NHD
NATIONAL
HISTORY DAY®

Wisconsin National History Day Learning Guide

WISCONSIN
HISTORICAL
SOCIETY

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Planning for NHD

Welcome to National History Day!

Dear Parents,

Your young historian is about to embark on a challenging, exciting, and rewarding learning experience - **National History Day**! National History Day is a year-long research program that was developed at Case Western Reserve over four decades ago. The goal of the program is to have students actively involved in the study of history through deep research and interpretation of primary and secondary source material. Students select a topic related to a yearly theme, complete deep research on the topic, and create a project in one of five possible categories that demonstrates their support of a historical argument. The project is student centered, as your student chooses a topic of interest, decides to work alone or collaborate with a group, and determines the final project format. Throughout the project, students will strengthen skills that will help them flourish in our democratic society, including organization, critical analysis, writing, and presentation. The program is also a contest, with competitions at the regional, state, and national level. As an example of performance based learning, the program is without comparison in the area of secondary history. The program corresponds to Wisconsin State Standards in Social Studies, the National Standards in History, and the examples developed by the National Council for Social Studies.

This year, your young historian will be selecting a topic related to the theme of "_____". Students are already discussing some exciting topics, and they will soon formalize their topics. From there, we develop questions, plan investigations, collect sources and take notes. As students research, they will take notes from both primary and secondary source material. As research progresses, students will develop a thesis that is central to their research. The manner of presentation of the thesis and research is up to the students, as they can select from a written paper, a dramatic presentation, a video documentary, a museum exhibit, or an interactive website. While the project seems large and daunting, we will attack the challenge in steps, offering feedback along the way.

Students may work in small groups if they choose to do so, but this choice is entirely up to them. Each student should consider the pros and cons of working alone and with a partner. We will give some guidance in this area in school, but you definitely want to chat with your young historian about their choice.

National History Day provides excellent online resources for students, as does the Wisconsin Historical Society, the Wisconsin Department of Public Instruction, and our school. Students can also visit a public library and possible archives that support their topic.

The fun doesn't stop in the classroom. Students will present their research in school on _____. Following our school exhibition, selected students will be able to present their research in the regional National History Day competition at _____ on _____. Judges will evaluate student entries and honors are awarded to the top three entries in each category. Those entries also qualify for the state competition in Madison in April. The contests are exciting for the students - and parents!

How can you help in this exciting program? Support your young historian! Please check out NHD.org to familiarize yourself with the project and competition. You may be interested in checking out the evaluation of the NHD program called Why NHD Works. It's pretty impressive.

We look forward to guiding your young historian in this fantastic program. Thanks in advance for your assistance and support. Please let us know if you have any questions!

Sincerely,

The NHD in Wisconsin Team
historyday@wisconsinhistory.org

Teacher name(s) _____

Contact information _____

WISCONSIN HISTORICAL SOCIETY

Dear Educational Community,

This year students will be completing a National History Day project. As this is a lengthy project that can become student's focus for a couple months leading up to the competition, it is helpful to understand the value and importance of this work.

National History Day is much more than an academic competition. NHD provides an opportunity for students to select a topic of interest to them. Once decided upon, students conduct extensive research related to the topic and its historical context. Students use their research to develop a thesis and historical argument. In addition to choosing their topics, students then decide how they would like to present their topic. Presentation categories include Documentary, Exhibit, Performance, Website, and Historical Paper.

This endeavor requires students to deepen their research skills. They must learn to identify and evaluate primary and secondary sources, including identifying source biases and how those impact what information is presented and how it is presented. Students then must bring all the information they have gathered together to make a cohesive historical argument that goes beyond a recitation of facts. The historical argument makes the case for why the topic matters and how it has impacted us today. This process requires students to connect the importance of learning history to understand the world in which they live.

National History Day is a challenging undertaking which requires students to develop and hone all the 21st century skills that help them to become successful adults in the world. From collaboration to research skills, to perseverance and problem solving, students will develop these skills by completing a National History Day project with the support provided through our school.

If you would like to learn more about the project and support, please access the Wisconsin Historical Society National History Day website and the National History Day website.

Self Reflection

You are about to embark on a research journey fraught with many challenges. Take this quiz to decide the best path for your tasks ahead. Answer the Yes or No questions below as HONESTLY as possible. Circle the letter(s) in the column that best suits your answer. At the end, add up how many you have of each letter.

	Yes	**No**
1. I have really strong opinions and won't be happy unless my ideas are always followed.	A	B
2. I love to uncover secrets no one else knows about.	E	F
3. I love looking at photos and watching videos.	C	D
4. I love to work with other people and share in group experiences.	B	A
5. I would rather decode ancient mysteries than spend time on YouTube.	D	C
6. I hate when other people have the same ideas as me.	E	F
7. When things get tough, I just quit.	B, C, F	A, D, E
8. My perfect day would be spent somewhere quiet, by myself.	A	B
9. I really like to talk to older people about their memories and experiences.	C	D
10. I like to do things with other people because they often have ideas I wouldn't have thought of on my own.	B	A
11. When I can't figure something out, I'm motivated to try harder.	A, D, E	B, C, F
12. I want to be able to find sources really easily.	C, F	D, E
13. When I have the option, I would rather spend my time with other people.	B	A
14. I really want to tell a story no one has ever heard before.	E	F
15. I hate being paired up with other people to accomplish a task.	A	B
16. I want this project to be as easy as possible.	C, F	D, E

17. I am fascinated by unusual and unfamiliar things.	D, E	C, F
18. I hope my NHD research will help me explore local historic sites and local research archives.	E	F

Add up how many you circled of each letter:

A. _____ B. _____ C. _____ D. _____ E. _____ F. _____

Which score was higher **A or B**	**A:** You are clearly an independent spirit. While you likely have close friends you enjoy spending time with, things are easier when you can make your own plans and set your own rules. NHD is a BIG project that requires a lot of decisions. You might be happier if you are allowed to chart that path alone. *Consider working on a project in one of the individual categories.* **B:** You clearly know that more hands make the load lighter and have experienced what can be accomplished when you work as a team. NHD is a BIG project that can be easier when the work is shared. Make sure you come prepared to navigate disagreements and make compromises, but with a little effort *you might have more fun working with one or more teammates in a group category.*

Which score was higher **C or D**	**C:** All NHD topics should be at least 20 years old or older - this makes it historical [providing an opportunity for reflection on impact and change]. However, more "recent" historical events, within the last hundred years or so, come with many advantages. Moving images, photography, and even drawings in newsprint are fairly new technologies that are only available with younger topics. You are also more likely to find living witnesses. *A more recent historical topic might make this journey more fun and interesting for you.* **D:** You sound ready to dig deep. If you hope to uncover truths long forgotten or search for buried treasures, NHD is your chance to chart your own path. Ancient civilizations or other distant pasts - the sky's the limit for you. The older the topic, the harder it is to find primary sources or living witnesses, but if you have a passion for the topic and a willingness to work hard, the results can be very rewarding. *A topic of any age will suit your journey ahead!*

Which score was higher **E or F**	**E:** You clearly have a passion for the road less traveled. The opportunity to share a little-known story can be more challenging to research but very rewarding. There are a couple of great ways to find little known topics. First, think local. While these might be familiar in your area, few outside your community will be aware of this local story. You can also look at an individual's experience or a smaller/more narrow aspect of a well known story to find a new angle. International topics are another great way to uncover something less familiar to the average American. *If you love to surprise people with information they have never learned, a unique topic will serve you well.* **F:** It sounds like you wouldn't mind a little help to get started on your NHD journey. Selecting a well-known topic that is new to you comes with many advantages. Popular topics are already written about by multiple authors giving you several research leads and some helpful guidance. Libraries may have created collections that make looking at the topic from multiple angles with a variety of sources much easier. And, it gives you an opportunity to become an expert on an important topic. *If you don't mind a little help and lots of options, a familiar topic is a great place to start.*

NHD Group Contract

After careful consideration and discussion with each other and our parents, we will complete a group entry for National History Day for 2024. We realize that we will need to work closely together in the research, development, and creation of our entry. TO be successful, we all agree to the following:

- All members are committed to the success of the project and will support one another.
- All members of the group will maintain open and respectful communication.
- All members will contribute to the various aspects of the project, including research, project creation, and the development of the annotated bibliography and process paper.
- All members will adhere to agreed-upon meetings and deadlines.

Finally, we realize that we will receive a group assessment on this project, and allowances will not be made if one or more members does not fully participate.

Student name _____ Student signature _____

Student name _____ Student signature _____

Student name _____ Student signature _____

Student name _____ Student signature _____

I have received the parent information regarding National History Day and have reviewed the general overview of the project. I understand that my young historian has chosen to complete a group research project.

Parent(s) name _____ Parent(s) signature _____

Parent(s) name _____ Parent(s) signature _____

Parent(s) name _____ Parent(s) signature _____

Parent(s) name _____ Parent(s) signature _____

Parent(s) name _____ Parent(s) signature _____

Possible NHD Grading Criteria

There are multiple ways to assess a student's National History Day project. In addition, different districts have different grading policies, so pick and choose the strategies that work best for you and your students.

Connections between NHD and the Wisconsin Standards for Social Studies:

First, consider the strong connections between the NHD project and the Wisconsin Standards for Social Studies.

Wisconsin Standards for Social Studies	***NHD Tasks***
Inq1.a: Develop questions based on a topic	Writing research questions
Inq1.b: Plan an inquiry	Writing research questions Research process - finding sources
Inq2.a: Gather diverse sources applicable to the inquiry	Research process - finding sources Source analysis
Inq2.b: Evaluate sources	Research process - finding credible sources Annotation - determining the usefulness of a source
Inq3.a: Develop claims to answer an inquiry question	Writing a thesis statement
Inq3.b: Cite evidence from multiple sources to support a claim	Source analysis Using sources to support the thesis statement
Inq3.c: Elaborate how evidence supports a claim	Revising thesis statement Annotation - determining the usefulness of a source
Inq4.a: Communicate conclusions	Compiling the project to prove the thesis Presenting the project in the interview

Inq4.b: Critique conclusions	Annotation - determining the usefulness (credibility) of a source
Hist1.a: Cause Hist 2.c: Contextualization	Determining the context/causation of the topic
Hist1.b: Effect Hist2.a: Patterns stay the same over a period of time Hist2.b: Patterns change over a period of time Hist3.a: Connections Hist3.c: Current implications	Determining the significance of a topic
Hist3.b: Perspective	Describing multiple perspectives concerning the topic
Hist4: Source evaluation (historical context, intended audience, purpose, point of view)	Evaluating primary and secondary sources

How do I choose a grading strategy?

When choosing a grading strategy, consider whether to use formative or summative scores to report on student progress. Will students be assessed on the research process (formative assessments such as writing research questions, analyzing sources, writing annotations, etc.) or will they only be assessed on the final project as a whole (summative assessment)? Will you choose to do a combination of the two?

Formative Assessments

Formative assessments could be used as informal ungraded checks along the way, or you may choose to include them in the grade book. You may choose to assess each part of the research process, from writing research questions, analyzing sources, writing a thesis statement, writing annotations, the process paper, etc.

Summative Assessment(s)

The final project could be graded as one lump sum score, or it could be broken down into sections based on the standards individually. It might work for you to base the final project score on a 4-point scale, as the NHD evaluation form is written in this format.

Rubric Examples

See the examples below that could be used in your classroom.

Standards-Based Rubrics

These rubrics are presented on a four-point scale, as this is how the NHD evaluation form is written. Feel free to modify these for your individual classroom.

Writing Research Questions

SS.Inq1.a: Frame researchable, complex, and open-ended questions that initiate an inquiry.				
4 - Exemplary	**3 - Proficient**	**2 - Developing**	**1 - Novice**	**0 - Not Evident**
Student can consistently frame researchable, complex, relevant, and open-ended questions that initiate inquiry of a topic.	Student can mostly frame researchable, complex, relevant, and open-ended questions that initiate inquiry of a topic.	Student can somewhat frame researchable, complex, relevant, and open-ended questions that initiate inquiry of a topic.	Student can minimally frame researchable, complex, relevant, and open-ended questions that initiate inquiry of a topic.	Not evident.

Thesis Statement

Inq3.a: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.				
4 - Exemplary	**3 - Proficient**	**2 - Developing**	**1 - Novice**	**0 - Not Evident**
Student writes a thesis that includes a narrowed topic, connection to the theme, and impact of the topic. The thesis makes a	Student writes a thesis that includes a narrowed topic, connection to the theme, and impact of the topic. The thesis attempts to	Student writes a thesis that includes a narrowed topic, connection to the theme, and/or impact of the topic. The thesis attempts	Student writes a thesis that includes a narrowed topic, connection to the theme, and/or impact of the topic.	Not evident.

defensible claim that can be backed up with historical evidence.	make a defensible claim that can be backed up with historical evidence.	to make a defensible claim that can be backed up with historical evidence.		

Source Analysis

SS.Inq2.a: Gather relevant information and conduct an analysis to answer a research question.				
4 - Exemplary	**3 - Proficient**	**2 - Developing**	**1 - Novice**	**0 - Not Evident**
Student gathers a relevant piece of evidence. Student thoroughly and successfully connects the evidence to answer the research question.	Student gathers a relevant piece of evidence. Student connects the evidence to answer the research question. Some clarification may be needed.	Student gathers a relevant piece of evidence. Student attempts to connects the evidence to answer the research question. Some clarification may be needed.	Student gathers a relevant piece of evidence. Student attempts to connect the evidence to answer the research question. Much clarification is needed.	Student does not gather evidence or student does not attempt to explain a relevant connection between the evidence and the answer to the research question.

Annotation

SS.Inq2.b: Write an annotation that assesses the usefulness of each source in answering the research question.				
4 - Exemplary	**3 - Proficient**	**2 - Developing**	**1 - Novice**	**0 - Not Evident**
Student writes an annotation that thoroughly assesses the usefulness of the source, including how the source	Student writes an annotation that mostly assesses the usefulness of the source, including how the source	Student writes an annotation that somewhat assesses the usefulness of the source, including how the source	Student writes an annotation that assesses the usefulness of the source in a limited way.	Student annotation is not relevant to the source or is not evident.

was used in the project and what the source helped the student learn about their topic. Annotation is 2-3 sentences long.	was used in the project and/or what the source helped the student learn about their topic. Annotation is 2-3 sentences long.	was used in the project and/or what the source helped the student learn about their topic.		

Final Project

You may choose to use the NHD evaluation forms as a rubric to score your students' work. The evaluation forms can be found on the NHD website.

The rubric below is a condensed version of the NHD evaluation form. It is modified to represent each one of the five project categories so you do not have to use different rubrics for each. It is organized into sections that reflect the Wisconsin State Standards, so you may notice that rows from the NHD evaluation form were combined together. For example, the "Clarity of Presentation" category includes evaluations of the written material, visuals, technical aspect, and student voice. Lastly, note that the "historical accuracy" row is not included as a separate score, as accuracy can be reflected in the evaluation of the other components.

	4 - Exemplary	**3 - Proficient**	**2 - Developing**	**1 - Novice**	**0 - Not Evident**
Historical Argument and Theme (SS.Inq3.a and SS.Inq3.b)	Historical argument is consistently supported by analysis and evidence. Annual theme is consistently clear and connected to the topic in	Historical argument is mostly supported by analysis and evidence. Annual theme is mostly clear and connected to the topic in the project	Historical argument is somewhat supported by analysis and evidence. Annual theme is somewhat clear and connected to the topic in the project	Historical argument is supported by minimal analysis or evidence. Annual theme has minimal clarity and the connection to the topic in	Historical argument is not evident. Annual theme is not evident.

	the project and argument.	and argument.	and argument.	the project and argument is unclear.	
Wide Research and Primary Sources (SS.Inq2.a and SS.Inq3.b)	Bibliography includes an extensive variety of types of available sources. Primary sources consistently support the historical argument.	Bibliography includes a sufficient variety of types of available resources. Primary sources mostly support the historical argument.	Bibliography includes a moderate variety of types of available sources. Primary sources somewhat support the historical argument.	Bibliography includes a limited variety of types of available sources. Primary sources are present but do not necessarily support the historical argument.	Not evident.
Historical Context (SS.Hist1.a and SS. Hist2.c)	Relevant connections to the topic's time and place are consistently made and analyzed.	Relevant connections to the topic's time and place are mostly made and analyzed.	Relevant connections to the topic's time and place are somewhat made and analyzed.	Relevant connections to the topic's time and place are limited.	Not evident.
Multiple Perspectives (SS.Hist3.b)	Varied perspectives are consistently included throughout the project.	Varied perspectives are mostly included throughout the project.	Varied perspectives are somewhat included throughout the project.	Varied perspectives are consistently included in a limited way.	Not evident.

Significance in History (SS.Hist2, SS.Hist3.a, and SS.Hist3.c)	The impact of the topic is consistently analyzed in the conclusion.	The impact of the topic is mostly analyzed in the conclusion.	The impact of the topic is somewhat analyzed in the conclusion.	The impact of the topic is mentioned.	Not evident.
Clarity of Presentation (Inq4.h)	Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence. Student project is consistently organized. Design, visuals, and media are consistently connected to the argument and enhance the topic.	Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence. Student project is mostly organized. Design, visuals, and media are mostly connected to the argument and enhance the topic.	Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence. Student project is somewhat organized. Design, visuals, and media are somewhat connected to the argument and enhance the topic.	Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence. Student project is minimally organized. Design, visuals, and media have limited connection to the argument and enhance the topic.	Not evident.
Rules Checklist	Check the boxes that apply: Student followed the word count/time/size limits Visuals, quotes, and/or media are credited Title Page is submitted and includes word counts Process Paper is submitted Process Paper is 500 words or less				

	Annotated bibliography is submitted Annotated bibliography is separated into primary sources and secondary sources Annotations do not exceed two or three sentences				
Rule Adherence	Student consistently follows the NHD rules.	Student mostly follows the NHD rules.	Student somewhat follows the NHD rules.	Student minimally follows the NHD rules.	

Choosing a Topic

Choosing an NHD Topic

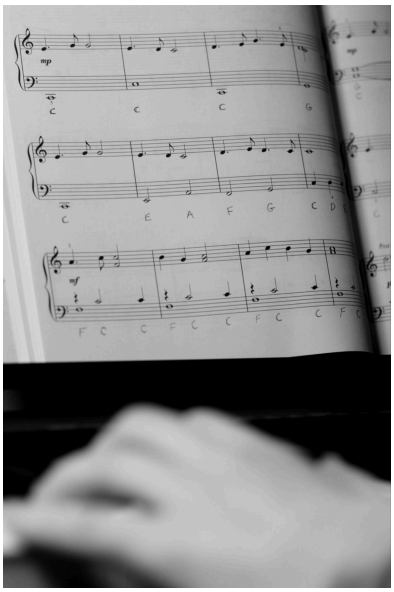
***STEP 1*:** THINK ABOUT THE ANNUAL THEME

- What is the theme? Define the words in the theme (ex. Responsibilities, Frontiers, etc).
- When you think about the theme, what words come to your mind.
- Write down some of those words for later use.

***STEP 2*:** LIST SOME OF YOUR GENERAL INTERESTS

- What do you like to do in your free time?
- What's your favorite class in school?
- What do you like to read about online or on social media?
- Topics can be everywhere, so even if you aren't sure, make a note of what you like.

- **You will have to spend a LOT of time with this topic, so it needs to be something you like.**



***STEP 3*:** HOW CAN ONE OF YOUR INTERESTS BE LINKED TO A HISTORICAL TOPIC?

Do you like sports? Look for key moments in sports history.

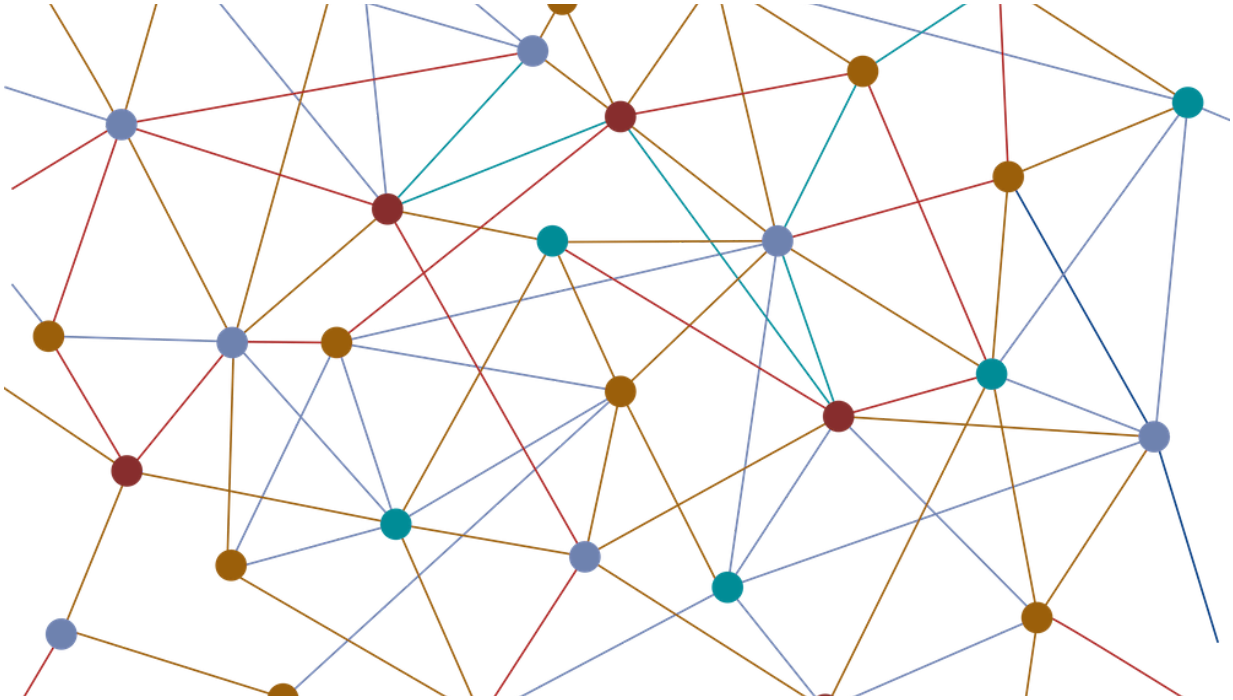
Do you like music? Find a musician who was innovative in their field.

Do you like art? Research a famous artist or art movement in history.

Do you like video games? Look into the invention of the computer, or the creation of the internet.

Are you into fashion? Look into the history of certain items, like hats or trousers.

Talk to your teacher if you cannot think of how to connect your interest to historical topics. Remember: they have to be historical - so at least 20 years old.



***STEP 4*:** MAKE SURE YOU HAVE A NARROW TOPIC THAT CAN BE RESEARCHED

Before you finalize your choice, do a little preliminary research. Is it easy or hard to find sources on your topic?

- If it is too easy - maybe the topic is too broad? Consider limiting it to a specific person, event, example, law, etc.
- If it's hard to find resources - maybe the topic is too narrow? Consider opening up the topic in time or location.

Baseball TOO BROAD	→	Hank Aaron's Impact on Baseball in Milwaukee
Nirvana's Song Teen Spirit TOO NARROW	→	Grunge Music and its Impact on 90s Culture

***STEP 5*:** COMBINE THE ANNUAL THEME AND YOUR TOPIC TO CREATE A RESEARCH QUESTION

WORLD WAR II – Battle of Midway – Annual Theme: Taking a Stand in History
Research Question: How was the Battle of Midway during WWII an attempt by both sides to take a stand and make progress in the war?

Connecting Your Project to the Annual NHD Theme

***STEP 1*: DEFINE THE WORDS IN THE THEME TO MAKE SURE YOU UNDERSTAND THE MEANING**

- Many words have more than one definition - the better you understand the words, the better you will be at connecting your topic to the theme.
- Example Theme: **Breaking Barriers in History**
    - Barrier has several definitions that might be good to focus on:
        - a fence or other obstacle that prevents movement or access. "the mountain barrier between Norway and Sweden"
        - a circumstance or obstacle that keeps people or things apart or prevents communication or progress. "a language barrier"
        - a long narrow island lying parallel and close to the mainland, protecting the mainland from erosion and storms. noun: barrier island; plural noun: barrier islands

research

[ri-surch, ree-surch] Phonetic (Standard) IPA

noun

1 diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications, etc.:

recent research in medicine.

Synonyms: study, scrutiny

2 a particular instance or piece of research.

***STEP 2*: LIST SOME OPEN ENDED QUESTIONS RELATED TO THE THEME**

Ideally when you choose a topic, you have the theme in mind because you will need to connect your research to the theme in your final project.

- How might an event be a BARRIER?
- How might a person relate to a FRONTIER?
- Why are COMMUNICATION and UNDERSTANDING important in history?
- What makes my topic a TRIUMPH and what about it is a TRAGEDY?
- If you write a who, what, when, where, why, and how question and then attempt to answer them with information about your topic, you can be sure that your project will relate to the theme.

***STEP 3*: STOP PERIODICALLY AND REVIEW YOUR NOTECARDS, DRAFT, AND PROJECT TO BE SURE YOU ARE ADDRESSING THE THEME**

- Every few days, take a moment to look at your materials with the theme in mind.
- Are we talking about Barriers enough? Frontiers enough? Communication enough? Triumph enough?

- If you repeat this process while you are making notecards, writing your draft, and creating your final project, then you will be more likely to have a solid connection to the theme that is clear in your project.

THEME EXAMPLES FROM THE PAST:

2014 - Rights and Responsibilities in History
2015 - Leadership and Legacy in History
2016 - Exploration, Encounter, Exchange in History
2017 - Taking a Stand in History
2018 - Conflict and Compromise in History
2019 - Triumph and Tragedy in History
2020 - Breaking Barriers in History
2021 - Communication in History: The Key to Understanding
2022 - Debate and Diplomacy in History: Successes, Failures, Consequences
2023 - Frontiers in History: People, Places, Ideas
2024 - Turning Points in History

The Funnel Method

The Funnel Method to Focus Your NHD Project

NHD Theme: Write out this year's theme.

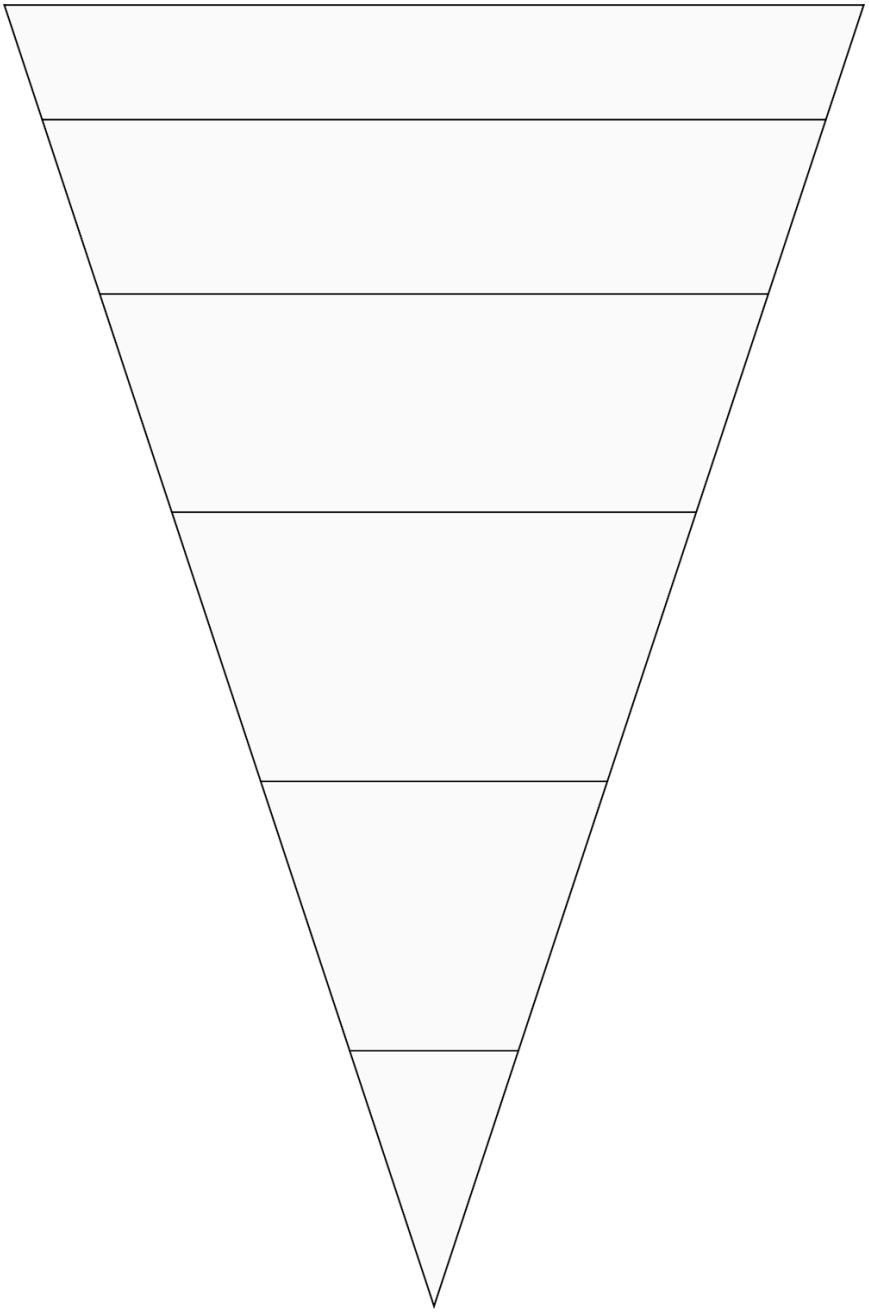
General Interest: What are you interested in? What would you like to learn more about?

Broad Historical Connections: What Historical topics connect to your interest above?

Narrowing down the topic: What movements, people, events, etc. connect to the broad historical connections above?

Research Question: What question related to the narrowed topic do you want to answer? This question will help guide your research.

Thesis: Review your research and develop a thesis outlining the historical argument you will make through your project.



Starting the Research

Determining Historical Significance Checklist Example

So what? This question may sound flippant but answering this question is the central reason we complete historical research. Why should we care about this topic? What was its impact at the time? How has the topic influenced our world today? So what? This complex question is deceptively short. Answer the following questions to find your way to a cohesive answer for your topic. By answering these questions, you are moving closer to developing your thesis and historical argument.

Short Term Effects:

Who was affected?

LatinX individuals living in the Milwaukee Area. UWM community.

How were they affected?

For three days, 12 students and LatinX supporters protested at University of Wisconsin at Milwaukee, making the case that the LatinX community needed further support to access higher education at UWM.

What changed at the time?

As a result of the protest, the Roberto Hernandez Center was created to provide support for individuals from the LatinX community who wanted to access higher education in the community.

What didn't change at the time?

Enrollment of LatinX students at UWM was still disproportionate compared to the Milwaukee area.

Long Term Effects:

Who is affected by this topic today?

More than 2000 individuals are served by the center today. Ensuring access to higher education for all individuals benefits society.

How are they affected today?

Higher education is more accessible.

What changed over time?
Future Effects:

Does this topic continue to affect current events and people in a way which will lead to future effects? If so, what are possible future developments?

In 2019, UWM announced that they plan to be the center for LatinX education in Wisconsin. They are still working on this goal.

Bring it all together:

Review your answers to the above questions. Write a few sentences explaining the historical significance (the so what!) of your topic.

Some may think the needs of 12 students should not drive programming at a higher education institute. However that is exactly what happened in the 1970s when the only 12 LatinX individuals enrolled at UWM protested the support they were receiving. Their small number was evidence that UWM was failing their LatinX community. Over three days in the 1970, along with other individuals from the LatinX community, they successfully made the case for greater support, leading to the development of the Roberto Hernandez Center which now serves more than 2,000 individuals and has led to UWM seeking to be the first Hispanic-serving institution in Wisconsin.

Determining Historical Significance

So what? This question may sound flippant but answering this question is the central reason we complete historical research. Why should we care about this topic? What was its impact at the time? How has the topic influenced our world today? So what? This complex question is deceptively short. Answer the following questions to find your way to a cohesive answer for your topic. By answering these questions, you are moving closer to developing your thesis and historical argument.

Short Term Effects:

Who was affected?

How were they affected?

What changed at the time?

What didn't change at the time?

Long Term Effects:

Who is affected by this topic today?

How are they affected today?

What changed over time?

Future Effects:

Does this topic continue to affect current events and people in a way which will lead to future effects? If so, what are possible future developments?

Bring it all together:

Review your answers to the above questions. Write a few sentences explaining the historical significance (the so what!) of your topic.

Notetaking 101 Example

You are reading so much great information about your topic! As you read, you need a way to organize the information so you can locate and access it when you move onto building your historical argument. Use this template to organize your research.

SOURCE (include enough information so you can locate the source again - Title, author, url, etc.): How 12 Latinx students changed the trajectory for UW-Milwaukee: Five years ago, UWM announced its intention of becoming Wisconsin's first Hispanic-serving institution. By: Jessica Madhukar, https://www.tmj4.com/news/hispanic-heritage/how-12-latinx-students-changed-the-trajectory-for-uw-milwaukee		
Text - Identify important parts of the text by looking for details answering the who, what, where, when, and how questions related to your topic. Copy selected (not the whole article!) text in the column below. Include page numbers if available for each note!	**In your words -** Rewrite and summarize the text you quoted.	**Questions -** Given this note, what new questions do you have? These questions can help you deepen your research.
University of Wisconsin-Milwaukee's campus, there were only 12 LatinX students. Now nearly 50 years later, the school serves more than 2,000.	12 LatinX students enrolled in 1970s - 2,000+ enrolled in 2021	Why were there so few LatinX students enrolled in the 70s? How do these numbers relate to the demographics of Milwaukee? The greater Milwaukee area?
Fifty-one years ago on the campus of UWM, the Roberto Hernandez Center was a dream 12 Latino students on campus fought for….backed by community	1970- 12 students protested with support from community	Who were these students? Are any still alive today? Are there first hand accounts from them?

leaders and dozens of Latino families as they rallied to have more resources for Hispanics on campus.		
The Roberto Hernandez Center helps students attain scholarships and career opportunities while also embracing the fact that many primarily speak Spanish.	Support through the Roberto Hernandez Center provides access to higher education for many more LatinX students.	Why don't more people know about the success of this center? Why is it named after Roberto Hernandez?

Notetaking 101

You are reading so much great information about your topic! As you read, you need a way to organize the information so you can locate and access it when you move onto building your historical argument. Use this template to organize your research.

SOURCE (include enough information so you can locate the source again - Title, author, url, etc. This is not a full citation):		
Text - Identify important parts of the text by looking for details answering the who, what, where, when, and how questions related to your topic. Copy selected (not the whole article!) text in the column below. Include page numbers for each note if applicable!	**In your words -** Rewrite and summarize the text you quoted.	**Questions -** What new questions do you have? These questions can help you deepen your research.

BADGERLINK & NHD

BadgerLink is Wisconsin's online library and is accessible FOR FREE to anyone through their school or public library. BadgerLink offers access to multiple databases and content that isn't available through a search engine. Check out an introduction video here! The site has a collection of tutorials about many of the databases. While BadgerLink has over 60 databases with a variety of materials, here are a few that will be very helpful in the NHD process.

TO BEGIN

Log into BadgerLink by entering your school, library, or zip code.

SOME GENERAL RESEARCH DATABASES

Explora for Everyone simultaneously searches 20 of EBSCO's most popular databases, so this is a great place to start a topic search.

Academic Search Premier offers access to almost 3,000 active full-text journals. Students can utilize some of the older journals as primary sources.

History Reference Center contains full-text books, magazines, historical documents, biographies, and multimedia - all about history! There is also a scavenger hunt to help students learn to navigate the source.

Humanities International Complete provides access to full-text journals for humanities research worldwide.

MasterFILE Complete is a collection of popular full-text magazines, reference books, videos and other sources covering virtually every subject area.

NEWSPAPER DATABASES

Newspaper Source Plus contains over 1,000 US and international newspapers, many with articles from the early 1970s. These papers offer some great reflections on major historical events of the past.

Newspapers.com Library Edition - World Collection is an NHD treasure trove, with over 788 million pages of newspaper articles, obituaries, advertisements, and more. Some newspapers date back to the 1700s!

U.S. Newsstream contains recent premium U.S. news content, as well as archives going back to the 1908s.

SOME SPECIFIC DATABASES

GreenFILE is a great resource for any student researching an environmental topic, with sources about climate change, pollution, sustainable agriculture, renewable energy, and much more.

Military & Government Collection is a database of full-text journals and periodicals pertaining to all branches of the military and government. It includes historic copies of the Congressional Digest - a great NHD resource for past legislation!

Resource Checklist

There are a wide variety of sources that can help you learn more about your topic. Some sources will cover broad and general information about your topic - these are helpful for creating a foundation of knowledge. As you learn more and dig deeper, your sources should get more narrow and specific.

Broad / General Sources
(these are often secondary sources)

- Textbook
- General history book / Biography
- Encyclopedia
- Journal / Magazine article
- Website
- Documentary
- Museum exhibit
- Interview with a historian

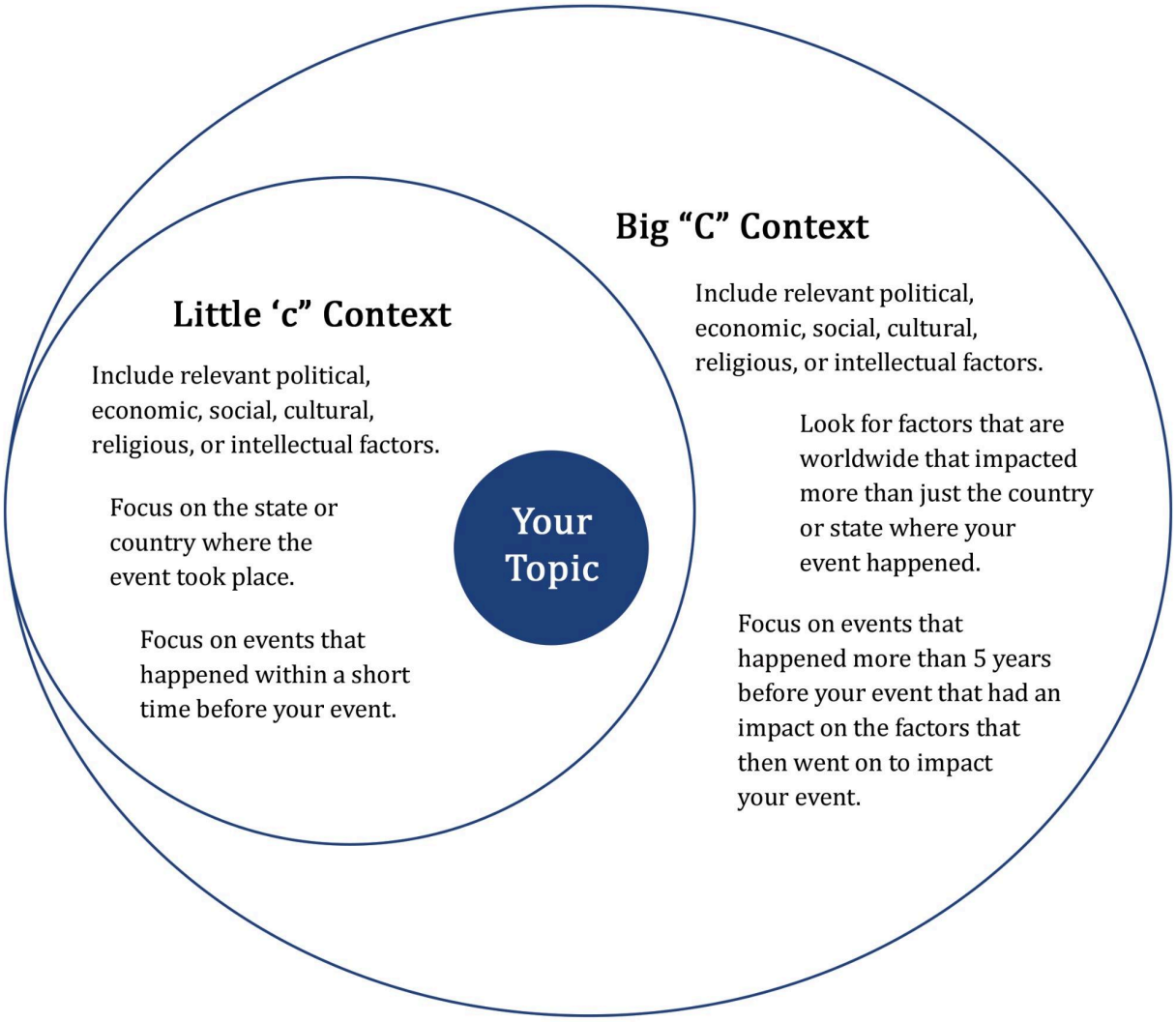
Narrow / Specific Sources
(these are often primary sources)

- Government document
- Court records
- Map
- Historic site
- Newspaper article
- Political cartoon
- Diary / Journal
- Letters / Other personal papers
- Objects (Artifacts)
- Witness interview
- Autobiography
- Video footage
- Photographs

Analyzing Sources

Historical Context
Big C and Little c

Include relevant political, economic, social, cultural, religious, or intellectual factors
Focus on the state or country where the event took place. Focus on events that happened within a short time before your event. Look for factors that are worldwide that impacted more than just the country or state where your event happened. Focus on events that happened more than 5 years before your event that had an impact on the factors that then went on to impact your event.



Bias Checklist

Can you trust your sources?

Title: _____

Author: _____

Date published/Last updated: _____

What type of source is this?

- ☐ Scholarly (written by historian)
- ☐ News (written by reporter)
- ☐ Opinion / Blog (written by general public)
- ☐ Personal
- ☐ Other:

Why was this source created?

- ☐ To inform / communicate
- ☐ To persuade
- ☐ To entertain
- ☐ Other:

Who was this source created for?

- ☐ General public
- ☐ Experts
- ☐ Private audience
- ☐ Other:

Is the author affiliated with a specific group/organization?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Does the source offer visuals that generate strong feelings?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Does the information offered in this source match information you have learned in other sources?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Does the author offer evidence to support their argument? Can they prove what they have said?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Did the author cite any sources?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Does the language the author is using show strong emotions?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Does the author include multiple points of view or discuss alternative opinions?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Did anyone review, fact-check, or peer-review this information before it was published?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Based on this bias-reflection I will…

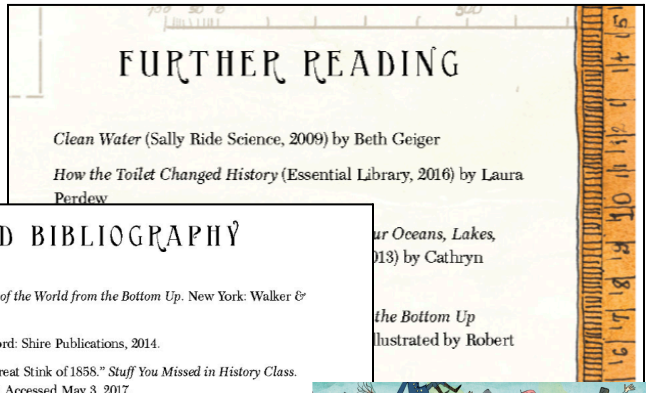
- ☐ Use this source without concern
- ☐ Verify this information with other sources
- ☐ Use this source as an untrustworthy, alternative opinion
- ☐ Other:

Source Mining

National History Day requires that you create an annotated bibliography to present your research. Other researchers should be doing this also. That means that secondary sources can be a roadmap to additional sources.

Picture Books

Despite being written for younger children, picture books can be a great place to start your NHD research. They are a concise introduction to the topic and will often offer "further reading" suggestions as well as a list of the author's sources.



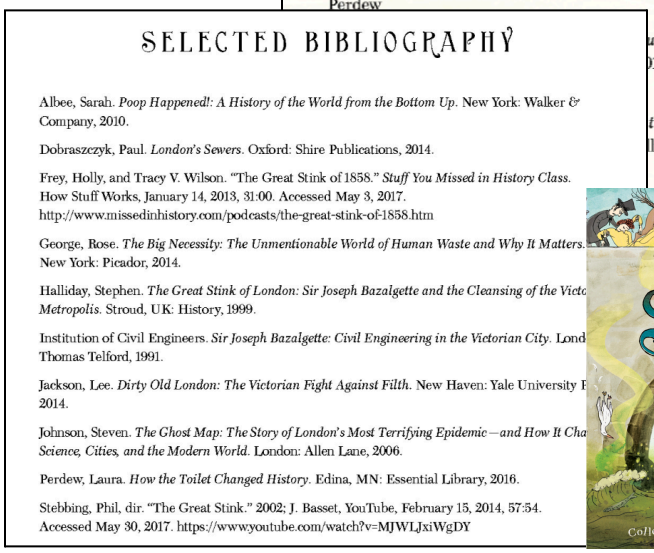
FURTHER READING

Clean Water (Sally Ride Science, 2009) by Beth Geiger

How the Toilet Changed History (Essential Library, 2016) by Laura Perdew

ur Oceans, Lakes,
013) by Cathryn

the Bottom Up
llustrated by Robert



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Albee, Sarah. *Poop Happened!: A History of the World from the Bottom Up*. New York: Walker & Company, 2010.

Dobraszczyk, Paul. *London's Sewers*. Oxford: Shire Publications, 2014.

Frey, Holly, and Tracy V. Wilson. "The Great Stink of 1858." *Stuff You Missed in History Class*. How Stuff Works, January 14, 2013, 31:00. Accessed May 3, 2017. http://www.missedinhistory.com/podcasts/the-great-stink-of-1858.htm

George, Rose. *The Big Necessity: The Unmentionable World of Human Waste and Why It Matters*. New York: Picador, 2014.

Halliday, Stephen. *The Great Stink of London: Sir Joseph Bazalgette and the Cleansing of the Victo Metropolis*. Stroud, UK: History, 1999.

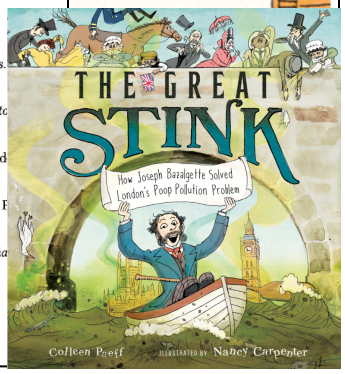
Institution of Civil Engineers. *Sir Joseph Bazalgette: Civil Engineering in the Victorian City*. Lond Thomas Telford, 1991.

Jackson, Lee. *Dirty Old London: The Victorian Fight Against Filth*. New Haven: Yale University P 2014.

Johnson, Steven. *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Cha Science, Cities, and the Modern World*. London: Allen Lane, 2006.

Perdew, Laura. *How the Toilet Changed History*. Edina, MN: Essential Library, 2016.

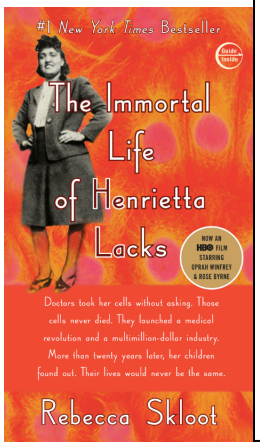
Stebbing, Phil, dir. "The Great Stink." 2002; J. Basset, YouTube, February 15, 2014, 57:54. Accessed May 30, 2017. https://www.youtube.com/watch?v=MJWLJxiWgDY



Paeff, Colleen, and Nancy Carpenter. The Great Stink: How Joseph Bazalgette Solved London's Poop Pollution Problem. Margaret K. McElderry Books, 2021.

General History

Authors can utilize a variety of citation methods to record their research. Footnotes, endnotes, or a bibliography might be used to communicate their research. Regardless of how it looks, the author is linking the information they provided with its original location.



Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Broadway Books, 2011.

For an overview of the Tuskegee study aimed at the general public, see *Bad Blood: The Tuskegee Syphilis Experiment*, by James H. Jones; see also "Final Report of the Tuskegee Syphilis Study Legacy Committee," Vanessa Northington Gamble, chair (May 20, 1996).

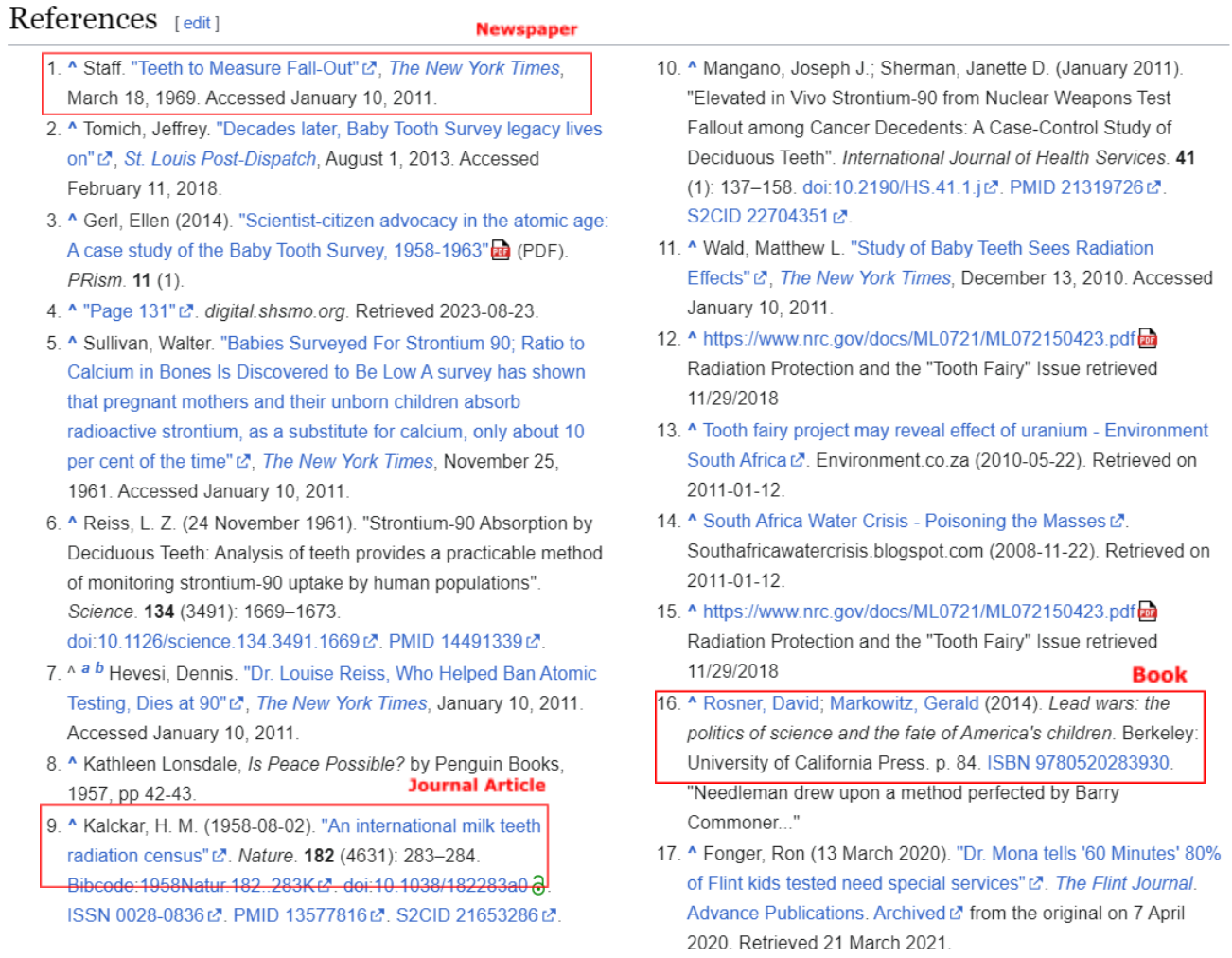
Chapter 7: The Death and Life of Cell Culture

For the television segment featuring George Gey, see "Cancer Will Be Conquered," *Johns Hopkins University: Special Collections Science Review Series* (April 10, 1951).

For additional reading on the history of cell culture, see *Culturing Life: How Cells Became Technologies*, by Hannah Landecker, the definitive history; also see *The Immortalists: Charles Lindberg, Dr. Alexis Carrel, and Their Daring Quest to Live Forever*, by David M. Friedman. For a general over view of Hopkins's contributions to cell culture, see "History of Tissue Culture at Johns Hopkins," *Bulletin of the History of Medicine (1977)*.

Wikipedia

While there are many reasons to be wary of Wikipedia - potential inaccuracies, limited credibility, and anonymous authors - there are also some real pros - a quick topic overview, a user-friendly format, external links, and references!



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Newspaper

1. ^ Staff. "Teeth to Measure Fall-Out", *The New York Times*, March 18, 1969. Accessed January 10, 2011.
2. ^ Tomich, Jeffrey. "Decades later, Baby Tooth Survey legacy lives on", *St. Louis Post-Dispatch*, August 1, 2013. Accessed February 11, 2018.
3. ^ Gerl, Ellen (2014). "Scientist-citizen advocacy in the atomic age: A case study of the Baby Tooth Survey, 1958-1963" (PDF). *PRism*. **11** (1).
4. ^ "Page 131". *digital.shsmo.org*. Retrieved 2023-08-23.
5. ^ Sullivan, Walter. "Babies Surveyed For Strontium 90; Ratio to Calcium in Bones Is Discovered to Be Low A survey has shown that pregnant mothers and their unborn children absorb radioactive strontium, as a substitute for calcium, only about 10 per cent of the time", *The New York Times*, November 25, 1961. Accessed January 10, 2011.
6. ^ Reiss, L. Z. (24 November 1961). "Strontium-90 Absorption by Deciduous Teeth: Analysis of teeth provides a practicable method of monitoring strontium-90 uptake by human populations". *Science*. **134** (3491): 1669–1673. doi:10.1126/science.134.3491.1669. PMID 14491339.
7. ^ [a] [b] Hevesi, Dennis. "Dr. Louise Reiss, Who Helped Ban Atomic Testing, Dies at 90", *The New York Times*, January 10, 2011. Accessed January 10, 2011.
8. ^ Kathleen Lonsdale, *Is Peace Possible?* by Penguin Books, 1957, pp 42-43.

Journal Article

9. ^ Kalckar, H. M. (1958-08-02). "An international milk teeth radiation census". *Nature*. **182** (4631): 283–284. Bibcode:1958Natur.182..283K. doi:10.1038/182283a0. ISSN 0028-0836. PMID 13577816. S2CID 21653286.
10. ^ Mangano, Joseph J.; Sherman, Janette D. (January 2011). "Elevated in Vivo Strontium-90 from Nuclear Weapons Test Fallout among Cancer Decedents: A Case-Control Study of Deciduous Teeth". *International Journal of Health Services*. **41** (1): 137–158. doi:10.2190/HS.41.1.j. PMID 21319726. S2CID 22704351.
11. ^ Wald, Matthew L. "Study of Baby Teeth Sees Radiation Effects", *The New York Times*, December 13, 2010. Accessed January 10, 2011.
12. ^ https://www.nrc.gov/docs/ML0721/ML072150423.pdf Radiation Protection and the "Tooth Fairy" Issue retrieved 11/29/2018
13. ^ Tooth fairy project may reveal effect of uranium - Environment South Africa. Environment.co.za (2010-05-22). Retrieved on 2011-01-12.
14. ^ South Africa Water Crisis - Poisoning the Masses. Southafricawatercrisis.blogspot.com (2008-11-22). Retrieved on 2011-01-12.
15. ^ https://www.nrc.gov/docs/ML0721/ML072150423.pdf Radiation Protection and the "Tooth Fairy" Issue retrieved 11/29/2018

Book

16. ^ Rosner, David; Markowitz, Gerald (2014). *Lead wars: the politics of science and the fate of America's children*. Berkeley: University of California Press. p. 84. ISBN 9780520283930. "Needleman drew upon a method perfected by Barry Commoner..."
17. ^ Fonger, Ron (13 March 2020). "Dr. Mona tells '60 Minutes' 80% of Flint kids tested need special services". *The Flint Journal*. Advance Publications. Archived from the original on 7 April 2020. Retrieved 21 March 2021.

"Baby Tooth Survey." Wikipedia, Wikimedia Foundation, 5 Dec. 2023, en.wikipedia.org/wiki/Baby_Tooth_Survey#References.

If you have a GREAT secondary source, take a look at the author's research and see what might help further your own understanding of the topic! While you might not be able to access all their sources, it can provide a helpful list of potential options to propel your own research.

Based on the Source Mining resource by California History Day
Available at https://www.nhdca.org/teacher-toolkit/

WISCONSIN HISTORICAL SOCIETY

Source Analysis

Before choosing a source to analyze, come up with a research question to help you learn more about your topic.

- Are you trying to learn about the context surrounding your topic?
- Are you curious about the perspectives concerning your topic?
- Are you wondering about the significance and impact of your topic? etc.

Your research question should not be a simple yes/no or informational question but instead, it should require analysis to be fully answered.

After you have determined your research question, follow the steps in the table to complete a source analysis.

Complete one of these sheets for each source or question that you are analyzing.

Question	Write your research question here.	
Accessed Date	Write down the date that you accessed/read the source.	
Evidence and In-Text Citation	Evidence could take the form of a direct quote or an image. All direct quotes must be credited within your project. Examples: "Direct quote evidence" (Author's Last Name). "Direct quote evidence" ("Article Title"). "Direct quote evidence" (Book Title). Images must also be credited. Image Title, Date of Creation, Source Title	

Analysis	This is where you will use your own words to analyze the source. Use the information/direct quote from the source to answer your research question. These are possible questions to answer in your analysis: *What is happening in this evidence*? *Define new terms or explain new people or places*. *How does this evidence answer the research question*? *How does this quote prove your topic's significance*? Remember that you have a word limit, so avoid phrases such as "This quote is important because" or "This means that…" Instead, jump right into your explanation.	
MLA Citation	Example citation format: Author's Last Name, First Name. "Article Title." Website Title, Publisher, Publication Date, URL. Accessed Day Month Year.	
Annotation	Your annotation must be no longer than 3 sentences. In your annotation, describe the type of source (primary, secondary, website, book, etc.), how you used the source in your project, and how the source helped you understand your topic. This is where you could explain how the source answers your research question.	

Conducting Research

Archive Do's and Dont's

National History Day

An archive is a specialized library that collects one-of-a-kind materials related to topics that connect to their mission and areas of interest. Items in an archive, such as government documents, personal papers, photographs, maps, diaries, letters, and other ephemera (other odds and ends like ticket stubs and event programs) are organized into folders and stored in boxes.

The Wisconsin Historical Society and Area Research Centers provide archival research opportunities across the state. Many university libraries and even some public libraries have archival materials as well.

Doing research in an archive is a very special experience. If the archive you wish to visit has a collection related to your topic, you will find a wealth of unique source types. This kind of research can also be very frustrating, however. It is time consuming and the information is in its rawest form - it may take a lot of time and careful searching before you find something you feel is truly helpful to your research. Consider these Do's and Don'ts as you plan your trip to the archive!

Do…	**Don't…**
➔ Review the archive's collection - through the online catalog and finding aids - to discover if they have sources to support your topic.	➔ Assume the archive will have primary sources on your topic.
➔ Contact the archive before you go. They can guide you to useful collections and have materials ready for you when you arrive.	➔ Just show up and expect to have materials you can look at immediately.
➔ Prepare for archival research with a strong foundation in secondary source research.	➔ Expect the sources to provide general background on your topic.
➔ Follow the posted rules of the specialized library. They are there to protect this very unique collection!	➔ Treat the archive like it should be just like the other libraries you've met.

- ➔ Come prepared to struggle with handwritten documents and slow research progress.
- ➔ Have an awesome time exploring this unique glimpse at history!
- ➔ Give up.

Making an NHD Research Notecard

***STEP 1*: FIND A CREDIBLE SOURCE AND READ A SECTION OF THE SOURCE**

- Don't use the Ctrl + F function on your chromebook or device - use it to look for specific things within a source.

***STEP 2*: KEEPING TRACK OF YOUR SOURCES**

- At this point, make a list of your sources and give them a letter or number code so you can use that to help you with your notecards.
- Example:

NHD Source Collection Document 2022-23

Source ID (Letter)	Full Link to Source (the full link will make it easier for you to tell which source is which as you go...)	# of Card(s) with Info from this Source
	Secondary Sources	
A	https://www.britannica.com/topic/muckraker	#2, #5
B		
C		
D		

***STEP 3*: SET UP A NOTECARD**

- Include your name and topic - that way if you lose a card, it may get back to you
- Either paraphrase information from a source or write a direct quote from a source on your card.
- Make sure to make a note of which source or sources you used to get this information.
- Number your cards to keep better track of them.
- Examples:

Name: Linda C Topic: Louisiana Purchase Jefferson sent Robert Livingston (U.S. Minister to France) to try and buy New Orleans. Then sent James Monroe to help Livingston. Talking to French Minister Talleyrand. Talleyrand was speaking on behalf of French leader, Napoleon Bonaparte. Source: L Card #:27	Name: Linda C Topic: Louisiana Purchase Napoleon and his advisors began to see that they no longer needed the Louisiana Territory. His grand plan to use that land to feed his slaves in the Caribbean was falling apart because of a slave rebellion. French willing to sell New Orleans, but also they were ready to get rid of the entire Louisiana Territory. Source: M Card #28
Name: Linda C Topic: Louisiana Purchase "With the Declaration of Independence and the Constitution, this is one of the three things that created the modern United States," says Douglas Brinkley, director of the Eisenhower Center for American Studies in New Orleans and coauthor with the late Stephen E. Ambrose of *The Mississippi* and the *Making of a Nation*. Source: O Card # 29	Name: _____ Topic: _____ Information: Source: _____ Card # __

***STEP 4*:** PARAPHRASE

- Unless you are collecting a direct quote, DON'T COPY DIRECTLY FROM A SOURCE.
- If you take the time to paraphrase the information at this step, it will save you time and headache later on.
- How to paraphrase:
    - Read the source
    - Look away and ask yourself what the source is saying
    - Write down what the source is saying in your own words
    - If you need a specific name, date, or location it is ok to copy that

***STEP 5*:** REPEAT UNTIL YOU HAVE FOUND ENOUGH INFORMATION TO COMPLETE THE FOLLOWING:

- Thesis & Introduction
- Connection to Annual Theme
- Background and Historical Context (global and local context)
- What Happened? (Tell the Story)
- Multiple Perspectives
- Significance (both short and long term impact)
- Conclusion

Creating Notecards in NoodleTools

Moving from Three Column Notes to NoodleTools Notecards

You fortunate individuals! You may not realize it but NoodleTools will become your best friend through your National History Day project. While the learning curve may seem steep at first, once you master it, you will be rewarded with well organized research, ready to be sifted through to develop your historical argument.

Once you have entered a source into NoodleTools, you will want to start adding notecards to that source.

1. Go to the sources screen.
2. Find the source that you would like to add notecards to.
3. To the right of the source title you will see a grid of four orange squares followed by the word new. Click on the word new to create a new notecard. Note: Those four orange squares are followed by a number, this number tells you how many notecards you have already created for this source.
4. Complete the four fields on the notecard - which will look familiar if you have been using three column notes.

    1. Notecard Title (Only Required Field): Should be a short title indicating the subject of the note you are taking. If you find your title is very long, you likely are trying to combine many notecards into one. Break up the information into multiple notecards - this will help you when you organize your notecards into subtopics.
    2. Direct Quotation: You can copy and paste quotations directly into this field. You can also copy images, such as pictures and tables into this field.
    3. Paraphrase or Summary: This is where you put the information from the Direct Quotation section into your own words.
    4. Original Thinking Here: In this field, you will add your thoughts about the information, including questions you have that may lead to further research.

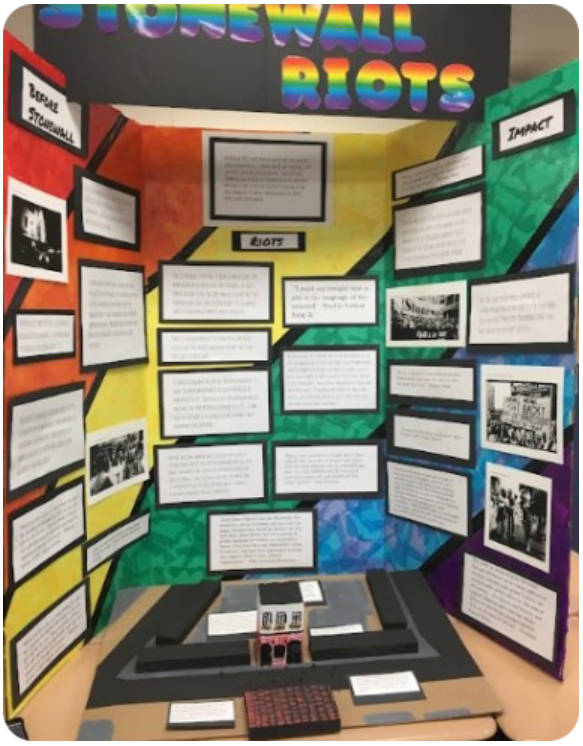
IMPORTANT: Once you have completed a notecard, you must save it by clicking on Save and Close in the upper right hand corner. Your notecard will NOT be saved until you click on that button.

These are the basic steps to creating a notecard in NoodleTools. As you become skilled in recording your research in NoodleTools, you will find there are many additional tools in the notecard section that will help you to record and organize your research, such as tags. Feel free to explore once you are confident with the basic creation.

Do you learn better from watching a video with visuals? Check out videos from NoodleTools on how to create notecards.

Choosing a Project

National History Day Exhibit Boards



Exhibits are great for students who like to work in groups. Exhibits are like what we see in a museum, but on a smaller scale.

Objects, pictures, and documents help support your own words to tell your story. This is especially a great category for students who like graphic design and "hands-on" creativity.

- 500 STUDENT COMPOSED WORD LIMIT
- Can be done by an individual or a group
- 2 MINUTE MULTIMEDIA LIMIT
- Clear organization and flow of information
- Appealing visuals and design

National History Day Historical Paper

The second major issue debated at the Yalta Conference was the destiny of the Polish state. The Polish nation fluctuated between existence and partition throughout European history. After World War I, the Treaty of Versailles created the modern Polish state. In 1939, Germany demanded land and economic concessions from the nation, and the Polish government refused to concede to these demands. On March 31, 1939, Poland signed an agreement with Great Britain and France in which these nations promised to provide aid to Poland if attacked by Germany. On September 1, 1939, Germany invaded Poland with two army groups while stationing the German navy to prevent a British attack from the sea.[1] Warsaw was surrounded by September 17, and after heavy bombing raids, surrendered ten days later.

Poland was overrun quickly, "with a speed that astonished the rest of the world."[2] The Polish government and military leaders fled to France, and later to London. Poland remained occupied for most of the war. Soviet troops finally took control of Warsaw in January 1945. Poland was largely "written off at Yalta," despite the fact that it fought with the Allied powers in exile.[3]

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

> A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government...which is now functioning in Poland should therefore be reorganized on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity.[4]

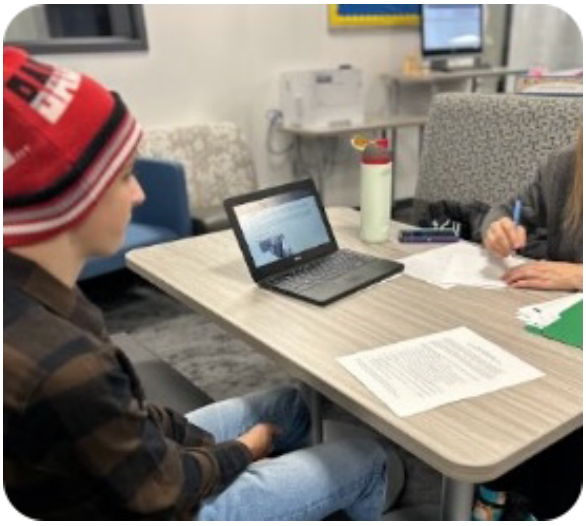
As World War II began to shift in favor of the Allies, it became evident that several questions

Papers are great for students who like to work alone and prefer to use words to tell a story. Papers have a longer word limit, so you have more space for your argument than in the other categories.

While papers are being judged there is no audience. This is a good category if you are more introverted and uncomfortable in front of people.

- 1500 - 2500 STUDENT COMPOSED WORD LIMIT
- Individuals only
- Clear organization and flow of information
- Correct grammar and spelling
- Images, charts, and other visuals can be included in an index

National History Day Websites



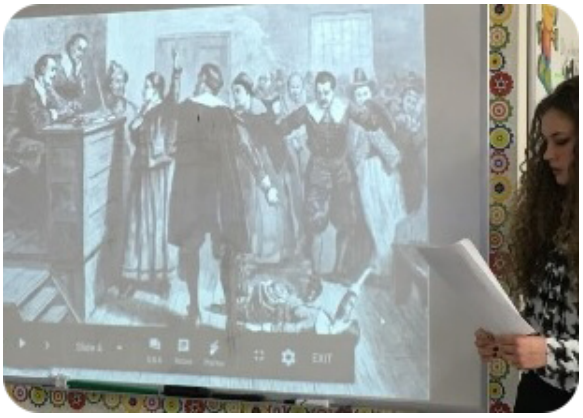
Websites allow you to tell your story using words, pictures, videos and images online.

This category is great for students that like to work with computers and design. Students must use NHDWebCentral Editor to create their website.

- 1500 - 2500 STUDENT COMPOSED WORD LIMIT
- Individuals only
- Clear organization and flow of information
- Correct grammar and spelling
- Images, charts, and other visuals can be included in an index

WISCONSIN HISTORICAL SOCIETY

National History Day Documentary Film



Documentaries are great for students who like to work with computers, images, and multimedia. Do your research, write a script, and find illustrations and multimedia to create a mini-film about your topic.

If you don't have access to video editing software at home, be sure to check with your teacher about what is available through your school or district. The most common software used is iMovie, Windows MovieMaker, or Final Cut Pro.

- 10 MINUTE TIME LIMIT
- Can be done by an individual or a group
- Appealing visuals and design
- Music and video that add to the project

National History Day Performances

Performances are a great category for students who like to act and read out loud. You will write a script based on your research and create characters, scenes, and dialogue to support your argument.

Design a simple set, wear costumes, and include appropriate props to help people better understand your story.

- 10 MINUTE LIMIT
- Can be done by an individual or a group
- Must be able to set up and take down on your own
- Should be memorized
- Don't give scripts to the judges
- No audience participation
- Give judges copies of your process paper and bibliography

Category Requirements

NHD Exhibit Board Checklist

TASK	COMPLETED
Review NHD Rules for all categories before you begin	
Choose a topic	
Make sure you have BALANCED RESEARCH	
Create a Cover Page (including this information in this order): • Title of Project • Names of Participants • Division (6 - 8th grade Junior Division, 9 - 12 Senior Division) • Group or Individual Exhibit Board • Exhibit Student Composed Word Count: 498 (your word count goes here) • Process Paper: 490 words (PP word count goes here)	
Create a STRONG and FOCUSED Thesis Statement	
Write an Outline that will help you plan out the structure of your project. The outline should include all the ELEMENTS OF A HISTORICAL ARGUMENT: • Thesis & Introduction • Connection to Annual Theme • Background and Historical Context (global and local context) • What Happened? (Tell the Story) • Multiple Perspectives • Significance (both short and long term impact) • Conclusion *TIP: Each of these elements should be at least one paragraph.*	

PLAN YOUR EXHIBIT: Use your outline to create a map of your board with logically organized sections, images, and quotes.	
With your first draft, aim to write a little more than 700 words (your student composed word limit is 500, but it is easier to cut than to add).	
Each main point needs to be supported by 2 - 3 persuasive facts and examples, use direct quotes from your sources to support your ideas (be careful that your voice can still be heard and the quotes are only used to support).	
Opposing viewpoints should be included and rebutted, showing why the author's argument is more valid.	
The exhibit content should show your understanding of the topic and the material - it should be original, not plagiarized.	
Ask a teacher or a trusted adult to read your draft to ensure that it uses clear language and is organized in a logical and understandable way.	
Make suggested changes to your draft: Double check the facts and numbers. Add supporting arguments as needed.	
Board Planning: ● Plan the structure of your board as early as you can. ○ If you are building, get supplies and start construction. ○ If you are ordering a board, make sure it will arrive with plenty of time to work. ○ No larger than 40 in. wide, 30 in. deep, and 72 in. high ● Create an artistic theme ○ What colors work for your topic? (does it relate to water = blue, is it based in Africa = red, green, black, and white, etc.) ○ What elements would enhance your topic? (ribbons and lace or barbed wire) ● Multimedia or Interactive element ○ Many exhibits include a multimedia element - they bring an iPad or tablet to display more content that what can fit on the board	

<table>
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No more than 2 minutes and they cannot loop
Must fit within the size and word limits of the project

Interactive elements are a good idea to add - if your project can be “hands” on that will add interest to your project

DISCLAIMER: The research is the most important part - do not spend too much time on the board planning and stylistic elements and neglect your research.
</td>
<td></td>
</tr>
<tr>
<td>
Placement: Your board should generally follow this path:
<table>
<tr><td>BEFORE</td><td>DURING</td><td>AFTER</td></tr>
<tr><td>Context
Lead Up</td><td>Story of what happened</td><td>Short term impact
Long Term Impact</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>
Find creative ways to include IMAGES in your website

Types of images to include: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents
Make sure to properly credit all these images.
Make sure you find good copies of the images that are not blurry when printed out.

</td>
<td></td>
</tr>
<tr>
<td>
Direct Quotes:

You will use these in each section to support your argument.
Make sure they are in a specific “quotes” font so all your quotes will appear uniform.
Include source information if a quote was written or said by an important figure in your topic. (ex. Martin Luther King, Jr. or Elizabeth Cady Stanton)
Make sure you credit the source - tell where the quote came from. (ex. National Archives, Smithsonian Institute)
If you are able to find someone to interview for your topic, you can use their words as direct quotes to support your argument.

</td>
<td></td>
</tr>
</table>

Fonts (from largest to smallest): ● Main Title - introduces the topic and attracts interest ○ Largest font size ○ Ex. Women during WWII ● Subtitle - focuses the topic and limits scope ○ Ex. Women Contribute to the War Efforts on the Homefront ● Thesis - Structure for the whole project, can serve as introduction ○ Placed Near the title ○ Larger font than the rest of the body paragraphs ● Section Title - support thesis, explain a part, brief yet descriptive ○ Slightly larger than body text, slightly smaller than Thesis ○ Ex: Before the War, Women Go to Work, or Rationing ● Body Text - narrative of project, supports argument ○ Font size that should be readable from 3 ft away ● Photo/Video/Audio Caption - short, active, and clear, describes evidence, or provides ● Interpretation of how it supports your analysis. ○ Smaller than body text ○ These words count towards your total ● Credit - required for visuals and quoted material ○ smallest font size ○ These words do not count towards your word limit	
Organization: ● Look at some of the winning NHD exhibits from previous years and observe how their boards are organized. ● Use blocks of text, bordered by images, quotes, or other elements. This is more visually pleasing than a solid block of text. ● Your goal is to draw the viewer's eye all the way across your exhibit and maintain their interest all the way through.	

Final Edits: ● Once you have planned your board (including student composed words, quotes, pictures, etc.) have a trusted adult go through it critically to look for grammatical or spelling errors, and to give feedback on the overall look of the board. ● Allow an editor 3 - 5 days to give you feedback and allow yourself to have 3 - 5 days to make the changes. ● Once these final edits are completed THEN you can start affixing elements to your board. If you do it too early you will have to move things and that may damage your design.	

NHD Historical Paper Checklist

TASK	COMPLETED
Review NHD Rules for all categories before you begin	
Choose a topic	
Make sure you have BALANCED RESEARCH	
Create a Cover Page (including this information in this order): • Title of Project • Names of Participants • Division (6 - 8th grade Junior Division, 9 - 12 Senior Division) • Paper • Paper: 2,406 words (your word count goes here) • Process Paper: 490 words (PP word count goes here)	
Create a STRONG and FOCUSED Thesis Statement	
Write an Outline that will help you plan out the structure of your project. The outline should include all the ELEMENTS OF A HISTORICAL ARGUMENT: • Thesis & Introduction • Connection to Annual Theme • Background and Historical Context (global and local context) • What Happened? (Tell the Story) • Multiple Perspectives • Significance (both short and long term impact) • Conclusion *TIP: Each of these elements should be at least one paragraph.*	

Use your outline to create a first draft with logically organized arguments and main points.	
With your first draft, aim to write more than the 2,500 word limit (it's easier to cut back than to add on).	
Each main point needs to be supported by 2 - 3 persuasive facts and examples.	
Opposing viewpoints should be included and rebutted, showing why the author's argument is more valid.	
The paper should show your understanding of the topic and the material - it should be original, not plagiarized.	
Ask a teacher or a trusted adult to read your draft to ensure that your paper is written in clear language in a style suitable for competition.	
Make suggested changes to your paper.	
Double check the facts and numbers. Add supporting arguments as needed.	
Check your citations (footnotes, endnotes, and annotated bibliography) to make sure sources are properly cited.	
Check your paper's formatting to make sure it meets the competition rules. ● Printed on plain, white 8.5 x 11-inch paper, double-sided, in 12-point font, with 1-inch margins on all sides ● Pages must be numbered consecutively and double-spaced. ● Your title page, process paper, paper, and annotated bibliography must be combined in this order and stapled in the upper left corner or secured with a clip. Do not enclose the paper in a report cover, folder, three-ring binder, etc.	
Lastly, check once more for mistakes, omissions, or awkward word construction by reading your paper out loud to yourself.	

NHD Website Checklist

TASK	COMPLETED
Review NHD Rules for all categories before you begin	
Choose a topic	
Make sure you have BALANCED RESEARCH	
Create a Website Homepage that includes this information in this order: ● Title of Project ● Names of Participants ● Division (6 - 8th grade Junior Division, 9 - 12 Senior Division) ● Group or Individual Website ● Website Student Composed Word Count: 1194 (your word count goes here) ● Multimedia Time: 2 minutes 37 seconds (there is a 3 minute limit for audio and video added to your site) ● Process Paper: 490 words (PP word count goes here) AND a Main Menu that includes links to all the other pages in your site	
Create a STRONG and FOCUSED Thesis Statement	
Write an Outline that will help you plan out the structure of your project. The outline should include all the ELEMENTS OF A HISTORICAL ARGUMENT: ● Thesis & Introduction ● Connection to Annual Theme ● Background and Historical Context (global and local context) ● What Happened? (Tell the Story) ● Multiple Perspectives	

• Significance (both short and long term impact) • Conclusion *TIP: Each of these elements should be at least one paragraph.*	
PLAN YOUR SITE: Use your outline to create a map of your website with logically organized pages and subsections.	
With your first draft, aim to write a little more than 1,500 words (your student composed word limit is 1200, but it is easier to cut than to add).	
Each main point needs to be supported by 2 - 3 persuasive facts and examples, use direct quotes from your sources to support your ideas.	
Opposing viewpoints should be included and rebutted, showing why the author's argument is more valid.	
The site content should show your understanding of the topic and the material - it should be original, not plagiarized.	
Ask a teacher or a trusted adult to read your draft to ensure that it uses clear language and is organized in a logical and understandable way.	
Make suggested changes to your draft: Double check the facts and numbers. Add supporting arguments as needed.	
Create an account and NHD Web Central to begin building your site. • If working with a group, have one person create the site and then share the site key with others. • All members will need to create separate accounts to work collaboratively on the site.	
Find creative ways to include **IMAGES** in your website. Types of images to include: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents	
Direct Quotes: • You will use these on every page to support your argument.	

● Make sure they are in a specific “quotes” font so all your quotes will appear uniform. ● Include source information if a quote was written or said by an important figure in your topic (ex. Martin Luther King, Jr. or Elizabeth Cady Stanton). ● Make sure you include an attribution - tell where the quote came from (ex. National Archives, Smithsonian Institute). ● If you are able to find someone to interview for your topic, you can use their words as direct quotes to support your argument.	
MultiMedia: ● Include music or video when appropriate. ● No more than 3 minutes ● If music plays when the site loads, that music counts. ● If you are able to find someone to interview for your topic, you may consider adding in a clip of that interview as a video or audio clip.	
Fonts (from largest to smallest): ● Main Title - introduces the topic and attracts interest ○ Largest font size ○ Ex. Women during WWII ● Subtitle - focuses the topic and limits scope ○ Ex. Women Contribute to the War Efforts on the Homefront ● Thesis - Structure for the whole project, can serve as introduction ○ Placed Near the title ○ Larger font than the rest of the body paragraphs ● Section Title - support thesis, explain a part, brief yet descriptive ○ Slightly larger than body text, slightly smaller than Thesis ○ Ex: Before the War, Women Go to Work, or Rationing ● Body Text - narrative of project, supports argument ○ Font size that should be readable from 3 ft away	

● Photo/Video/Audio Caption - short, active, and clear, describes evidence, or provides
● interpretation of how it supports your analysis.
  ○ Smaller than body text
  ○ These words count towards your total
● Credit - required for visuals and quoted material
  ○ smallest font size
  ○ These words do not count towards your word limit	

Navigation: ● There needs to be a menu on the Title page that navigates to all the pages on your site. ○ It is also good to have this menu appear on all the pages of your site in a uniform way. ● It is good to have a “back” button on the bottom left of each page that goes to the previous page. ● It is good to have a “next” button on the bottom right of each page that goes to the next page. ● The “next” button on your last page should navigate back to the Homepage.	
Organization: ● Look at some of the winning NHD websites from previous years and observe how their sites are organized. ● There are blocks of text, interrupted by images, quotes, and other elements - this is more visually pleasing than a solid block of text. ● Your goal is to draw the viewer's eye all the way to the bottom of the page, and none of your pages should require a lot of scrolling - if it gets too long, create a new page.	

Final Edits: ● Once you have built your site, have a trusted adult go through it page by page to look for rule violations, grammatical or spelling errors, and to give feedback on the overall look of the site. ● Allow an editor 3 - 5 days to give you feedback and allow yourself to have 3 - 5 days to make the changes before the website is required to be uploaded.	
Uploading and Due Dates: ● Your site will be due several days before the competition. ● You will have to upload a link to your site. ● Be sure that your work calendar reflects this early due date.	

NHD Documentary Checklist

TASK	COMPLETED
Review NHD Rules for all categories before you begin	
Choose a topic	
Make sure you have BALANCED RESEARCH	
Create a Cover Page (including this information in this order): • Title of Project • Names of Participants • Division (6 - 8th grade Junior Division, 9 - 12 Senior Division) • Group or Individual Documentary • Documentary Time: 9 minutes and 49 seconds words (your doc time goes here) • Process Paper: 490 words (PP word count goes here)	
Create a STRONG and FOCUSED Thesis Statement	
Write an Outline that will help you plan out the structure of your project. The outline should include all the ELEMENTS OF A HISTORICAL ARGUMENT: • Thesis & Introduction • Connection to Annual Theme • Background and Historical Context (global and local context) • What Happened? (Tell the Story) • Multiple Perspectives • Significance (both short and long term impact) • Conclusion *TIP: Each of these elements should be at least one paragraph.*	

Before you do anything with pictures, PLAN YOUR DOCUMENTARY SCRIPT. Use your outline to create a first draft of your script with logically organized arguments and main points.	
With your first draft, aim to write a little more than 1,500 words (a 10 minute speech is approx. 1300 words).	
Each main point needs to be supported by 2 - 3 persuasive facts and examples.	
Opposing viewpoints should be rebutted, showing why the author's argument is more valid.	
The script should show your understanding of the topic and the material - it should be original, not plagiarized.	
The script should show your understanding of the topic and the material - it should be original, not plagiarized.	
Make suggested changes to your script: Double check the facts and numbers. Add supporting arguments as needed.	
Collect images: Each image should be on screen for about 5 seconds - so you'll need about 100 - 120 images for a 10 minute documentary.	
Make sure you are keeping track of where you are finding your images: ● Cite the images as you go. ● If you find photo collections, you only have to cite the collection once. ● Make sure you find good quality images - put them in your documentary creation program to see if they appear blurry.	
Other types of images to include: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents, title screens, subject experts talking on TV, B-roll of people doing something related to your topic	
Match up your visuals to your script - whatever you are talking about should be on the screen.	

Record your script: ● Practice first - make marks to keep track of where you should take breaths or pause. ● Record the script in chunks. ● If you don't know how to say a word - replace it or look up the pronunciation - don't guess. ● Use a decent microphone - not the one in your chromebook or computer ● Don't speak too closely to the microphone. ● Try to record in a quiet place.	
Add in an interview: ● Conduct an interview with an eyewitness or an expert. ● Record that interview with video and audio or audio only. ● Include the interview in your documentary - they will help support your claims.	
Make sure to save your project often (perhaps after each time you update it) and keep track of your project time (the time limit is 10 minutes).	
CREDITS: ● At the end of the doc, include a list of acknowledgments and credits for sources of moving footage, interviews, music, and images that appear in the documentary. ● Source credits must be brief and items found in the same collection can be included together in one credit.	
Use Transitions between pictures, but make sure they are not distracting.	
MUSIC: ● Include appropriate background music, if it's a hopeful topic use uplifting music; but if it's a serious topic use more somber music. ● Make sure your music does not distract from your narration.	

• Music is available on WeVideo and other sites. Make sure it is royalty free music.	
Final Edits: • Once you have your documentary put together, listen to it carefully. • Fix any mispronunciations, variations in music or voiceover volume. • Replace blurry pictures with clear ones. • Make sure it is a project you can be proud of as you stand in front of the judges.	
TESTING: • Make backup copies of your project and make sure it plays on a variety of formats. • Upload it to the internet (YouTube, Vimeo, Google Drive, the Cloud, etc.) as a backup option. • Test your Documentary on different platforms and devices, including those not attached to a computer.	
Uploading and Due Dates: • Your Doc will be due several weeks before the competition. • You will have to upload a link to your doc, and a pdf of your Title page, Process Paper, and Annotated Bibliography. • Be sure that your work calendar reflects this early due date.	

NHD Performance Checklist

TASK	COMPLETED
Review NHD Rules for all categories before you begin	
Choose a topic	
Make sure you have BALANCED RESEARCH	
Create a Cover Page (including this information in this order): • Title of Project • Names of Participants • Division (6 - 8th grade Junior Division, 9 - 12 Senior Division) • Group or Individual Performance • Process Paper: 490 words (PP word count goes here)	
Create a STRONG and FOCUSED Thesis Statement	
Write an Outline that will help you plan out the structure of your project. The outline should include all the ELEMENTS OF A HISTORICAL ARGUMENT: • Thesis & Introduction • Connection to Annual Theme • Background and Historical Context (global and local context) • What Happened? (Tell the Story) • Multiple Perspectives • Significance (both short and long term impact) • Conclusion *TIP: Each of these elements should be at least one paragraph.*	
PLAN YOUR SCRIPT: Use your outline to create a first draft of your script with logically organized scenes and dialog.	

With your first draft, aim to write a little more than 1,500 words (a 10 minute speech is approx. 1300 words).	
Each main point needs to be supported by 2 - 3 persuasive facts and examples.	
Opposing viewpoints should be included and rebutted, showing why the author's argument is more valid.	
The script should show your understanding of the topic and the material - it should be original, not plagiarized.	
Ask a teacher or a trusted adult to read your script to ensure that it uses clear language and that your script tells the story of your topic.	
Make suggested changes to your script: Double check the facts and numbers. Add supporting arguments as needed.	
Collect **Props, Sets, and Costumes**: ● Look through each scene and make a list of what you should wear and what you need to be holding during the scene. ● Setc can be as simple as a table and chair, or as elaborate as a painted backdrop. ○ If you create a backdrop, you'll also need to create a structure to hold it - you cannot count on being able to hang it up in the performance location. ● Collect these things from your house, your teacher, friends and neighbors, or purchase items you are unable to find.	
Find ways to include **IMAGES** in your performance Types of images to include: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents	
Direct Quotes: ● You may find direct quotes from your historical figures that you would like to use in your performance - do it! ● However, the whole performance cannot be composed of quotes	

• Make sure any quotes are cited in your bibliography or you will be guilty of plagiarism.	
Practice: • Do a first read through of your script, make sure you time it. • If it is somewhere in the 8 minute range, you should be good - you still need to add in blocking and time for performing.	
Sets: • If your sets require creation - building, painting, etc. ask for reasonable help from teachers or parents and work on creating those. • They should be ready about 2 weeks before competition so you can get ready to set them up and take them down easily.	
Blocking and Actions: • Blocking is the movement and actions your characters will act out during your performance. • Think about what the characters would be doing while having the conversations in your script. • Practice your script with these actions and movements included and time this run through. • If it is close to 10 minutes, but not over, you can start memorizing.	
Adding and/or Subtracting: • If your runthrough is longer than 10 minutes, find portions to cut out or adjust your blocking to save time. • If your runthrough is shorter than 10 minutes, add in content or blocking to get as close as you can to 10 minutes.	
Emotion and Reaction: • Once you have a handle on your script, make sure that each character is projecting the appropriate emotion in each scene.	

• Are they worried, excited, determined, upset, etc? Make sure the audience can tell from your tone, volume, facial expressions, and hand gestures.	
Final Edits: • About two weeks before the competition, make sure you have the final version of your script. • Make sure it is just below 10 minutes. • Make sure it includes all the elements of a historical argument. • Make sure you know your blocking, movements, emotions, and prop usage.	
Practice	
Practice	
Practice	
Practice setting up and taking down your sets on your own, since you will be required to do that at competition.	
Create a checklist for what to bring to the competition: • Create a detailed checklist with all your props, costume elements, and paperwork and assign a person to bring each thing • Share this checklist with your family/parents/adults to make sure they are aware of what you need • Use that Checklist to make sure you have everything you need before you leave for the competition.	

Process Paper

Process Paper Guidelines

Reflecting on how you conduct your research is an essential part of the research process. The process paper will allow you to consider what went well and which parts of the research process you might need to improve upon in the future.

Formatting Guidelines:

- Word count: 500 words or fewer
    - This word count is separate from the student-composed word count on your project.
- Do not include quotes, images, or captions.
- 12-point font, Arial font
- 1-inch margins on all sides
- Double-space your paper.
- Indent each paragraph so it is formatted like a paper (see the example linked above).

Questions to Answer:

Use the guidelines below to write your five-paragraph process paper. If a question does not apply to your project, you may skip past it.

1. **The first paragraph** should explain how you chose your topic and how it relates to the theme.
    a. How does your topic interest you?
    b. Do you have personal ties to your topic? (Does the topic personally affect you, or is it historically relevant to you?)
    c. If you had more than one topic to choose from, how did you settle upon your final topic?
    d. How does your topic relate to the theme?

2. **The second paragraph** should explain how you conducted your research.
    a. What types of sources did you use?
    b. Which types of sources were most helpful to you? Why?

c. Where did you find your sources?
d. Who helped you find your sources? (if anyone)
e. How did you use those sources to find information?

3. **The third paragraph** should explain how you selected your presentation category and created your project.
    a. Why did you choose to create an exhibit, website, documentary, performance or paper?
    b. How did your group work together to assemble your project? (or) How did you manage your time to put the project together? (if group or individual)
    c. If you used certain symbols, colors, or other design elements that are meaningful, explain the meaning behind them.

4. **The fourth paragraph** should explain your historical argument.
    a. What is your thesis? Instead of writing your thesis word for word, try to describe what you are trying to prove with your research.

5. **The fifth paragraph** should explain how your topic is significant in history.
    a. Why does your topic matter?
    b. What lasting impact has your topic had?

Example of a Paper Guidelines

American Indian history has always interested me. This summer I participated in a workshop that was focused on American Indian history. In this workshop I learned about wampum belts for the first time and I was interested to learn that American Indians often “wrote” treaties in the form of beaded belts instead of using a written language. I felt like the topic of wampum belts worked very well with the theme, “Communication in History: The Key to Understanding,” because wampum belts are essentially art that communicates the terms of treaties between American Indians and other nations.

While researching, I realized that it was very difficult to find primary sources. This is mostly because my topic took place in the 17th century and there weren’t a lot of written records created by American Indians, specifically the Onondaga Nation (Iroquois). The Dutch were also involved in my topic and there weren’t many translations. Due to this, I relied heavily on secondary sources to conduct my research. I used databases such as BadgerLink and the Digital Public Library of America to find my sources. I started by researching “American Indian wampum belts” and narrowed my topic down over time to focus specifically on the Onondaga Nation.

I decided that I wanted to complete an exhibit. I also liked the idea of a website but thought I could be more creative in making an exhibit. I used the slideshow template provided by the NHD program to put my exhibit together. I considered completing my exhibit on a tri-fold board but felt like doing the project online would allow me to revise more easily. I started my slideshow with my title and then focused on my thesis, as that

is the most important part of my project. Then I included all of my other evidence and analysis.

My thesis focuses on how wampum belts were used to communicate the terms of treaties to other nations. They have also been used by future generations to look back on historical agreements and determine whether those treaties were broken. In the case of the Onondaga, as well as many other American Indian nations, the terms of treaties were ignored many times and trust was irreparably broken between the nations that were part of the original contracts.

Wampum belts were meant to solidify agreements between American Indian nations and other nations. Though treaties were, and still are, legally binding, the terms have been broken many times. The resulting distrust has led to the current relationship between American Indians and the United States government. Though the government may abide by some treaties, American Indians have lost a great deal of independence over the years. In addition, even though American Indian nations are technically sovereign, they must still answer to the United States government. The original treaties that were illustrated by wampum belts were meant to help these nations coexist peacefully but history shows that has not been the case. American Indians still fight for equality and independence today.

Annotated Bibliographies

Writing an Annotation

An **annotation** is an evaluation of the credibility and usefulness of a source. NHD recommends that you also explain how you used the source in your project and how the source helped you understand your topic.

Writing an Annotation

- Annotations must be three (3) sentences or less.
- Do not summarize the source in your annotation. Focus on assessing the usefulness of the source instead.
- Include the following in your annotation:
    - The type of source
    - How the source helped you understand your topic
    - How you used the source in your project
- Sample annotation format:
    - This _____ helped me/us understand _____. I/we used this information to describe _____.

This _____	helped me/us understand _____.	I/we used this information to describe _____.
Describe the type of source: ● primary or secondary ● book, article, letter, etc.	Describe what you learned about your topic. Only include relevant information. Do not include new information here that isn't already included in your project.	Explain how you used the information. Did the information help you… ● support your thesis? ● argue your topic's significance? ● describe the context of your topic? ● explain the connection between your topic and the theme?

Time to Practice!

Choose one of your NHD sources and complete the table below. Once you have drafted your annotation, write it out using complete sentences. See the rubric at the bottom to self-assess.

This _____	helped me/us understand _____.	I/we used this information to describe _____.

Write your annotation in the box below using complete sentences. Limit your annotation to three (3) sentences or less.

Rubric

Use the rubric below to self-assess. How did you do? Go back and revise your annotation if necessary.

3 - Meets Expectations	2 - Developing	1 - Incomplete
☐ The annotation describes the type of source. ☐ The annotation thoroughly and clearly describes what the source helped me understand. ☐ The annotation thoroughly and clearly describes how I used the source in my project. ☐ The annotation is written in complete sentences that flow together well.	☐ The annotation describes the type of source. ☐ The annotation attempts to describe what the source helped me understand, but it isn't thorough or clear. ☐ The annotation attempts to describe how I used the source in my project, but it isn't thorough or clear. ☐ The annotation is rewritten into sentences but they are fragmented or choppy.	The annotation is missing one or more components.

Annotated Bibliography Guidelines

The **annotated bibliography** lists the sources used while researching and creating your project. A citation and annotation must be included for each source used.

- The **citation** provides the necessary information for others to find the specific source that was used.
- The **annotation** is an evaluation of the credibility and usefulness of a source. NHD recommends that you also explain how you used the source in your project and how the source helped you understand your topic.

The annotated bibliography is not included in any of your project word counts.

Writing a Citation

The NHD Rule Book clarifies that the following citation formats are acceptable:

- Chicago - See The Chicago Manual of Style by the University of Chicago Press.
- MLA - See the MLA Handbook by the Modern Languages Association of America.

If you use multiple images or materials from one collection, cite the collection as a whole instead of citing each one individually.

Writing an Annotation

- Annotations must be three (3) sentences or less.
- Do not summarize the source in your annotation. Focus on assessing the usefulness of the source instead.
- Include the following in your annotation:
    - The type of source
    - How the source helped you understand your topic
    - How you used the source in your project
- Sample annotation format:
    - This _____ helped me/us understand _____. I/we used this information to describe _____.

This _____	helped me/us understand _____.	I/we used this information to describe _____.
Describe the type of source: ● primary or secondary ● book, article, letter, etc.	Describe what you learned about your topic. Only include relevant information. Do not include new information here that isn't already included in your project.	Explain how you used the information. Did the information help you… ● support your thesis? ● argue your topic's significance? ● describe the context of your topic? ● explain the connection between your topic and the theme?

Formatting the Annotated Bibliography

- Include the title at the top - "Annotated Bibliography".
- Break your bibliography into two categories - "Primary Sources" and "Secondary Sources".
- Alphabetize your sources by the first letter of the first word of the citation. Skip words such as "a," "an," and "the" and alphabetize by the next word.
- Remove the hyperlinks from each citation.
- It is recommended that your bibliography is uniform in font type, size, and color, such as Arial, size 12, and black font.
- Margins must be 1".
- Leave the first line of the citation left justified. Indent each following line ½".

See NHD's Annotated Bibliography Guide for more detailed information.

Preparing for the Contest

NHD Peer Review

Directions:

Conduct a peer review of another NHD project. Use the form below to provide constructive feedback to help the student(s) improve their project. Remember to…

- Include at least one strength and one area of improvement for each section.
- Be thorough and specific while giving feedback by providing examples of what they did well and how to improve.

First, glance at the project as a whole to get an idea of how it is organized.

First Impression Notes *Consider organization, formatting, how easy it is to find the title and thesis, use of images in an exhibit, etc.*	
Wow, you did great with…	Here is something that you could improve…

Next, view the project in detail and evaluate the following:

Thesis	
The thesis includes (check the boxes): ☐ Narrow topic ☐ Connection to the theme ☐ Historical impact	
Wow, you did great with…	Here is something that you could improve…

Context	
Consider the following: ● Is the time period clear? ● Is the location clear? ● How well did the student(s) set the stage for their topic?	
Wow, you did great with…	Here is something that you could improve…

Argumentation	
Consider the following: ● How well does the research support the thesis? ● Is there wide research with a variety of sources and perspectives? ● How well were primary sources used to support the thesis?	
Wow, you did great with…	Here is something that you could improve…

Historical Impact
Consider the following: ● Is the historical impact of the topic clear? ● Did the student(s) argue the extent of the impact? (How much things changed?)

Wow, you did great with…	Here is something that you could improve…

Final Thoughts	
Overall, how did the student(s) do on their project? Is there anything you would like to mention here that wasn't mentioned above?	
Wow, you did great with…	Here is something that you could improve…

TIPS FOR SUCCESS

Submit Necessary Materials by the Deadline: Most NHD contests now require that materials are submitted a few weeks in advance of the contest in order to give judges time to fully examine the historical research. Make sure that you follow the submission directions very carefully - and ask your teacher to double check for you!

Know Your Content and Impact: Make sure that all members of your NHD team are thoroughly familiar with your topic. Understand the key events, figures, and significance of your subject.

Double Check the Category Rules: The NHD rulebook is very specific, so make sure that you have carefully examined the rules for your category. Depending on the category, you need to consider original word count, the size of an exhibit, the length of your performance, and more. Remember that only students can set up exhibits and any props or staging materials for a performance.

Polish Your Annotated Bibliography: Judges see your annotated bibliography before they see your project, so make sure that you have followed directions carefully. Your citations should be complete and in proper form. Annotations should be well written and limited to two to three sentences. Make sure your bibliography is divided into primary and secondary sources.

Highlight Primary Sources and Unique Experiences: Plan ahead to emphasize the primary sources, archives, and interviews you used in your research. Explain how these sources provided unique insights into your topic, and how they helped you grow as a young historian.

Have the Necessary Materials for the Contest: Depending on your category, make sure you have the necessary printed materials for the contest. This includes a title page, process paper, and annotated bibliography printed out. For some categories, especially exhibits, multiple copies are necessary.

Expect Smooth Sailing, but Sometimes … : Be prepared for some last minute challenges. For exhibits, have some taupe or glue handy, just in case. Documentaries should be tested ahead of time at the contest site. All performers should make sure that they have the necessary props and costumes, and check out the performance area upon arrival.

Practice Being Interviewed: While there is not a standard set of questions, many judges like to ask about the overall research process. reflecting on the research process should help you to practice answering questions in your interview. Some common judging questions include:

- How does your topic and research fit the theme?
- What was your best source?
- What was a challenging part of your History Day experience?
- What are the broader implications of the topic you researched?
- If you move on in the competition, is there something you would like to add or change to your project?
- Is there anything you would like to tell us that we haven't asked about?

Compete wIth Confidence and Have Fun! You've put in a ton of work on your project, and nobody knows your topic like you (and your partners). Be confident in your work, and express your enthusiasm for your topic, your project, and your interest in history. Judges will notice your enjoyment of the process and contest. Remember - they love history too!

Preparing for the NHD Interview

How can I prepare for the NHD interview with the judges?

- Know your project inside and out. Be prepared to discuss any portion of it.
- If you worked as a group, allow each group member to participate as evenly as possible.
- Practice ahead of time. Provide the list of questions below to someone who is not part of your project group and practice interviewing with them.
- Dress nicely for the contest and interview. Remember that costumes are prohibited by the NHD Contest rules except in the performance category.
- Remember to greet your judge and smile! When the interview is over, thank the judge for their time.

What types of questions will the judges ask? *

Judges might ask about historical content but they will mostly focus on the process of researching a topic and presenting a historical argument as well as the connection of the topic to this year's theme. Judges might ask questions that are not on the list below.

1. How did you decide on your topic?
2. How does your topic relate to the NHD theme?
3. Why was your event so important in history?
4. What were the consequences of your event?
5. What is your thesis?
6. How did you conduct your research?
7. What primary sources did you find? Where did you find them?
8. How did your primary sources help you to better understand your topic?
9. What was your most important source? Why?
10. Did you find good printed sources? Where did you find them?
11. What websites did you use?
12. Do you think you showed both sides of your event? How?
13. Tell us what each one of you did to contribute to this project.

14. What was the most significant thing you learned about your event?
15. What difficulties did you face doing your project? How did you overcome them?
16. What is the most important point you are trying to convey about your topic?
17. As you did your research, what surprised you the most about this topic?
18. How did you come up with the design for your entry?
19. Why did _____ (the person or people who are the subject of the entry) get involved in _____ (whatever they got involved in)?
20. If you researched an individual, what were the biggest obstacles faced by this person?
21. If you researched an event, what were the most important factors that caused this event to occur?
22. What were the most important consequences of your topic?
23. Why is this topic significant in history?
24. Is there anything you weren't asked that you would like to talk about?

***** Questions are from A Guide to Historical Research Through the National History Day Program

Getting Ready for Competition Day

You have done all the fantastic work to prepare a competition-ready National History Day project. You created your project and reviewed the NHD rules and checklists on NHD.org to make sure your project meets the category requirements. Now let's be sure you have what you need for the day of the contest!

Where: Confirm where your National History Day contest will be held, including the building and room where you will share your project.

When: You will need to know a few key competition day times depending on your project's category.

Set up and testing time:

> **Exhibits** will have a time for competitors to set up their projects.
>
> **Documentaries and Performances:** You will have an opportunity to visit the room, check your technology and space to determine how to make it work for you when your judging time starts. This is the time when you should check that you can access your documentary and play it on the technology. If you run into trouble, there is often technology support available during this set up time.
>
> **Judging time:** All categories will have a judging time when you will get to answer questions from the judges. Be sure you know your judging time. Check where your judging room is ahead of time. When held on college campuses, these rooms can be very spread out so be sure you know how long it will take you to get to your judging location so you will not be late.
>
> **Finals**: If you are competing in the documentary or performance category and you advance to the final or second round of judging, you will need to present your project again. Be sure to find out the judging time and location after the first round of competition is completed.
>
> **Awards Ceremony:** Check where and when the Awards Ceremony takes place to find out the competition results!

What: Bring your project, remembering all components specific to your category such as props for performance and components of exhibits. For documentaries, be sure to have a couple of ways to access your document such as a jump drive and a copy uploaded to a Google Drive or a YouTube. All participants should bring at least two copies of your

documentation (historical paper (if applicable), process paper, and annotated bibliography).

Who: Generally, supporters can attend presentations of documentaries and performances. While exhibits can be viewed when the exhibit hall is open, only competitors may be in the exhibit hall during their judging time. Everyone can attend the awards ceremony.

How: You are the how! You must set up your own projects, test them out, etc. Be proud of your accomplishment and the work you have done to get to this point!

Remember, the judges are volunteers who love history. They are very happy that you have taken on this project and will be very interested in talking with you. The discussion with the judges is a chance to celebrate the hard work you have done on your project and talk with individuals who are also deeply interested in history.