

National History Day

in Wisconsin

Teacher Resource Book



# TABLE OF CONTENTS

GROUP OR INDIVIDUAL PROJECT.....	1
TOPIC SELECTION .....	2
FUNNEL METHOD.....	3
CORNELL NOTES SYSTEM.....	4
IDENTIFYING PRIMARY AND SECONDARY SOURCES.....	5
SOURCE PRACTICE.....	6
HISTORICAL RESEARCH FOR NHD .....	8
RESEARCH STRATEGY.....	10
PRIMARY SOURCE ANALYSIS.....	11
SECONDARY SOURCE ANALYSIS .....	12
POINTS OF VIEW.....	13
HISTORICAL CONTEXT.....	14
TESTING YOUR THESIS.....	15
THESIS STRENGTHENING PRACTICE.....	16
PROJECT CHECKLIST-DOCUMENTARY .....	18
PROJECT CHECKLIST- EXHIBIT .....	20
PROJECT CHECKLIST- PAPER.....	22
PROJECT CHECKLIST-PERFORMANCE.....	24
PROJECT CHECKLIST- WEBSITE.....	26



**Group or Individual Project?**

You face important questions right when you begin your History Day project. Do you want to work alone or in a group? If you work in a group, who do you want on your team? Think carefully about the following as you make these important decisions.

**1. Circle three words that describe the roles that you usually play in when working in a group.**

- Group leader      Works Best Alone      Great with Technology      Likes to Work with Their Hands
- Keeps on Schedule      Last-Minute Planner      Works best with Friend      Loves Writing      Enjoys Acting

**2. Use a highlighter to select the three words that describe your ideal group member.**

**3. Selecting group members is about strategy and balance, just like a baseball team.** A baseball team needs people with a variety of strengths, including those who are good at hitting, running, pitching and catching. Coaches don't want to pick players that won't show up for games or who don't play fair. List five qualities that make someone a good partner and five traits that you want to avoid in your group members:

Positive Characteristics	Traits to Avoid
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**4. There are advantages and disadvantages to working both individually or in a group.** Complete the following chart by filling in two advantages and two disadvantages to working as an individual and working as a group.

Individual Project	
Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
Group Project	
Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

**5. I would rather work: (circle one)**                      Alone                      In a Group

**6. Why?** \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

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

## TOPIC SELECTION WORKSHEET

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

The National History Day theme for this year is: \_\_\_\_\_

My general areas of interest are:

---

---

---

Preliminary Topic Idea 1	Preliminary Topic Idea 2
This topic relates to the annual theme because...	This topic relates to the annual theme because...
I think this topic is significant in history because....	I think this topic is significant in history because....
Issues and research questions to be explored in my/ our research (look for ways to compare, contrast, or interpret using your own ideas):  •  •  •  •  •	Issues and research questions to be explored in my/ our research (look for ways to compare, contrast, or interpret using your own ideas):  •  •  •  •  •
Ideas about available resources about the topic, both primary and secondary:	Ideas about available resources about the topic, both primary and secondary:
<b>Final Topic Selection:</b>	

Name: \_\_\_\_\_

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

# Funnel Method

## Theme

Start by thinking about the NHD annual theme.

## General Interest

Pick a general area of history that interests you.

## Broad Topic

What topics connect to this area of history?

## Narrow Topic

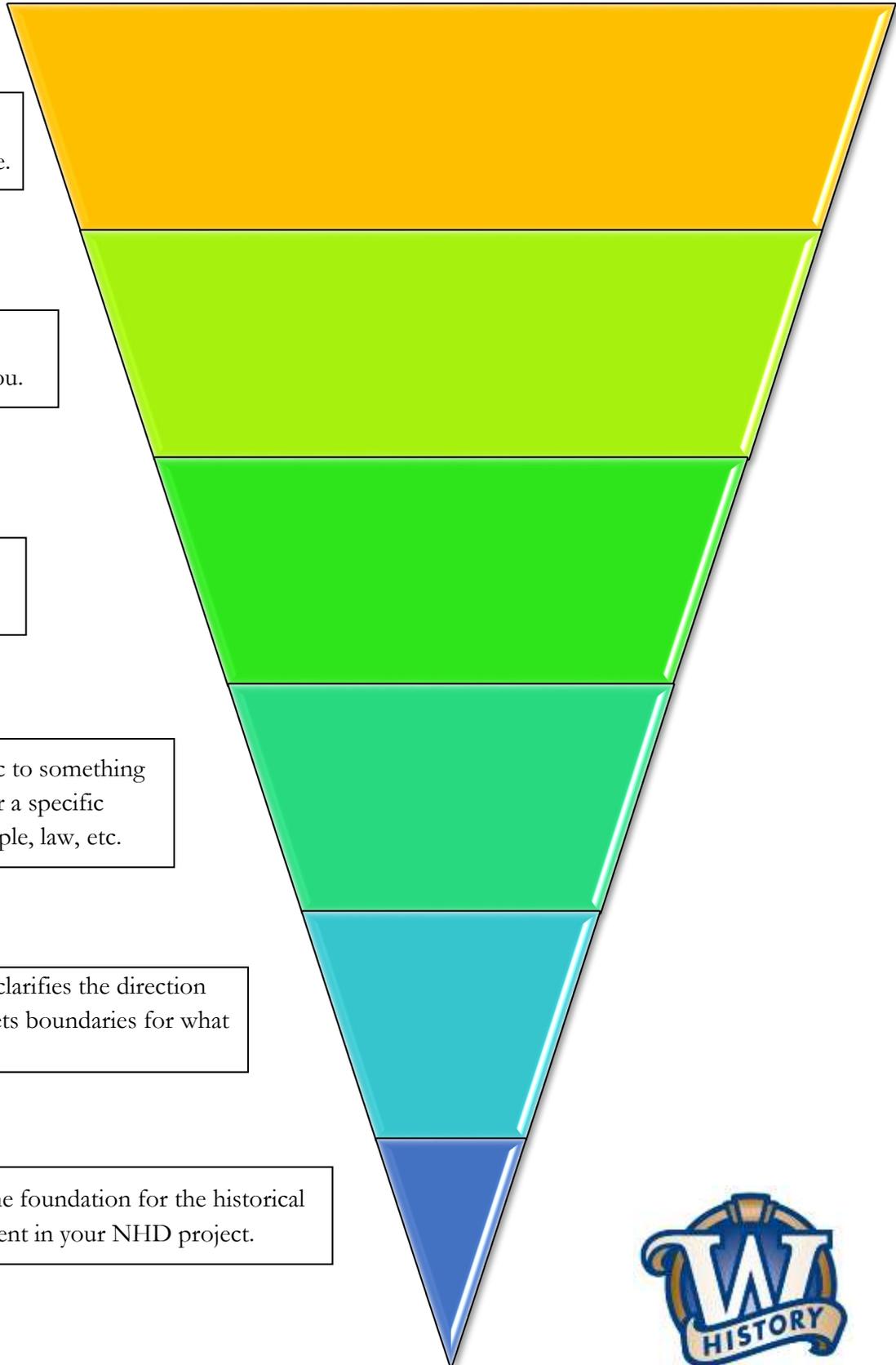
Narrow the broad topic to something more specific. Consider a specific individual, event, example, law, etc.

## Research Question

The research question clarifies the direction of your research and sets boundaries for what you will examine.

## Thesis

Your thesis provides the foundation for the historical argument you will present in your NHD project.







## IDENTIFYING PRIMARY AND SECONDARY SOURCES

1. In your own words, what is the definition of the term *primary source*?

---

---

What are two examples of a primary source?

A. \_\_\_\_\_

B. \_\_\_\_\_

2. In your own words, what is the definition of the term *secondary source*?

---

---

What are two examples of a secondary source?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. Imagine that you are doing your National History Day project on Susan B. Anthony and her contributions to the woman's suffrage movement until the 19<sup>th</sup> amendment was passed in 1919. Take a look at the following sources related to this topic and classify them by circling either primary or secondary:

A.	Primary	Secondary	A letter from Susan B. Anthony encouraging support for woman's suffrage.
B.	Primary	Secondary	The text of the 19th Amendment.
C.	Primary	Secondary	A newspaper article describing a woman's suffrage rally in 1915.
D.	Primary	Secondary	An interview you did with a historian about Susan B. Anthony's life.
E.	Primary	Secondary	Your United States history textbook.
F.	Primary	Secondary	A book by a historian about the woman's suffrage movement, published in 2005.
G.	Primary	Secondary	A photograph of women protesting for the right to vote from the early 1900s.
H.	Primary	Secondary	A website describing the events of Susan B. Anthony's life, written by a librarian in Madison, Wisconsin in 2007.
I.	Primary	Secondary	A pamphlet published in the early 1900s warning people about the dangers of giving women the right to vote.
J.	Primary	Secondary	Government documents from the time related to the passage of the 19th Amendment.



Name: \_\_\_\_\_

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

## SOURCE PRACTICE

**Primary Source:** anything created at the time of the event. This can also be a person that experiences the event first-hand.

**Secondary Source:** where the writer or creator is not an eyewitness or experienced the event. Explains or interprets the event or topic.

### Test Yourself!

### Write “P” for Primary or “S” for Secondary

1. A biography about Abraham Lincoln. \_\_\_\_\_
2. An interview with a Vietnam Veteran. \_\_\_\_\_
3. A journal article written about how Native people lived centuries ago. \_\_\_\_\_
4. The US Constitution. \_\_\_\_\_
5. A poster of the US Constitution. \_\_\_\_\_
6. An interview with someone who remembers when the Berlin Wall fell. \_\_\_\_\_
7. A textbook describing the Civil War. \_\_\_\_\_
8. The History Channel explaining life as a servant in the 19<sup>th</sup> century. \_\_\_\_\_
9. The movie *Titanic*. \_\_\_\_\_
10. A letter from John Smith about meeting with the Powhatan Indians. \_\_\_\_\_
11. A song written in 1919 about the Suffrage movement. \_\_\_\_\_
12. A diary found in 2016 written in 1918 by a factory worker. \_\_\_\_\_
13. A picture of the Apollo 11 Launch in 1969. \_\_\_\_\_
14. A book written about the Launch in 2008. \_\_\_\_\_
15. The birth certificate of Princess Diana. \_\_\_\_\_
16. A US newscast reporting on a flood in China last night. \_\_\_\_\_

**Key:**

1. S (Abe did not write it about himself, this explains and interprets his life.)
2. P (The veteran experienced the war. Even if the interview is decades later, the veteran's experiences are still true.)
3. S (Not from the time, and contains interpretations.)
4. P (A document from 1776.)
5. S (A copy, could have been edited. Always try to find the complete text or original form of the document/object. You don't have to physically touch the document/object to cite it, but you must be able to view the entire thing to fully understand its context.)
6. P (They do not have to be *at* the wall, but they were alive at the time of the event. That counts!)
7. S (Not from the time of the event, a textbook is meant to explain and interpret an event.)
8. S (Not from the time of the event, explaining what happened from an outsider's view.)
9. S (Not from the time of the event, a re-creation of the event.)
10. P (From the time of the event.)
11. P (From the time of the event.)
12. P (From the time of the event. Doesn't matter when it was found.)
13. P (From the time of the event.)
14. S (Not from the time of the event.)
15. P (From the time of the event, an original, official document.)
16. P (From the time of the event, does not have to be in the same location.)

# Historical Research for National History Day

Follow along and take notes about the historical research process for National History Day. Think about your topic as you answer the questions.

1. My National History Day topic is: \_\_\_\_\_

2. **My Topic:** Good NHD topics are narrowed down to a specific topic and have a strong connection to the NHD theme. Describe each of the following related to your topic.

My specific NHD topic is:	
My connection to the NHD theme is:	

3. **Primary and Secondary Sources:** You will need BOTH primary and secondary sources to create your National History Day project. Define each term in your own words.

Primary Source:	
Secondary Source:	

4. **Examples of Sources:** There are many different types of primary and secondary sources you could use for your project. List four examples of each.

Primary Sources Examples

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

Secondary Source Examples

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

5. **My Sources:** The sources you will find depend on your National History Day topic. Think about your topic and brainstorm the types of sources you might find related to it.

Potential Types of Primary Sources

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

Potential Types of Secondary Sources

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

6. **My Sources:** You are expected to find resources both online and \_\_\_\_\_ for your National History Day project. The quality of your research is worth \_\_\_\_\_ of your National History Day evaluation!

7. **Finding Information:** There are many places you can look for information – both online and offline. These places will depend on your topic and where you live. Brainstorm general places to find information and then specific places that YOU might look for information on your topic.

General Places to Find Information

Specific Places I Might Research My Topic

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

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

8. **Places to Visit on the Web:** There are many sources for information on the Internet. Here a few that you should be sure to check out. Place a **check mark** next to those you have already searched.

- Google Books (<http://books.google.com>)
- Google Scholar (<http://scholar.google.com>)
- Internet Public Library (<http://www.ipl.org/>)
- BadgerLink – Access Newspaper Archive (<http://www.badgerlink.net/>)
- BadgerLink – EBSCO Search (<http://www.badgerlink.net/>)

9. **Evaluating Websites:** Not all of your Internet search results will be good websites for historical research. What are three things you should think about when deciding to use a website?

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

10. **What Now?** Finding the information is just the first step. Once you've found a source, what should do you do with it?

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

11. **My Research:** Think about the research you have already done and answer the following questions:

- a. The most interesting source I have found is \_\_\_\_\_
- c. I would like to find \_\_\_\_\_  
\_\_\_\_\_
- d. The biggest problem I'm having with my research so far is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## RESEARCH STRATEGY WORKSHEET

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

Topic: \_\_\_\_\_

**What are some key words, dates, or people related to your topic that will help you search for information?** (Remember to check spelling!)

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

**What are other terms you can use to find information?** (keywords or synonyms)

_____	_____	_____
_____	_____	_____

**What types of primary sources might exist for your topic?**

_____	_____	_____
_____	_____	_____
_____	_____	_____

What materials will you look at to begin your research?

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

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

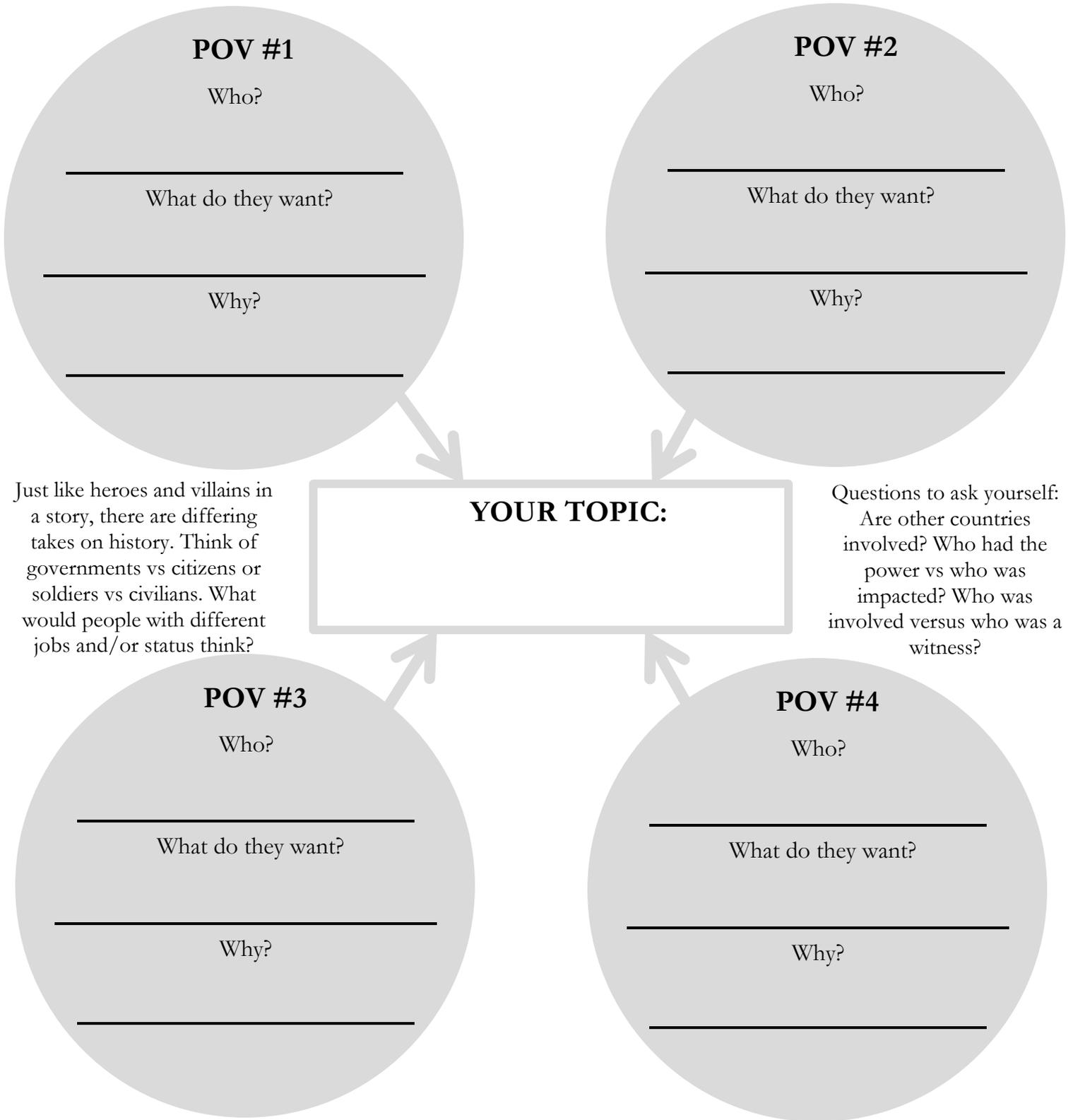
# Primary Source Analysis

Who (author and subject):	
What (is it depicting):	
Where (location):	
Where (source):	
When:	
What information does this source provide that might be useful in you project? Considerations include: author bias and motivation, who was the intended audience, what is said vs. unsaid, the significance of the source at the time of creation, what are the source limitations?	
Notes ( e.g., quotes, paraphrased material, statistics)	How might this information be used in your project?

# Secondary Source Analysis

Bibliographic Citation:		
What kind of source is this? (eg., book, article, documentary)		
Do you think this source is credible/reliable? What do you know about the author's qualifications and motivations?		
What is the author's main argument/interpretation?		
What evidence does the author provide for his or her argument?		
Does the author's interpretation seem reasonable, given what you know from other research?		
What information does this source provide that might be useful in you project?		
Page #	Notes ( e.g., quotes, paraphrased material, statistics)	How might this information be used in your project?

# IDENTIFYING POINTS OF VIEW

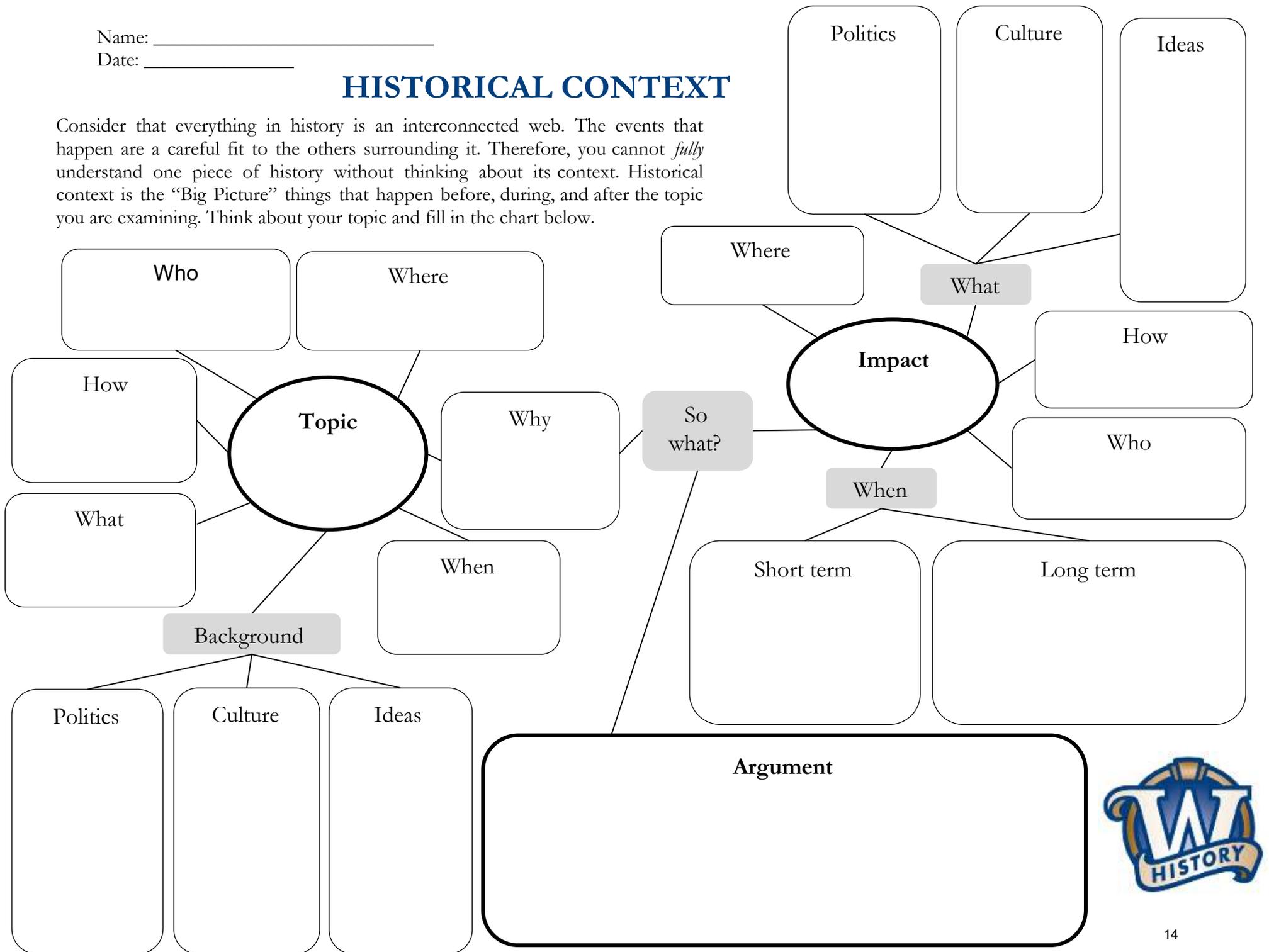


Name: \_\_\_\_\_

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

## HISTORICAL CONTEXT

Consider that everything in history is an interconnected web. The events that happen are a careful fit to the others surrounding it. Therefore, you cannot *fully* understand one piece of history without thinking about its context. Historical context is the “Big Picture” things that happen before, during, and after the topic you are examining. Think about your topic and fill in the chart below.





## TESTING YOUR THESIS

### Top 5 Thesis Things to Remember

1. *It's a roadmap.* What is going to be shown to the reader? A strong thesis will help you decide what to include. As you work, ask yourself: how does this connect to the thesis?
2. *Make an argument.* Take a side and try to convince someone to believe it.
3. *Answer: so what?* Why should the reader care about your topic? What did it impact or change? We all know Susan B. Anthony fought for women's suffrage, but why should we care, even today?
4. *Bring in the theme.* Readers should be able to pick out all parts of the theme, so be sure to include theme language!
5. *Be patient.* A thesis takes time. There will be multiple drafts, so don't get discouraged. The more drafts, the closer you are to a fantastic thesis!

**Test your thesis by filling in the following chart.** History is not black and white — no matter what your topic, you can bet there will be someone with a different view. Why is your argument stronger? How will you reconcile their evidence with your own?

➤ **The key is to test and/or strengthen your argument by thinking about what an opposing opinion might be.**

⇒ Consider the strength of each argument. Do you need more evidence to support your thesis statement?

⇒ How will you deal with evidence that supports another argument?

<b>My Argument:</b>	<b>Opposing Argument:</b>
<b>Evidence that supports my argument:</b>	<b>Evidence that supports the opposing argument?</b>
<b>Which argument is strongest? Why?</b>	
<b>How can I strengthen my argument? What additional evidence do I need?</b>	



Name: \_\_\_\_\_

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

## THESIS STRENGTHENING PRACTICE

Trying to write a strong thesis? Have no fear! This guide is here to help. The best thesis statements take time and revision so practice with the samples below.

- ✓ ***It's a roadmap.*** Tell your reader what you will show them in your project.

“The treaty was an attempt to compromise over the land, yet caused more conflict between both sides decades later when multiple clauses were broken.”

What could be improved? How would you make this more of a road map?

- ✓ ***Make an argument.*** Try to convince your audience to view the historical event the way you think it should be. People may argue with you, but that's a good thing! Develop an argument that you can back up in your project.

“Endangered species are animals that are dying off the planet. Some people think it is because of man-made pollution that is hurting the environment.”

What could be improved? How would you make this into an argument?

- ✓ ***Answer: “so what?”*** Inform the reader why he/she should care about this topic.

“After World War II, the Soviet Union placed nuclear missiles and Cuba as a show of strength and to challenge the United States. President John F. Kennedy and leader Nikita Khrushchev resolved this Cuban Missile Crisis, yet tensions over communism continued to fuel the Cold War.”

What could be improved? How would you answer the “so what?”

- ✓ ***Bring in the theme.*** Show your audience that you have thought about the theme and how it connects to your topic. (*Sample theme: Leadership & Legacy in History*)

“Mahatma Gandhi's efforts in during the 1930 Salt March to protest the high tax of salt, and overall British rule, influenced India's Independence in 1947. He continues to be a symbol of how nonviolent protests and persistence can make a difference.”

What could be improved? How would you bring in the “Leadership & Legacy” theme?

The theme is: \_\_\_\_\_

POTENTIAL THESIS STATEMENT	ROADMAP?	ARGUMENT?	SO WHAT?	THEME?

## Project Checklist – Documentary

<b>Student Name(s)</b>			
<b>Documentary Title</b>			
<b>Process Paper Word Count (Max: 500)</b>		<b>Length of Documentary (Max: 10 minutes)</b>	

### GENERAL RULES

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

### DOCUMENTARY RULES

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

**WRITTEN MATERIALS for the DOCUMENTARY CATEGORY**

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> <li>○ Title of the documentary</li> <li>○ My/our name(s)</li> <li>○ Junior OR Senior Division</li> <li>○ Individual OR Group Documentary</li> <li>○ Number of words in the process paper</li> </ul> <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> <li>○ How did you choose your topic and how does it relate to the annual theme?</li> <li>○ How did you conduct your research?</li> <li>○ How did you create your project?</li> <li>○ What is your historical argument?</li> <li>○ In what ways is your topic significant in history?</li> </ul> <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> <li>○ A complete list of all sources used to create this project</li> <li>○ Annotations for each source</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.</li> <li>○ The annotations describe how I/we used the source and how it helped to understand the topic.</li> <li>○ If I/we used several items from the same collection, they are combined into a single citation.</li> </ul> <p>I/we did <b>not</b> attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Process paper</li> <li>○ Annotated bibliography</li> </ul> <p>I/we did <b>not</b> enclose these materials in a binder or folder.</p>

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

Signed: \_\_\_\_\_

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

## Project Checklist – Exhibit

<b>Student Name(s)</b>			
<b>Exhibit Title</b>			
<b>Process Paper Word Count (Max: 500)</b>		<b>Exhibit Word Count (Max: 500)</b>	

### GENERAL RULES

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

### EXHIBIT RULES

√	Requirement:
	My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
	My/our exhibit meets the size requirements: <ul style="list-style-type: none"> <li>○ The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high.</li> <li>OR</li> <li>○ If the exhibit is circular or rotating, it is no more than 30 inches in diameter.</li> </ul>
	My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
	My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project’s message.
	I understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
	My/our exhibit does not include takeaway items for judges or others.
	Media devices or electronics (if used in the exhibit) meet the following requirements: <ul style="list-style-type: none"> <li>○ The media runs for no more than a total of two minutes and does not loop continuously.</li> <li>○ The media does not include dramatic or narrative student involvement.</li> <li>○ Judges are able to control the media device with clearly visible and accessible on/off and volume controls.</li> <li>○ The media device fits within the size and word limits of the exhibit.</li> <li>○ The media does not link externally (e.g., no QR codes).</li> </ul>
	I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

**WRITTEN MATERIALS for the EXHIBIT CATEGORY**

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> <li>○ Title of the exhibit</li> <li>○ My/our name(s)</li> <li>○ Junior OR Senior Division</li> <li>○ Individual OR Group Exhibit</li> <li>○ Number of student-composed words in the exhibit</li> <li>○ Number of words in the process paper</li> </ul> <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> <li>○ How did you choose your topic and how does it relate to the annual theme?</li> <li>○ How did you conduct your research?</li> <li>○ How did you create your project?</li> <li>○ What is your historical argument?</li> <li>○ In what ways is your topic significant in history?</li> </ul> <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> <li>○ A complete list of all sources used to create this project</li> <li>○ Annotations for each source</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.</li> <li>○ The annotations describe how I/we used the source and how it helped to understand the topic.</li> <li>○ If I/we used several items from the same collection, they are combined into a single citation.</li> </ul> <p>I/we did <b>not</b> attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Process paper</li> <li>○ Annotated bibliography</li> </ul> <p>I/we did <b>not</b> enclose these materials in a binder or folder.</p>

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

Signed: \_\_\_\_\_

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

## Project Checklist – Historical Paper

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

### GENERAL RULES

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

### PAPER RULES

√	Requirement:
	My paper is an original creation, showing my historical research, analysis, and argument in a written format.
	My paper is grammatically correct.
	The paper is between 1,500 and 2,500 words. My word count includes the following: <ul style="list-style-type: none"> <li>○ Text that I have written within the paper itself (not the bibliography, process paper, etc.)</li> <li>○ Captions or words in footnotes/endnotes other than the citation</li> <li>○ Quotations from primary and secondary sources</li> </ul> The word count for my historical paper appears on my title page.
	If I have included any images, maps, graphs, or primary source materials in an appendix (this is not required), they are directly referenced in the text of the paper and cited in the annotated bibliography. Appendices are limited.
	I have chosen a method of citation (footnotes, endnotes, or internal citations) and I have credited quotes and the sources of idea or information throughout my paper consistently in either Chicago or MLA style.
	My paper is printed on plain, white 8.5 x 11-inch paper (A4 paper for international affiliates), double-sided, with 1-inch margins on all sides.
	My paper is double-spaced and is printed in 12-point font.
	Pages are numbered.
	My paper is stapled in the top left hand corner or secured with a clip. I have <b>not</b> enclosed the paper in a binder or cover of any kind.

**WRITTEN MATERIALS for the PAPER CATEGORY**

√	Requirement:
	<p>My paper has a title page containing the following:</p> <ul style="list-style-type: none"> <li>○ Title of the paper</li> <li>○ My name</li> <li>○ Junior OR Senior Division</li> <li>○ Historical Paper</li> <li>○ Number of words in the historical paper</li> <li>○ Number of words in the process paper</li> </ul> <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my title page is a process paper. My process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> <li>○ How did you choose your topic and how does it relate to the annual theme?</li> <li>○ How did you conduct your research?</li> <li>○ How did you create your project?</li> <li>○ What is your historical argument?</li> <li>○ In what ways is your topic significant in history?</li> </ul> <p>My process paper does not include quotes, images, or captions.</p>
	<p>I cited the sources for quotes or other information included in my paper. Credit has been given properly using footnotes/endnotes in Chicago Manual of Style format (or internal citations in MLA format).</p>
	<p>My annotated bibliography contains the following:</p> <ul style="list-style-type: none"> <li>○ A complete list of all sources used to create this project</li> <li>○ Annotations for each source</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>○ My annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.</li> <li>○ My annotations describe how I used the source and how it helped me understand my topic.</li> <li>○ If I used several items from the same collection, they are combined into a single citation.</li> </ul> <p>I did not attach primary or secondary materials to my annotated bibliography.</p>
	<p>My paper is assembled in the following order and stapled/clipped in the upper left corner:</p> <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Process paper</li> <li>○ Historical paper (with foot/endnotes or internal documentation)</li> <li>○ Appendix (optional)</li> <li>○ Annotated bibliography</li> </ul> <p>I did <b>not</b> enclose these materials in a binder or folder.</p>

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

Signed: \_\_\_\_\_

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

## Project Checklist – Performance

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

### GENERAL RULES

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

### PERFORMANCE RULES

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

**WRITTEN MATERIALS for the PERFORMANCE CATEGORY**

√	Requirement:
	<p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> <li>○ Title of the performance</li> <li>○ My/our name(s)</li> <li>○ Junior OR Senior Division</li> <li>○ Individual OR Group Performance</li> <li>○ Number of words in the process paper</li> </ul> <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> <li>○ How did you choose your topic and how does it relate to the annual theme?</li> <li>○ How did you conduct your research?</li> <li>○ How did you create your project?</li> <li>○ What is your historical argument?</li> <li>○ In what ways is your topic significant in history?</li> </ul> <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> <li>○ A complete list of all sources used to create this project</li> <li>○ Annotations for each source</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.</li> <li>○ The annotations describe how I/we used the source and how it helped to understand the topic.</li> <li>○ If I/we used several items from the same collection, they are combined into a single citation.</li> </ul> <p>I/we did <b>not</b> attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Process paper</li> <li>○ Annotated bibliography</li> </ul> <p>I/we did <b>not</b> enclose these materials in a binder or folder.</p>

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

Signed: \_\_\_\_\_

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

## Project Checklist – Website

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

### GENERAL RULES

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

### WEBSITE RULES

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

**WRITTEN MATERIALS for the WEBSITE CATEGORY**

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

√	<p>Requirement:</p> <p>My/our website begins with a home page containing the following elements:</p> <ul style="list-style-type: none"> <li>○ Title of the website</li> <li>○ My/our name(s)</li> <li>○ Junior OR Senior Division</li> <li>○ Individual OR Group Website</li> <li>○ Number of visible, student-composed words in the website</li> <li>○ Total length of multimedia</li> <li>○ Number of words in the process paper</li> <li>○ A navigational menu to access the other parts of the website</li> </ul> <p>The home page must not include the name of your teacher or your school.</p>
	<p>My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> <li>○ How did you choose your topic and how does it relate to the annual theme?</li> <li>○ How did you conduct your research?</li> <li>○ How did you create your project?</li> <li>○ What is your historical argument?</li> <li>○ In what ways is your topic significant in history?</li> </ul> <p>My/our process paper does <b>not</b> include quotes, images, or captions.</p>
	<p>My/our annotated bibliography is integrated into the website. It contains the following:</p> <ul style="list-style-type: none"> <li>○ A complete list of all sources used to create this project</li> <li>○ Annotations for each source</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.</li> <li>○ The annotations describe how I/we used the source and how it helped to understand the topic.</li> <li>○ If I/we used several items from the same collection, they are combined into a single citation.</li> </ul> <p>I/we did <b>not</b> attach primary or secondary materials to the annotated bibliography.</p>
	<p>The annotated bibliography and process paper are integrated into the website.</p> <ul style="list-style-type: none"> <li>○ The annotated bibliography and process paper are provided in PDF format.</li> <li>○ These required written materials are included in the navigational structure. I have removed hyperlinks from all URLs listed in the source credits and bibliographic citations.</li> </ul>

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

Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_

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