. Once you narrow your topic, check to see if there are any primary sources available online.

Caution! Caution! Caution!

- Beware of questionable Internet sites—remember, anyone can post information on the web! A site hosted by the Library of Congress is more likely to have accurate information than a site hosted by “Jane the Civil War buff.” Evaluate the authenticity of Internet sites just as you would other types of sources.

- Only a small percentage of source material is available on the Internet. Online research should be done in combination with more traditional historical research, not instead of it.
Process Papers

Students producing entries in the exhibit, documentary, performance and website categories* must also write a Process Paper. This paper introduces your topic, explains how you developed your entry, and documents your research. It is important to do a good job on this part of your entry because it is the first thing that people look at when evaluating History Day entries. The process paper contains three parts: the title page, the research description, and the annotated bibliography.

*The research paper category requires a title page and annotated bibliography, but does not include a research description. See the History Day Contest Rule Book for complete details.

Title Page

The title page includes the title of the entry, name(s) of the student(s) who developed the entry, and the age division and category of the entry. Do not include any additional information or illustrations on the title page. It is important to come up with a good title for your entry. A good title will quickly introduce your topic, but it is also important to add wording that helps the viewer understand your point of view. It also helps to include some ideas from the theme in your title.

For example, a title for an entry about Clara Ueland could be:

A Force for Higher Civilization:
Clara Ueland and the Fight for Women’s Voting Rights in Minnesota

This title explains the topic and also gives a sense of the argument that Clara Ueland and other suffragists used to argue for their right to vote.

Research Description

The research description is not a summary of the topic, but an essay that describes the process of how the students developed the entry. Students are to use 500 words to explain how they selected the topic, conducted the research, and developed the entry. The research description should conclude with a paragraph describing how the topic fit this year’s theme and why it is important in history.

Annotated Bibliography

A bibliography is an alphabetized list of the sources used in developing a historical project. An annotated bibliography not only lists the sources, but also gives a short description of each source and how you used it in your entry. A History Day bibliography should be separated in to primary and secondary sources. For guidelines on bibliographic style refer to A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian, or the style guide of the Modern Language Association of America (MLA).
Part Two

Presentation

The second part of this guide offers suggestions on how to present your research in one of the following History Day categories:

- RESEARCH PAPER
- EXHIBIT
- DOCUMENTARY
- PERFORMANCE
- WEBSITE

Remember, the research paper category is only open to individual entries. Exhibits, documentaries, performances, and websites may be created as individual or group entries. The suggestions presented here are not complete. These ideas are only a starting point, and you are encouraged to create your own strategies for developing contest entries.

Presentation Choices

Every History Day student must answer the following three questions:

- What topic should I investigate?
- Should I work alone or in a group?
- What category should I present my research in?

Suggestions for selecting and narrowing topic ideas can be found in the Research section of this guide. Working alone or in a group and selecting a category in which to present your research are presentation choices. Below are some suggestions to help you make these decisions.

Working Alone or in a Group

When determining to work alone or in a group, think about the following points:

Working alone
There are some advantages to taking your History Day journey on your own. Working alone is less complicated and presents fewer potential distractions than you might encounter in a group. There is no confusion over who is responsible for meeting deadlines and completing your project. With no one else to depend on, the success or failure of your History Day project is your own. This situation can be very rewarding.
Working in a group
Becoming part of a group has some distinct advantages. You and your fellow group members can share the work associated with a History Day project. Because each member brings a different set of skills and interests to the group, the combination can result in a History Day project you can all be proud of. From deciding who will do what and agreeing on the interpretation of your research, to big-picture design decisions, your History Day journey will be one of compromise.

Be careful when choosing your group members. Remember, working with your best friend is not always the best idea. When selecting group members ask yourself the following questions:

- What type of people enjoyed working with me in the past?
- What type of people do I like to work with?
- What qualities make someone a good group member?
- What traits in people do I want to avoid when picking my partners?

Choosing a Category
When selecting a category it is important to consider the following:

- Which category best fits your interests and skills (or the talents of group members)?
- Will you have access to the equipment or materials you need to present your entry? (This is especially important for documentaries and websites!)
- Does your research fit one category better than another? (For example, do you have enough pictures for an exhibit?)

Once you have selected a category, try to look at examples created by other students. This may help give you ideas about the best way to present your topic. Your own creativity, in combination with good research, will make your presentation stand out.

The History Day Contest Rule Book
After choosing your category be sure to consult the History Day Contest Rule Book for complete information on the rules that relate to your entry. The Contest Rule Book will also describe the judging criteria for evaluating History Day entries. Your teacher may be able to supply you with a Contest Rule Book, or you can download one from our website. Go to www.mnhs.org/historyday and click on the Students page.
Research Paper Category

The process of the research paper is similar to the writing of articles and books by college professors. Throughout your schooling, you will be expected to write research papers.

A research paper requires three basic steps.

1. Collection of information
2. Organization of information
3. Presentation of the topic in an interesting way

There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin. Ask your history or English teacher to suggest some useful guides. Here are some of the most common questions about research papers:

What is a footnote?

Footnotes are explanations provided by writers about ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as "evidence" in support of your ideas. Usually footnotes occur in three situations:

1. Quoting a Primary Source -- An example of this would be including a selection from a speech or interview.
2. Quoting a Secondary Source -- If you take a direct quotation from someone’s book, you must footnote it.
3. Paraphrasing a Secondary Source -- Even if you change an author’s ideas into your own words, you must footnote where you found this information.

How long does this paper have to be?

History Day papers are 1,500 to 2,500 words in length (approx. 6-10 pages). Each word or number in the text counts as one word. The word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental appendix materials.

Must the paper be typed?

No, but typing is always best, and you may have someone type your paper for you.

Be sure to refer to your Contest Rule Book for more information about title pages, footnote style, and entry requirements.
Exhibit Category

Exhibits are designed to display visual and written information on a topic in an easy-to-understand and attractive manner. They are similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

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

Word Limit
There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video or computer files) or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words. If you use a media device, you are limited to three minutes of audio or video.
Common Exhibit Types

Three-panel Exhibit

The most common form of exhibit entry is a three-panel display similar to the illustration at right. This style is the least complicated to design and build, but is still a very effective way to present your information. Here are some tips for this style:

- Be sure your title is the main focus of the center panel.
- Also use the center panel to present your main ideas.
- Remember that you read from left to right, so your exhibit should be in chronological order, beginning with the left panel.
- Artifacts or other materials may also be placed on the table between the side panels. Make sure they relate directly to your topic.

Three-dimensional Exhibit

A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.

Be sure to design your exhibit so people know where to begin reading.
Labeling

The labels you use for your title and main ideas are very important because they direct the viewer's eye around your exhibit.

One way to make your labels stand out is to have the writing on a light-colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Black lettering makes your labels easier to read. Photographs and written materials will also stand out more for the viewer if you put them on backgrounds as well.

Make sure the font size increases as you move from text, to subtitles, to main titles!

Exhibit Design

Although you will be able to answer questions about your exhibit during the initial judging, a successful exhibit entry must be able to explain itself. It is important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

It is always tempting to try to get as much onto your panel boards as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your project boards. Clarity and organization are the most important goals for a project.

Sometimes "less is more" for an effective exhibit design!

Be Careful of Clutter!
If your exhibit panels look like this – they are too cluttered!
Documentary Category

The documentary category allows you to create a ten-minute film like the ones on PBS or the History Channel. Two popular technologies used in the documentary category are: computer-generated slide presentations and digital video presentations. Whichever technology you choose, keep the following pointers in mind:

- Make a storyboard of the types of images you want to use to explain your topic.
- Collect a large number of images to avoid too much repetition.
- Use appropriate music as an important addition to your recorded script.
- Write your script or narrative first and then add images.
- Make sure that the script fits with the image on the screen.
- Preview early and re-edit at least once.

Computer-generated Slide Presentations

Many students are using computers to develop slide-show documentaries. Computer slide-show software programs, such as PowerPoint, provide excellent tools for combining the audio and visual aspects of a documentary. When using computers to develop slide shows, don't rely on screen after screen of text to tell your story. Images driven by a recorded audio track are much more effective than bullet points or text pages. If you plan to run your slide show from a computer, be sure to bring all the necessary equipment with you to the History Day event; the room you will be judged in will not have a computer or projector for student use. Many students record their computer presentations on DVD to show at History Day events.

Video Presentations

The availability of home video cameras and easy-to-use digital video editing computer software, such as iMovie or Windows MovieMaker, has increased the popularity of this category. Here are some suggestions for video entries:

- Remember -- a student must operate the camera and the editing equipment.
- Be sure to draw up a storyboard of the scenes you will be shooting. This will keep you organized.
• Try to present a variety of panning shots, interviews, original footage, and still photographs.
• Keep track of your scenes in a notebook to make editing easier.
• Appropriate music is an effective addition to your soundtrack, but remember that the music must match your presentation. Do not let it overshadow the verbal presentation.
• Watch professional documentaries for ideas.
• At events, be sure to test the available equipment so that your DVD works correctly.

Storyboards

Regardless of what type of documentary you decide to create, a storyboard is a great tool that helps you combine the audio and visual elements of your project.

You can make a storyboard form by creating a three-column table similar to the one shown on the right. Label the columns Notes, Visual and Audio. Use the Visual and Audio columns to match your narrative with the images you intend to use to illustrate your points. Use the Notes column to add any information about the section that will help you during the production stage. Having your script, images and notes organized into a storyboard will save you valuable time when you get to the production stage of your documentary adventure.

### Media Storyboard Form

<table>
<thead>
<tr>
<th>Notes</th>
<th>Visual</th>
<th>Audio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location Shot.</td>
<td><img src="image1" alt="Visual Image" /></td>
<td>On September 23, 1862 the Battle of Wood Lake...</td>
</tr>
<tr>
<td>Long shot, no pan</td>
<td><img src="image2" alt="Visual Image" /></td>
<td>Marked the end of organized warfare by the Minnesota Sioux.</td>
</tr>
<tr>
<td>Insert still at the wood “marked”</td>
<td><img src="image3" alt="Visual Image" /></td>
<td>On September 26, 1862, the Sioux surrendered their captives at Camp Release, near present-day Moundridge, Minnesota. When the killing had ended, the war left hundreds of Indians and whites dead and countless wounded. It was the beginning of the end for the culture of the Sioux tribe, and there would be no more compromises.</td>
</tr>
<tr>
<td>No pan on still</td>
<td><img src="image4" alt="Visual Image" /></td>
<td>“The whites were certainly winners, because the Sioux were expelled from Minnesota, and only a rather small number of them were allowed to come back to Minnesota afterwards. Their lands were lost. Their annuities were taken from them. So they were definitely the losers in that war.”</td>
</tr>
</tbody>
</table>

*Professor Mayer*
Performance Category

The Performance category allows you to create a historical play. Entries in this category must have dramatic appeal, but not at the expense of historical information. Creativity is the key here, and students must make effective use of their ten-minute time allowance. Innovative performances have made this category the highlight of many History Day competitions!

Here are some suggestions:

- Do good research first, don’t jump right in and start writing a script. Take time to brainstorm about general ideas and the ways they might be presented.
- When you do write your script, make sure it contains references to the historical evidence, particularly the primary source material you found in your research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways to put historical detail into your performance.
- Be careful of presenting an oral report on a character that begins with when they were born and ends with when they died. Become the historical figure and write your script around an important time or place that will explain your ideas.
- Don’t get carried away with props! Content is the most important factor and any props you use should be directly related to your theme. Props should help you to emphasize the key concepts of your performance. Remember, you only have five minutes to put up and take down your props.
- Good costumes help make you convincing, but be sure they are appropriate to your topic. Consult photographs or costume guides if you are unsure about appropriate dress.
- See examples of historical plays to get ideas about stage movements, use of props, etc.
- Practice! Practice! Practice!
Website Category

The website category allows you to create an interactive, educational site similar to those on the Internet. The keys to the website category are clear movement from page to page, simple navigation tools to lead the viewer on the path you have chosen for your website, and interactivity without glitz.

Here are some suggestions:

- Do good research first; don’t start building pages right away.
- Map out your pages and navigation before you start writing code or designing pages in a web-design program. Determine how you want viewers to navigate through your website and then draw a diagram that maps out each page’s location within the site.
- Make sure that you create a toolbar that allows viewers to move from page to page. It is a good idea to have a button on every page that will take viewers back to the homepage.
- Use sharp, high-quality images and clear audio or video, but be aware that you have a size limit of 100 MB of file space, so don’t use files that are too large.
- Do not use any external links. Also, beware of using too many fancy transitions, moving clip art or flashy colors. The key to effective websites is readability!
- If you use multimedia clips or images of primary sources within your website, use the ones that relate most directly to your argument. Using too many clips or large images can take up file space and can make it more difficult to view your site.
- Use your 1,200 words wisely. Websites that are too text-heavy are difficult to read. Make sure that you are spreading your words across a variety of pages. Including primary source quotes is also a good idea.
- After your website is built, be sure to test it on a number of browsers (Internet Explorer, Safari, Firefox) to ensure that all viewers can see it, no matter which browser they use.
- History Day participation does not mean live publishing due to copyright regulation. Be sure to select a program that allows you to transfer your website to a disk.
State & National Competitions
IT'S COMPETITION TIME!! HOW TEACHERS SHOULD PREPARE FOR THE DAY OF COMPETITION

1) Review the packet of information, or e-mail, that was sent to you by the competition officials. This will contain competition information, maps, instructions, parking information and passes, etc. These will be crucial to you when you arrive. Most questions you will have can be answered by this material.

2) Take the packet of information that was sent to you by the competition officials with you as you travel to the competition.

3) Make sure students have extra copies of research papers or process papers and annotated bibliographies. In the exhibit, documentary, and performance categories, students should have at least 3 copies of process papers and annotated bibliographies.

4) If students are competing in the documentary category, it doesn’t hurt to have a backup method, such as a personal laptop for showing their documentary in the event that their disk is not compatible with the equipment located at the contest facility.

5) Distribute the checklist on the next page to students so that they are prepared for the competition as well.

6) Encourage, or better yet require, your students to support their NHD teammates by attending performance and documentary presentations. Maybe a type of ‘scavenger hunt’ can be prepared by the teacher, so students stay engaged during the competition time. There is always a lot of ‘wait time’, so take advantage of it to learn from other NHD students.

ARRIVING AT THE COMPETITION

1) Once you arrive, go to the registration desk and check in. Here you’ll find project entry numbers, judging times, judging locations, and any other instructions competition officials may have for you. If students are meeting you at the competition, direct them to check in at registration.

2) Please be patient - - it is a busy & can be a nerve-wrecking day for everyone.

3) Help students find their assigned room. Students may be spread among different buildings at the competition location.

4) Encourage students to arrive at their scheduled room at least 30 minutes before their scheduled interview time.

5) Make sure the students are prepared to answer questions about their research! See information on judging criteria provided in the ‘NHD Contest Kit’.
COMPETITION DAY CHECKLIST FOR STUDENTS
Use this checklist to help you prepare for the day of competition. You will need these items during the event.

☐ Do you have extra copies of your project if needed? Be sure to bring an extra copy of your documentary, performance script, website, or research paper in case of a problem.

☐ If you are in the exhibit, performance, or documentary categories, do you have the required four copies of your process paper and annotated bibliographies? Do you have extras in case you lose one? If you are part of a group, are you sure that your team member is bringing copies of these items?

☐ If you are in the research paper category, do you have extra copies of your materials for you to consult during your interview?

☐ Do you have all your props and the extra tools you need to successfully set-up your project? (Extension cords, tape, performance props, costume pieces, etc.)

☐ If you are competing in the documentary category, it doesn’t hurt to have a backup method, such as a personal laptop, for showing your documentary in the event that your disk is not compatible with the equipment located at the contest facility.

☐ Do you have cash on hand for lunch?

☐ There may, or may not, be a place for students to simply ‘hang out’ at the contest. Take advantage of the free time to support your teammates, watching the documentary and performance presentations, or viewing the amazing exhibits.
Final Notes for State History Day Contest
Saturday, February 26, 2011

REGISTRATION: 8:00 – 8:45 A.M. -- Please allow extra time for unloading projects and parking -- there will 250-300 people in attendance at the contest, mostly all new to the event, and very little parking -- as is typical for college campuses. Competition will run at 9:15 A.M. -- Noonish. Quiz Bowl approximately 1:00 P.M., Awards 1:30 P.M., and National Qualifiers Meeting 2:00 P.M. Please plan to spend your day supporting your CCHEA teammates, or checking out other students' projects.

MAKE A PACKING LIST AND CHECK IT THRICE!! Please do not think you can wake up early on Saturday morning, and successfully gather everything you need. If you are not sure what you might need, please e-mail me your packing list, and I will give you feedback.

DRESS UP (no costumes for anyone except performers): Please dress up, like you would for church or a professional job/scholarship interview. If you prefer, you may bring more comfortable clothes to change into after your project presentation/interview. You will be receiving your NHD/MS t-shirts when you check-in at registration.

BE: at your presentation site at least 30 minutes ahead of time. Introduce yourself, smile, and shake the judges’ hands as you hand them your title/process/bib copies. After interview, smile, and say thank-you to your judges.

From Dr. Bowersox, NHD in MS State Coordinator: Hello all, The much anticipated parking information is now up on the NHD in MS website at
http://www.usm.edu/history/NHD/How_to_find_us.html

Simply put, you can unload at the contest site and then park more or less wherever you like. There are no Student/Faculty/Etc. zones except where it says Reserved or Tow Zone. Large vehicles can park in the Theater and Dance lot. But all this is on the website.

We're still working on the program for precise times, but what won't change is that you all need to be here between 8:00 and 8:45am.

Especially for those with exhibits, please allow time to get set up before the judging officially begins at 9:15am. Also, while we'll have some equipment, if you'll need to plug something in, bring an extension cord just in case we run out. If you'll need any props like a music stand, etc., please be sure to bring them with you. I can't guarantee that we'll have what you need. We will have projectors, screens, DVD players/computers, and judges.

As soon as the program is complete, I'll post it on the website and email it to the listserv.

When I receive program, I will forward it on to you, e-mail.

From Ms. Renee: I am SUPER PROUD of every single one of our CCHEA NHD students -- for your committed effort on your projects, as well as the very impressive results!! On Saturday, I will be stationed in the 'judges' zone', 2nd floor balcony overlooking the exhibits. There will be a computer for students/adults to peruse web site projects, as well as historical paper entries. You may come see me, phone me, or text me at any time during the day. I will help you in any way that I can! 228.363.0940 Will be in Hattiesburg, overnight, on Friday.

GOOD LUCK, but mostly,

HAVE FUN sharing your awesome projects & seeing other students’ work!!
Good Luck at State History Day
from Ms. Renee!!

Celebrate the amazing learning you have accomplished

Have fun presenting your project, talking with the judges and supporting your teammates

Awards: top 2 (judges' discretion) in each category become NHD National Qualifiers + other special award$ possible

Make a 'packing list' and check it thrice - 'emergency kit' for exhibits, back-ups for documentaries, dress-up clothes for everybody

Please Prepare your Project Perfectly (practice, practice, practice) ~ you deserve to do your very best!

Incorporate help from your teachers, parents and other expert resources/mentors

Only the strongest creative academicians survive NHD participation ~ CONGRATULATIONS!

NHD has impacted your life-long learning abilities forever ~ I am very proud of you!

Seriously...don't forget to thank your teachers and parents for their support of your NHD opportunity
History Day Nationals in a Nutshell

Registration Deadline: APRIL 1, 2011 (so that alternates can be contacted, if necessary) Registration is accomplished online: fee is $90

Location: University of Maryland at College Park (near Washington, D.C.)

Schedule:
Sunday, June 12 – Registration (afternoon) & Welcome Ceremony (6:00 P.M.)
Monday, June 13: Junior Division 1st Round Competition 10:00 – 3:00
Jr. Division Finalists announced – 7:00 P.M.
Tuesday, June 14: Senior Division 1st Round Competition 10:00 – 3:00
7:00 P.M. – Senior Division Finalists announced
6:00 P.M. – Junior Division Finals
Wednesday, June 15: 10:00 – 1:00 Senior Division Finals
Thursday, June 16: 8:30 – 1:00 Awards Ceremony

Transportation: (as of 2/22/2011)
Airplane Round Trip: Gulfport to BWI (June 11-June 17) $278
Amtrak: Hattiesburg to Washington D.C. Union Station (June 11-June 18) 24-hour ride $132 (each way)
Miles Driving: Hattiesburg to D.C. 978 miles one-way, 15 hours & 31 minutes
Bus: Pascagoula High School and Gautier High School will be taking their students on a bus, as a previously planned field trip. It would be possible for the MS NHD students to get together to plan group transportation, but would need a strong leader for that task.

Housing & Meals:
Dorm: around $300, per person, for room/meals advantage: on campus for all of the events
Motels: right in College Park and nearby College Park – range from $75 - $250 per night – recommend shuttle service to the campus; taxi service is very expensive and unreliable; college has a free shuttle to the Metro Station and the Metro is a wonderful way to travel into D.C. for sight-seeing
Family/Friends/Military: many people have made housing arrangements to stay with friends, family or military housing (if family is in the military)

Sight-Seeing: Renee’s recommendation is to go a day early, and stay a day later- experiencing even a tiny portion of our Nation’s Capitol City will change forever the lives of your students and your family

Renee McClendon, NHD in MS volunteer will be serving as Mississippi’s student/teacher/parent liaison this summer at History Day Nationals. For everyone who chooses to take advantage of this once-in-a-lifetime opportunity, we will stay in contact and offer support for every step of the way. Also, I will be attending all of the MS students’ presentations & be available 24/7 at Nationals to offer support for our Mississippi NHD Group. I will be traveling Amtrak and rooming with the State Coordinator from South Dakota in a motel outside of College Park. Please contact me anytime:
cell 228.363.0940 rimccledon@cableone.net mcclendon.renee@gmail.com
As educators, we all realize and agree that what is most important about the NHD experience are the research, writing, thinking, creativity and communication skills students acquire or improve during this process. However, at the end of the day, their projects will be evaluated by judges, so here is a breakdown of the evaluation forms. In Mississippi, the same forms are used at local, state & national levels. Please see reverse for the ‘criteria training’ MS judges receive – it is a summary of training judges receive in other states, as well as at History Day Nationals.

**HISTORICAL QUALITY IS 60%**, vast majority, of the project:

- Historically Accurate – should be self-explanatory.
- Analysis & Interpretation – student has taken the viewer beyond a ‘description’ of their topic and has used real historical critical thinking/understanding to make their own examination and explanation of the topic & its ties to the theme.
- Historical Context – **super-important**, and difficult for students (even adults!) to grasp. What was the intellectual, physical, technological, social and cultural setting in which the topic was set? How did all of those other elements affect why that topic was important, and how did the topic’s significant, in turn, affect those elements? Nothing of historical importance happens in a vacuum.
- Wide Research – NHD projects are an opportunity for students to explore our ‘information age’. See research section, #8, for guidance. Recommended number of sources: 25 for locals, 50 for state, 100+ for nationals.
- Available Primary Sources – students need to DIG for those primary documents, oral history, site visits, letters, diary entries, that were ‘first-hand accounts’ of their topic & its context.
- Balance – means **balance** of primary & secondary sources, types of sources (books, periodicals, newspapers, interviews, documents, etc.), and perspectives. Important to show varied points of view.

*Tools to help students with historical quality of their projects can be found in section 10, Tools: Context, Analysis, Impact. Other resources are historians, including our amazing USM History Department Professors. Contact Dr. Jeff Bowersox to see who he recommends.*

**CONNECTION TO THEME IS 20%**

- Entry must clearly relate to the theme and demonstrate why topic is important in history. Fame should not be confused with significance. Entry should draw conclusions about the topic’s impact in history.

**CLARITY OF PRESENTATION IS 20%**

- Refers to clarity and creativity of student’s project, not necessarily jazzy bells and whistles. However, top students are capable of superior historical quality and superior production quality.
- Process paper and bibliography should also be clear, well-organized, with proper citations and annotations.
National History Day
Judging Criteria

Thank you for sharing your time, effort and expertise today. YOU are the most important factor in this event. Few students will 'win' finalist status - - - most will return home with only the positive experience they gain from your attentiveness and constructive comments.

Judging Process:
1. Give each project same amount of time and attention.
2. Review process paper and annotated bibliography (separated into primary and secondary sources) --ws projects on site
3. View project.
4. Interview students -- ask questions -- they are looking forward to telling you about what they have learned and accomplished!
   This is the students' day; please do not use this particular time to share your own accomplishments and views as a historian.
5. Projects will reflect a wide range of achievement, as they do in all states and even at the national level of History Day. You will see some outstanding projects! Please do not assume that students are incapable of this high level of work. Be positive.
   . . . use the interview period to answer any questions you may have. Likewise, assume students have put forth their best effort, and react accordingly
6. Retain a copy of process paper/annotated bibliography for reference, return to the judges’ room to discuss projects and come to consensus on evaluation. Top 2 projects in each category are 'finalists', eligible to represent Mississippi at the National History Day Event in College Park, Maryland, in June of 2011.

Historical Quality: 60% - most important factor in judging an entry
- Research, analysis and interpretation – must have clear, strong thesis & evidence to support argument
- Must be historically accurate
- Placed into historical context: intellectual, physical, technological, social and cultural setting
- Reflect historical perspective: causes and consequences of topic
- Balanced research: primary/secondary sources, types of sources, perspectives

Relation to Theme: 20% - “Revolution, Reaction, Reform in History”
- Entry must clearly relate to the theme and demonstrate why topic is important in history
- Fame should not be confused with significance
- Local history topics may not be as well-known, but my represent larger trends or events
- Entry should draw conclusions about the topic’s impact in history

Clarity of Presentation: 20% - relates to entry’s production quality
- Creativity/clarity of script, use of images in exhibit, use of music and other sounds, mastery of technical skills
- Process paper and annotated bibliography (MLA or Turabian style – key is consistency) should be clear, well-organized
- Do not be carried away by glitz -- simpler is often, but not always, better
- Originality is good -- just remember that 60% of judging is on historical quality
- Some students can accomplish both superior historical quality and superior production quality

Rules Compliance: National History Day is about learning; rules simply provide structure
*Please refer to Contest Rule Book, which states specifics of time and word constraints
*Major violations are those which give an entry a substantial advantage over others (plagiarism, significantly exceeding time or word restrictions, having unauthorized outside assistance)
*Minor violations are those which can be easily remedied and do not confer a competitive advantage (wrong type of paper, school name on title page, slightly exceeding time or word requirements)
*At all levels, if two entries are otherwise equal in quality, the entry with fewer violations should be rated more highly
<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Quality (60%)</td>
<td>Superior</td>
</tr>
<tr>
<td>• Entry is historically accurate</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Shows analysis and interpretation</td>
<td>Good</td>
</tr>
<tr>
<td>• Places topic in historical context</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>• Shows wide research</td>
<td></td>
</tr>
<tr>
<td>• Uses available primary sources</td>
<td></td>
</tr>
<tr>
<td>• Research is balanced</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Rules Compliance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintains length requirement (1500-2500 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes annotated bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS
- Strengths
- Areas for Improvement
<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUPERIOR</td>
</tr>
<tr>
<td>Historical Quality (60%)</td>
<td></td>
</tr>
<tr>
<td>• Entry is historically accurate</td>
<td></td>
</tr>
<tr>
<td>• Shows analysis and interpretation</td>
<td></td>
</tr>
<tr>
<td>• Places topic in historical context</td>
<td></td>
</tr>
<tr>
<td>• Shows wide research</td>
<td></td>
</tr>
<tr>
<td>• Uses available primary sources</td>
<td></td>
</tr>
<tr>
<td>• Research is balanced</td>
<td></td>
</tr>
</tbody>
</table>

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

| Clarity of Presentation (20%) |          |          |      |                   |
| • Exhibit, written material is original, clear, appropriate and organized |          |          |      |                   |
| • Exhibit is organized, has visual impact, correctly uses maps, photos, etc. |          |          |      |                   |

<table>
<thead>
<tr>
<th>Rules Compliance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintains size requirement (40&quot; x 30&quot; x 72&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Media device maintains time limit (3 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintains word limit (500 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes annotated bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS
- Strengths
- Areas for Improvement
### JUDGING CRITERIA
(Judging criteria are explained in the Rule Book)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>SUPERIOR</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
</table>

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

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

### Clarity of Presentation (20%)
- Presentation, written material is original, clear, appropriate, organized and articulate
- Performers show good stage presence; props and costumes are historically accurate

### Rules Compliance
- Maintains time requirement (10 minutes)
- Includes annotated bibliography
- All equipment student-run
- Other

### COMMENTS
- Strengths
- Areas for Improvement
## Judging Criteria

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

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

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

## Evaluation

<table>
<thead>
<tr>
<th>SUPERIOR</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Rules Compliance

- Maintains time requirement (10 minutes)
- Includes annotated bibliography
- All equipment student-run
- Other

## Comments
- Strengths
- Areas for Improvement
## NHD NATIONAL HISTORY DAY

### JUDGING CRITERIA

(Judging criteria are explained in the Rule Book)

### EVALUATION

<table>
<thead>
<tr>
<th>SUPERIOR</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
</table>

### Historical Quality (60%)

- Entry is historically accurate
- Shows analysis and interpretation
- Places topic in historical context
- Shows wide research
- Uses available primary sources
- Research is balanced

### Relation to Theme (20%)

- Clearly relates topic to theme
- Demonstrates significance of topic in history and draws conclusions

### Clarity of Presentation (20%)

- Web site, written material is original, clear, appropriate, organized and articulate
- Web site has visual impact, uses multi-media effectively and actively involves viewer

### Rules Compliance

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
- Maintains word limit (1200 words)
- Maintains size limit (100 MB)
- Multimedia clips maintain time limit (45 seconds)
- Includes annotated bibliography
- Other

### COMMENTS

- Strengths
- Areas for Improvement