National History Day Educator Handbook

Team Washington
2014 National Contest
This handbook is based on teacher handbooks by the National History Day programs in Colorado and Minnesota. Additional materials were provided, adapted, or influenced by Paula Cautrell, Patti Deal, Larry Harper, Cec Harper, Tim Hoogland, Janet Kragen, Randy Schnabel, David Sherman, Mark Vetter, Lauren Danner, Mark Vessey, Hannah Tofte, and others.
Introduction

National History Day is a social studies and literacy program that challenges over 500,000 middle and high school students across the United States and territories. Each year, over 5,000 Washington students participate by creating a historical research project. It is a skills-based program that enhances student reading, writing, research, communication, critical thinking, and creativity. Some students also enter their research projects in the National History Day contest — the optional competitive element to the National History Day program.

History Day is a flexible program and is adaptable to any learning setting. Educators using History Day as part of their curriculum often require their whole class to participate, while other students participate through a school club or independent study. The program is available to any type of school (public, private, parochial, urban, suburban, rural, or home school) and can accommodate any type of learner.

The program aligns with the Washington State GLEs and CBAs, as well as Common Core Standards for social studies, literacy, and 21st century skills. History Day engages students by making history relevant and exciting. Through hands-on experiences and presentations, History Day students are better able to inform the present and shape the future. Students report feeling the benefits of the History Day experience—including research, analysis, and public speaking skills—through high school and college.

Levels of Participation

Classroom Level: The research and project development portions of the History Day program take place at the classroom level. History Day educators instruct students on undertaking historical research, developing a thesis, and constructing a project. They oversee the students’ work and offer feedback.

School Level: Consider hosting a School History Day at your school and inviting parents and administrators. Showcasing student projects, much like you would a science fair, is a rewarding experience. It gives students the opportunity to present their research and receive both feedback and acknowledgement. Some educators also use this as an opportunity to determine which projects will be entered into the Regional contest.

Regional Level: The optional competition portion of History Day begins at the Regional contest. Washington State has eight Regional contests, each overseen by a Regional Coordinator. At the contest, projects are evaluated and students are interviewed by a team of judges. Winners are selected and announced at the Awards Ceremony.

State Level: Winning entries from Washington’s eight Regional contests move on to the State contest, which is organized by the State Coordinator. The contest format is similar to the Regional contest: projects are evaluated and students are interviewed by a team of judges. Winners are selected and announced at the Awards Ceremony.

National Level: The top two entries in each division/category at the State contest move on to the National contest, which takes place at the University of Maryland, near Washington, D.C. Projects are evaluated and students are interviewed by a team of judges. Winners are selected and given medals at the Awards Ceremony.
History Day Overview

**National History Day (NHD) and Washington History Day (WHD)**

- **NHD**
  - Goals
  - Theme

**Student Competitors**
- Junior/Senior
- Group/Individual

**Research**
- Describe
- Historical Context
- Historical Significance

**Project**
- Exhibit
- Documentary
- Performance
- Paper
- Website
- Process Paper
- Bibliography

**Contests**
- Regional
- State
- National

National History Day is a nationwide competition designed to cultivate historical research skills, develop an appreciation for the past, and set the intellectual foundation for future academic and professional endeavors in students grades 6-12. Each year, NHD announces a theme and students choose their research topics based on this theme.

Student competitors are separated into a junior (grades 6-8) and senior (grades 9-12) division based on their year in school and may choose to compete as part of a group (2-5 students) or as an individual.

Through their research and examination of both primary and secondary source materials, students must be able to not only describe their topic, but also to place it within its historical context and to draw conclusions about its historical significance. In other words, both an explanation and an analysis must be shown. Be open-minded and allow the entry to convince you of its significance.

The students’ research and analytical efforts are then brought to life in the form of a historical research project. Students will design and create a museum exhibit, a short documentary film, a historical performance, a research paper, or a website.

Students must include a process paper that describes how they went about the research and creation of the entry and concludes with the topic’s relation to the theme. Students will also provide an annotated bibliography divided into primary and secondary sources, with annotations that explain how each source was used.

Winning projects advance from the regional level through to the state and then national contests. Most of the contests also utilize preliminary and finals rounds of judging. In finals judging, the project is shown, but there is no interview. Students are not present during exhibit finals.

National History Day Overview

- Parent organization for the whole History Day program
- Run by the National Office
- Coordinates the National contest in Maryland, near Washington, D.C.
- Maintains the rule book for the contest

- Washington State’s local, affiliate office for History Day
- Run by the State Coordinator
- Coordinates the State contest and supports Washington’s eight Regional contests
- Sponsored by the Washington State Historical Society
A highly regarded national academic challenge, more than 500,000 students and 30,000 educators participate in History Day nationwide. Washington’s involvement in the History Day program has grown from 125 students in 1982 to more than 6,000 in 2014.

The NHD and WHD offices are committed to supporting educators and students. Both organizations maintain websites with helpful materials for participating in History Day and conducting historical research. WHD’s State Coordinator provides training and support to educators across the state, often in partnership with Washington State Archives – a valuable organization for accessing historical source materials.

For online information about History Day, visit the National History Day websites at www.nhd.org and/or the Washington History Day website at www.washingtonhistory.org/education/historyday. To learn more about teacher workshops, contact State Coordinator Mark Vessey at mvessey@wshs.wa.gov.

Who can participate in History Day?

Students must be in grades six through 12 to enter the contest portion of the program. In addition to classroom teachers, History Day educators can be librarians, parents, club organizers, etc.

Why should I use History Day in my classroom?

- History Day is a SKILLS and CONTENT based program. Students learn skills while mastering a topic.
- History Day challenges students to become historians, explorers, investigators, and leaders.
- History Day aligns with Washington’s GLEs and CBAs, as well as Common Core Standards.
- History Day encourages students to become experts in a topic that interests them and provides an opportunity for students to share their knowledge with both peers and professionals.
- History Day promotes civic engagement by helping students understand the relationship between past and present, and often also the relationship between governments and citizens.
- History Day promotes high academic standards and helps prepare students for college.
- History Day requires participants to become informed writers (creating a thesis, researching, thinking critically, providing supporting evidence, evaluating source material, etc.).
- History Day can energize your curriculum and studies show that History Day participants perform better in all academic areas.

“National History Day prepares students for college, career, and citizenship, which is why it’s a part of our curriculum for ALL students. It’s inquiry-focused and project-based, and we continue to see the benefits of this rich learning experience long after students finish their projects.”

– Jenny Rodriquez, Delta High School

Jenny used History Day in her classroom for five years and now supports History Day as Delta High School’s principal.
History Day in the Classroom

When should I begin introducing History Day to my students?

One of the first steps in implementing the program is to decide how much class time to devote to the process. The program can thrive in classrooms that devote the entire school year, a semester, part of a semester, or as an extracurricular activity. However, if you plan to have students enter the competition portion of the History Day program, you will need to consider the contest dates when establishing your timeline.

Sample 6-12 Week Schedule:
- 1 week: NHD process and theme intro
- 1 week: Topic selection
- 2-4 weeks: Research and development of final thesis statement
- 1-4 weeks: Outline development and project creation
- 1-2 weeks: Finishing, editing, final touches, and completion of paperwork

Sample 13-18 Week Schedule:
- 1 week: NHD process and theme intro
- 1 week: Topic selection
- 4-6 weeks: Research and development of final thesis statement
- 4-6 weeks: Outline development and project creation
- 3-4 weeks: Finishing, editing, final touches, and completion of paperwork

Time management is critical to History Day success. It is important that students, teachers, and parents understand the deadlines associated with NHD projects. It is easy for a student (or teacher) to become overwhelmed if they have not prepared a time management schedule at the onset of the project.

Your timeline should reflect important due dates, such as competition dates and registration deadlines, but it should also include deadlines tailored to your classroom to help students stay on track with their research and project creation. “Last-minute” projects are rarely successful and generally lack the quality needed to excel at contests. Students who procrastinate do not experience the full educational benefits of the program. The “last-minute” push should be reserved for fine-tuning, practice, and preparing for the interview.

Educators should consider creating graded milestone assignments to keep students on track. This is the first time most students have undertaken a project of this magnitude and they may not be able to conceptualize what is expected of them and how long it takes to meet those expectations.

One example of a graded milestone assignment that is frequently used by NHD educators are Bibliography Cards.

Bibliography Cards:
- Students make and keep a set of note cards (one card per source) with information on each source used.
- Students record the type of source (book, photo, video, etc.), citation information, whether the source is primary or secondary, and how they plan to use the source or various items within the source.
- This will be a good reference when it is time for students to write annotated bibliographies and allows educators to check the quantity and quality of their students’ research.

See the appendix of this handbook for sample bibliography cards to use with your students.
History Day in the Classroom

The History Day curriculum is very flexible. It fits into nearly any classroom setting, can be applied to many educational disciplines, and can be adapted to fit the educational needs of the students. For example, to fit with the 2014 theme of Rights and Responsibilities in History, a student in a European History class could choose a topic related to the French Revolution, potato famine, or Lend Lease Act. A US Government student could choose a topic related to a specific court case. A psychology student may choose to research the treatment of mental illness throughout history.

Which teachers should add History Day to their curriculum?

The most common History Day educators are history teachers, but educators in other disciplines can also get involved. Your school’s drama teacher may have helpful advice for a performance student. An English teacher could assist a student writing a paper. A video production teacher could help a documentary student with the logistics of operating audio/video equipment and editing software.

Here are some examples of courses and classroom settings in which teachers have successfully integrated the History Day program:

- General Education
- Gifted & Talented
- AP and IB programs
- Independent Study
- Extracurricular Activities and Clubs
- Home School
- Social Studies:
  - American History
  - Washington History
  - World History
  - European History
  - US Government
  - Psychology
  - Philosophy
  - Civics
- Language Arts:
  - Writing
  - Literature
  - Blended Humanities
- Electives:
  - World Language
  - Video Production
  - Drama/Theater

Some of the most successful History Day programs rely on the collaboration of teachers from different disciplines, like social studies and language arts.

It’s not just about winning!

Students who thoughtfully consider their topic and discover something they find meaningful and compelling get much more out of the program than students who do not personally invest. History Day covers many educational goals, but the ultimate aspiration is that students are excited about what they are learning.

Northshore Junior High social studies teachers Bill Boniface (center) and Alan Plummer (third from left) partnered with librarian Donna Matthies (not shown) to coach their students. They sent seven students to the 2014 National contest!

For more information on identifying and evaluating History Day skills, see the “National History Day and Behaviors that Promote Learning” rubric, included in the appendix of this handbook.
A History Day project involves (among other things) choosing a topic, developing a thesis, researching and analyzing source material, and expressing this work through a final project that is clear, persuasive, and creative. The final project should describe the topic, but most importantly explain where/how the topic fits within the context of history and make a convincing argument for why the topic is important.

The following chart explains the general steps to creating a History Day project. Each of these steps will be explained in greater depth in the following pages.

**The Five T’s**

of **Starting** a History Day Project

- **Theme**
  - The theme is determined each year by the NHD National Office.

- **Topic**
  - Students choose a topic that fits the theme and has available source materials.

- **Type**
  - Students choose the type of project that will best display research on their topic.

- **Team**
  - Students choose whether they team up with other students or work alone.

- **Thesis**
  - A thesis is based on research and analysis of the topic’s historical significance.

**The Two R’s**

of **Developing** a History Day Project

- **Research**
  - Research involves the analysis of both primary and secondary source materials.

- **Rules**
  - Both general rules and specific rules for each type of project exist. Be sure to know all the rules!

**The Two P’s**

of **Completing** a History Day Project

- **Paperwork**
  - A process paper and an annotated bibliography are required for each project.

- **Project**
  - Projects are the visible result of student research and analysis, showing why the topic is significant in history.

A History Day project is not just a report! It does not simply describe a historical event. Rather, it is a persuasive piece in which students place the topic in historical context and argue for its historical significance.

See appendix Worksheet 1, which shows one way to help students to get acquainted with the History Day program and start their project by working on The Five T’s.
The History Day Project

Starting a History Day Project

Theme
Students select topics based on the annual theme chosen by the NHD National Office.

Topic
Educators should encourage students to choose topics that are personally interesting or meaningful, perhaps related to their own family history or heritage. The most important considerations when choosing a topic are interest and relation to the theme, but educators should also help students avoid topics that are too broad or overwhelming. Many students begin with a broad topic and narrow it down after some research. The History Day Topic Guide provided by Washington State Archives can be found at http://washingtonhistoryday.wikifoundry.com/.

What to consider when choosing a topic:

- Does it relate to the annual theme? Will I be able to explain the relation?
- Is it significant in history? Will I be able to make a clear argument for its significance?
- Am I interested enough to devote a lot of study time and energy to this topic?
- Is it appropriate to the course? Educators may want to establish criteria for topic selection that fit their course or unit (US history, Washington history, biological science, social science, etc.)
- Will I be able to find source material? Ancient history is fun and interesting, but often there are no primary sources for these topics and those that do exist are often in another language. Choosing a local topic sometimes means source material is easily available in your community. However, online archives, Skype, and E-mail have increased access to sources on many topics worldwide.
- Is it narrow enough to be researched thoroughly in the time available?
- Is it historical? History Day is a history competition, thus modern topics are not appropriate. Students sometimes need guidance in this area, as most topics feel “old” to a young person.

How to Narrow Down a Topic: Past Examples

Interest Area: WWII
NHD Theme: Rights and Responsibilities
Broad Topic: Japanese Internment
Topic: Conscientious objectors from the Heart Mountain internment camp in Wyoming

Interest Area: The Environment
NHD Theme: Debate and Diplomacy
Broad Topic: Dams vs. Natural Resources
Topic: The debate over the Elwha River dams and eventual dam removal/river restoration efforts

See appendix Worksheet 1 for a sample worksheet on The Five T’s.
The History Day Project

Type

There are five project types in the History Day program: exhibit, documentary, performance, website, and paper. Each type of project has its own set of rules that give boundaries for how the project is produced. All types require the same level of research and analysis.

Exhibit
NHD exhibits should resemble a museum exhibit. Some students install a media device to add audio and/or video. Limits are set on size, number of student-composed words, and length of media. Ally Orr from Pleasant Valley Middle School produced this exhibit.

Documentary
NHD documentaries should be a short version a film you might see on the History Channel. A limit is set on length and it must be student-produced. Logan Gibert and Jethro Abatayo from Pleasant Valley Middle School won the gold medal for their documentary at the 2014 National contest.

Performance
NHD performances are a dramatic portrayal of the topic. It is the only category allowed to wear costumes. A limit is set on length and students must write and act the performance themselves. Sophie Hall and Megan Rogers from Timbercrest Junior High developed this performance.

Website
NHD websites are designed and built using Weebly, a free, online service for web design beginners. Limits are set on size, content, media, number of student-composed words, and hyperlinks. Gina Svab from Northshore Junior High designed this website.

Paper
NHD papers, like other school papers, are a familiar way to present information. Research papers are the only category that must be done individually – there are no group papers. Limits are set on length and format. Andrew Simon from Kingston Middle School wrote this paper.

See the NHD Rule Book for a full list of rules.
The History Day Project

**Team**

In the exhibit, documentary, performance, and website categories, students choose to work **individually** or in a **group of two to five** students. Paper students must work individually. All group members must be the same division (**junior division**: grades 6-8, **senior division**: grades 9-12).

Some educators require all students to develop a topic, thesis, outline, and paper independently before teaming up with other students to finish researching and creating their History Day project. Other educators allow students to choose individual or group projects from the beginning. **Once a project registers for the contest, students cannot switch from group to individual (or vice versa) and students cannot be added to a group or switched to a different project.** Educators are advised to discuss the advantages of group and individual work with students and may want to consider having students (and even parents) sign a **student contract** stating that they will follow through with their commitments.

**Thesis**

Once students choose a topic, they can begin to develop a thesis statement. **A thesis is the main argument of the project and is required.** The thesis will grow and change as the students conduct their research, but it can be helpful to start with a preliminary thesis.

**A Good Thesis Statement:**

- Explains exactly what the project is about.
- Shows a strong connection to the theme.
- Makes an argument others might dispute.

**Sample Thesis from NHD 2014**

*(Theme: Rights and Responsibilities)*

“Recognizing that the passage of the Eighteenth Amendment resulted in increased crime, corruption, and decreased federal tax revenue, the Women’s Organization for National Prohibition Reform saw the campaign to repeal Prohibition as their responsibility to protect American rights, values, safety, liberty, and economics.”

**The Thesis Process:**

The thesis statement is the result of a **lengthy thinking process.** Before developing an argument on any topic, students have to:

- collect and organize evidence
- look for possible relationships between facts (such as surprising contrasts or similarities)
- think about the significance of these relationships

Once this is done, students will probably have a “working thesis” – a basic or main argument they think they can support with evidence, but that may need adjustment along the way.

It can be helpful to develop a **“working thesis”** early on to keep the research focused. However, it is important to avoid trying to force evidence to support the thesis; rather, **the thesis should be modified to explain the evidence.**

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See the sample **Student Contract** in the appendix of this handbook, along with **Worksheet 1,** which helps students identify and begin writing their “working thesis.”
Once students have chosen their topic and created a working (but evolving) thesis, they should expand their research to find evidence that strengthens their thesis argument. The primary role of the educator at this point will be as a mentor and facilitator, helping students locate repositories of sources, encouraging students to analyze the source material, and providing direction in the completion of the project.

Types of Sources

**Primary Sources**
Primary sources are materials created **during** the event or time period being investigated. If they are written materials, the author was a witness or participant in the event. They provide **direct evidence**.

- Original Documents
- Photographs
- Art/Poetry

**Secondary Sources**
Secondary sources are materials created **after** the event or time period being investigated. If they are written materials, the author was not a witness or participant in the event. They provide **context** and **perspective**.

- Biographies
- Textbooks
- Magazines
- Journal Articles
- Histories

Some sources can be classified as either **primary or secondary**, depending on the topic and how they are used. Students will **explain** why they classified a source as primary or secondary in the annotated bibliography.

Sample topic: Martin Luther King and the Civil Rights Movement

**Sample primary sources:**
- “I Have A Dream” speech (text, audio, and video)
- Martin Luther King’s *Letter From A Birmingham Jail*
- Photos of freedom riders from the LIFE Magazine online archives

**Sample secondary sources:**
- Stanford’s online Encyclopedia of the Civil Rights Movement
- PBS documentary on the life of Martin Luther King
- History textbook timeline of Martin Luther King’s assassination

While President Lincoln spoke about both the Civil War and the founding of the nation in The Gettysburg Address, he was only a witness to the former, therefore:

*The Gettysburg Address*

**PRIMARY** for a project on the *Civil War*  
**SECONDARY** for a project on the *founding fathers*

See appendix **Worksheet 2** for a sample worksheet on developing a research strategy. The **Time Management Log** can be used for identifying tasks and keeping track of progress, and **Worksheet 4** shows one way educators can check in with students and identify problems.
Students are encouraged to look beyond books and internet articles – audio and video recordings, personal interviews, objects/artifacts, newspapers, and site visits can also be important pieces of evidence for a history detective. It is often helpful to begin research with secondary sources, which tend to be more comprehensive and help students to identify key primary sources to seek out.

**Research cont’d**

**Where do I find it?**

**Source Repositories**
- **State Archives**
- **National Archives**
  - Ask the Seattle office: [www.archives.gov/seattle](http://www.archives.gov/seattle)
- **University libraries**
  - Talk to a librarian
- **Online archives**
  - Library of Congress
- **WHD/NHD websites**
  - Lists of online sources
- **Historical Societies, Museums, and Curation Facilities**
  - Ask about collections
  - Ask about exhibits

**What should I look for?**

**Quality Research**
- Research should be **balanced**.
  - Students should consider differing views and research several perspectives on their topic.
- Research should be **plentiful**.
  - There is not a required amount of sources, but a minimum of 15 (at least half primary) is recommended. The most successful students often have more – sometimes even over 100!
- Research should be **reputable**.
  - Students should focus on trustworthy sources, especially on the internet where it is easier to display opinion as fact.
  - Educators should discuss with students how to identify a credible source.

**Scrutinize and Synthesize**
- Students should **scrutinize** every source.
  - Is this a reputable source?
  - What is the author’s/creator’s bias?
  - What can I learn about my topic, in terms of facts as well as perspectives/motivations?
- Students should **synthesize** what they learn into a cohesive story and base their thesis argument on what they have determined from studying this story.
  - How do the historical facts, as well as the perspectives of key players, combine to explain this topic in history?
  - What conclusions can I draw from this?

**Take Bibliographic Notes!**
Students must record their sources!
It is necessary for writing an annotated bibliography and avoiding plagiarism.

See appendix **Worksheet 3** and **Bibliography Cards** for help recording and analyzing sources.
Rules for All Entries: Project Development

All students:
- Are to participate in the research, preparation, and presentation of only one entry each contest year.
- Are responsible for the research, design, and creation of their entries. A common pool of research from which several entries are developed is not allowed.

All entries:
- Must clearly relate to the annual theme.
- Must be researched, prepared, and presented during the current contest year.
- Must be original work of the student(s).
- Must have a title that is clearly visible on all written materials.
- Must include a title page and annotated bibliography.
- Must properly credit sources.

Getting Help With the Project

Examples of Reasonable Help:
- Students may receive help with mechanical aspects, like using tools or typing/editing.
- Educators may proofread and give guidance in analyzing source material, but all conclusions must come from the student(s).
- Objects created by others specifically for the project are not allowed. For example, students may not commission artwork or have a parent record an interview.
- Photos may be commercially developed.

Disqualification

The following rule violations will disqualify an entry from the contest:

1. Reusing a project or research from a previous year.
2. Plagiarism, or failure to give proper credit to sources.
3. Tampering with another entry.

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Paperwork rules are discussed in the Paperwork section (p.21-22).
The History Day Project

Students and educators should read all rules before students start planning and developing their entries.

Exhibit Rules

- **SIZE LIMITS**
  - Stationary exhibits: up to 40” wide x 30” deep x 6’ high
  - Rotating exhibits: up to 30” in diameter
  - Measurements do not include the table, but do include any stands and/or table drapes

- **WORD LIMIT**
  - No more than 500 student-composed words
    - Includes titles, subtitles, captions, graphs, timelines, media devices, and supplemental materials.
    - Does not include brief, factual credits.

- **MEDIA DEVICES (DVD players, tablets, mp3s, etc.)**
  - Media may not run longer than three minutes
  - Judges/viewers must be able to control the device
  - Media devices are included within the size limit
  - Media are included in the word count
    - Includes interview questions, narration, graphics, etc. shown or heard that are student-composed.
  - Any media used should be integral to the exhibit, not a method to bypass the prohibition on live narration.

- **CREDITING SOURCES**
  - ALL quotes must be credited on the exhibit
  - ALL visual sources must be credited on the exhibit AND fully cited in the bibliography

- **REQUIRED PAPERWORK**
  - Three copies of the title page, process paper, and annotated bibliography (in proper formats) should be set out for the judges with the exhibit
  - Bring an extra copy of all paperwork

Counting Words

Dates: count as one word (May 6, 1770 = 1)
Names: each part counts as one word (John Quincy Adams = 3)

Captions vs. Credits vs. Citations

<table>
<thead>
<tr>
<th>Captions</th>
<th>vs.</th>
<th>Credits</th>
<th>vs.</th>
<th>Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captions go <strong>on the exhibit</strong> and explain or give context to items on the board. Abraham Lincoln was the <strong>16th</strong> president of the <strong>United States</strong>.</td>
<td>Brief, factual credits go <strong>on the exhibit and help locate the item in the annotated bibliography</strong>.</td>
<td><strong>Citations</strong> go <strong>in the bibliography</strong> and show where the item came from. Hesler, Alex. <em>Abraham Lincoln</em>. 1860. Smithsonian Archives, Washington, D.C. <em>Smithsonian Institution Archives</em>. Web. 1 May 2014.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students and educators should read all rules before students start planning and developing their entries.

**Documentary Rules**

**TIME REQUIREMENTS**
- May not exceed ten minutes in length
  - Includes the required end credits
- Timing begins at the first sound or image and ends at the last sound or image
- Up to five minutes for setup
  - Includes testing audio/video, if needed
- Up to five minutes for removal/interview

**PRODUCTION**
- Students must write, film, narrate, and edit the documentary themselves, including running all equipment and software
  - Only the student(s) and interview subjects may be recorded for the film
- The entry must be an original production
- You may use professional photographs, film, music, etc., if cited properly in both the credits and annotated bibliography
- End credits are required for all sources used
  - Credits are not required throughout the film; only brief, factual credits at the end

**INTRODUCTION/PRESENTATION**
- Students may only announce the title of the entry and name(s) of participant(s)
- No comments or live narration are allowed prior to or during the film
- Students must run all equipment
- Judges and audience members may not be asked to participate in the presentation

**REQUIRED PAPERWORK**
- Three copies of the title page, process paper, and annotated bibliography (in proper formats) should be given to judges
- Bring an extra copy of all paperwork

**Technology Can Fail!**

Bring at least one extra copy of the film on a disc, USB drive, or other portable storage device.

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**Citations vs. End Credits**

**Citations** belong in the bibliography. Students should include a full bibliographic citation and annotation for each source used.

**End Credits** belong at the end of the documentary. Students should include all sources used, but neither a full bibliographic citation nor an annotation are needed in the credits.

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See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Paperwork rules are discussed in the Paperwork section (p.21-22).
Students and educators should read all rules before students start planning and developing their entries.

Performance Rules

**TIME REQUIREMENTS**
- May not exceed ten minutes in length
- Timing begins at the beginning of the performance, following the introduction
- Up to five minutes for setup
- Up to five minutes for removal/interview

**DEVELOPMENT**
- Students must write and act out the performance themselves, including any production of props
  - Only the student(s) listed as entrants may participate in the performance
- Students may have assistance producing costumes, but the design, fabric, etc. should be chosen by the students
  - Costumes may be rented or bought
- Media (slides, mp3, computers, etc.) are allowed, but must be run by the students

**INTRODUCTION/PERFORMANCE**
- Students may only announce the title of the entry and name(s) of participant(s)
- Students must run all media, lighting, etc.

**REQUIRED PAPERWORK**
- Three copies of the title page, process paper, and annotated bibliography (in proper formats) should be given to judges
- Bring an extra copy of all paperwork

It’s Live!

Students often choose the historical performance category for musical topics, as it is the only NHD category that allows live speaking, singing, music, or narration.

Timing

Leave a few extra seconds in the performance timing in case of interruptions such as applause, laughter, or forgotten lines.

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Paperwork rules are discussed in the Paperwork section (p.21-22).
The History Day Project

Rules: By Entry Type

Students and educators should read category-specific rules before students start planning and developing their entries.

Paper Rules

- **LENGTH REQUIREMENTS**
  - Must be between 1,500 and 2,500 words
  - Includes quoted words!
  - Does not include notes (e.g. footnotes), captions, bibliography, or appendices
  - Appendix material should be minimal and must be referenced in the paper

- **CITATIONS**
  - Footnotes, endnotes, or internal documentation is required
  - Extensively annotated footnotes should not be used to get around the word limit
  - Citations are used to credit the sources of specific ideas as well as direct quotes

- **FORMAT**
  - Typed in 12-point font and double-spaced
  - Printed single-sided on plain white 8.5x11 paper with one-inch margins on all sides
  - Pages should be numbered
  - Pages should be stapled in top left corner
  - Do not enclose in a cover or binder

- **REQUIRED PAPERWORK**
  - Three copies of the title page, research paper, and annotated bibliography (in proper formats) are required
  - Bring an extra copy of this paperwork to the contest for your reference.
  - Process paper is not required

- **SUBMISSION**: Four copies of the title page, research paper, and annotated bibliography must be submitted to the contest office by the given deadline (it’s prior to the contest!)

Appendices

Use of appendices should be very limited and may include photographs, maps, charts, and/or graphs only. Oral history transcripts, interview correspondence, and other source material for the paper should be cited in the bibliography, but not included as an attachment.

Peter Berge, Canyon Park Junior High School

Peter competed at the 2010 National contest in the Junior Historical Paper category. The title of his paper was “Poisons that Heal.”

Counting Words

*Each word or number* counts as one word. This is the only category in which quoted material is included in the word count.

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Paperwork rules are discussed in the Paperwork section (p.21-22).
The History Day Project

Rules: By Entry Type

Students and educators should read category-specific rules before students start planning and developing their entries.

Website Rules

- **WORD LIMIT AND FILE SIZE**
  - No more than 1,200 student-composed words
  - Does not include code, alternate text tags, brief credits, menus, titles, navigation instructions, process paper, or bibliography
  - Entire site may be no more than 100MB

- **CONSTRUCTION**
  - Students must produce an original website using the NHD Weebly site editor
  - Students must run all software and equipment
  - Website must have a homepage with name(s), title, division, website word count, process paper word count, and navigation
  - All pages must connect via hyperlinks
  - Must use stable content and no auto-redirects
  - Site must be viewable in a standard browser
  - All photos, video, music, documents etc. must be contained within the website
  - No external links are allowed (except for media software download, as stated below)
  - Quotes and visual sources must be credited in the website and cited in the bibliography

- **MEDIA (video clips, audio clips, music)**
  - Media may not exceed four minutes total
  - If specific media software is required to view, students must link to a free, legal download

- **REQUIRED PAPERWORK**
  - Process paper and annotated bibliography must be integrated into the website and included in the site navigation

- **SUBMISSION**: Site URL must be submitted by the given deadline (it’s prior to the contest!)

Captions

Captions go in the website and explain or give context to items shown in the site.

Abraham Lincoln was the 16th president of the United States.

VS.

Credits

Brief, factual credits go in the website and help locate the item in the bibliography.

Portrait of Abraham Lincoln, 1860, Smithsonian Institution

VS.

Citations

Citations go in the bibliography and show where the item came from.


The Caste System of India

Thesis Statement

In an effort to increase their colonial profits, the British took advantage of Hindus' beliefs to transition India into a nation where the caste system defined the society and government. The subsequent Indian government also neglected its responsibility to intervene, thus continuing the violations of basic human rights. As a result of an abandoned responsibility on behalf of the British and Indian governments, lower caste Indians faced, and continue to face, degraded living conditions, a lack of religious freedoms, and limited opportunities in life.

Website by Dhamanpreet Kaur
Liberty High School

Counting Words

Dates: count as one word (May 6, 1770 = 1).
Names: Each part counts as one word (John Quincy Adams = 3).

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Paperwork rules are discussed in the Paperwork section (p.21-22).
The History Day Project

**Completing a History Day Project**

**Paperwork**

Most students must submit three pieces of paperwork with their entry: a title page, process paper, and annotated bibliography. The exception is that paper students do not write a process paper, but do have to utilize footnotes or endnotes within the paper entry. Print all paperwork on plain, white paper and staple in the upper left corner (no covers or special paper).

**Part 1: The Title Page**

**Title Page Basics**

The title page is the first page of the paperwork packet students prepare for judges. It gives the judges certain identifying information about the entry. Here are some sample title pages.

Students should never identify their school, teacher, or grade on the title page, or any other part of the entry!

**Alice Paul: Rights and Responsibilities**

Brontë Wetherington
Senior Division
Individual Performance
Process Paper Words: 500

**Sierra McKissick & Karoline Wucherer**
Junior Division
Group Exhibit
Student-composed Words: 491
Process Paper Words: 488

**Don’t Drop the Ball on Title IX**

**Title Page Format**

The title page is required to display the following information, determined by the category of project. No additional items (photos, borders, clipart, etc.) are allowed on the title page.

**Exhibit**

- Title
- Student Name(s)
- Division
- Category
- Student-composed Words (on exhibit)
- Process Paper Words

**Documentary or Performance**

- Title
- Student Name(s)
- Division
- Category
- Process Paper Words

**Paper**

- Title
- Student Name
- Division
- Category
- Paper Length

**Website**

- Title
- Student Name(s)
- Division
- Category
- Student-composed Words (in website)
- Process Paper Words

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Project rules are discussed in the Rules section (p.15-20).
The process paper and annotated bibliography are important in helping judges understand how the entry was designed, researched, and produced. Annotated bibliographies are time consuming! Students should compile them during research, not last-minute!

Part 2: The Process Paper

Process Paper Basics
The process paper explains how the project came to be. It is not a research paper, but rather a descriptive piece regarding the research journey and project development.

Process Paper Format
The process paper is 500 words or less and must include four sections:
• How the topic was chosen
• How the research was conducted
• How the category/type of project was chosen and how the entry was created
• How the entry relates to the theme

A Good Process Paper Will Cover:
○ TOPIC CHOICE
  • How did the students get the idea for the topic?
  • If/How/Why did the topic evolve or change?
○ RESEARCH JOURNEY
  • Where did the students conduct research?
  • What types of sources were used?
  • Which sources were the most useful? Why?
  • How did the students’ understanding of the topic changed as he/she/they worked on the research?
○ PROJECT CREATION
  • How did the student put the project together?
  • What skills and ideas were involved?
○ RELATION TO THEME
  • How does the topic relate to the annual theme?

Part 3: The Annotated Bibliography

Plagiarism
Failure to credit sources is plagiarism. Leaving sources out of the bibliography or not using quotation marks and brief citations (or end credits) within the project, can be considered plagiarism. Be sure to clearly credit others’ ideas!

Annotated Bibliography Basics
The annotated bibliography identifies sources and explains how they were used. It helps the judges to verify that the sources are valid and the research is both thorough and balanced.

Annotated Bibliography Format
The annotated bibliography must:
• Consistently follow MLA or Turabian style
• Separate out primary and secondary sources
• Include a full bibliographic citation and an annotation (explanation of how the source was used) for each source
• Explain why a source is primary or secondary (if not already apparent)

Sample Bibliography Entry:
Ronald Reagan was instrumental in the fall of the Berlin Wall. This autobiography explained details of the life that shaped him as a leader.

See the NHD Rule Book for a complete list of rules and appendix Worksheet 5 for a checklist including rules compliance. Project rules are discussed in the Rules section (p.15-20).
Students’ research and analytical efforts manifest into History Day projects, which serve as visible representations of their work. Students should of course aim to make their projects as well-crafted and visually appealing as possible, but the primary focus should be imparting information clearly and effectively.

Helpful Hints and Sample Projects

**Exhibit Hint:**
Choose words carefully, both quoted and student-composed. Do not pad the exhibit with extra quotes or photos; all exhibit items should have a purpose. Mounting photos and text on foam looks professional and helps them stand out.

**Exhibit Hint:**
Arrange the exhibit into clear sections to help the viewer understand how the students intend the information to be viewed.

**Exhibit Hint:**
Be creative in the exhibit design and the use of space.

For more sample exhibits check out this video from the 2013 National Contest, made by Minnesota Social Studies teacher and History Day educator, Ron Hustvedt: [http://www.youtube.com/watch?v=lgWCVnFVzuk](http://www.youtube.com/watch?v=lgWCVnFVzuk)
Thankfully, many History Day participants share their projects online. Both students and educators benefit from observing projects from past contests.

**Helpful Hints and Sample Projects**

### Performance Hint:

Students must speak loudly enough to be heard and slowly enough to be understood. It can be tough, as nerves and excitement can cause students to talk faster and/or quieter.

See Matthew Broussard (IMPACT Early College High School in Texas) demonstrate his speaking skills in his 2013 gold-medal performance. [http://www.youtube.com/embed/tZVKUQ_pRcl](http://www.youtube.com/embed/tZVKUQ_pRcl)

See Samantha Irvine (Gibbs High School in Florida) use a two-sided scarf to distinguish two characters in her 2012 gold-medal performance. [http://www.youtube.com/watch?v=w5VKUpxSz0o](http://www.youtube.com/watch?v=w5VKUpxSz0o)

### Performance Hint:

Be sure that students can move and set up props themselves, and that props can be transported. Many students have discovered that cloth backdrops on PVC-pipe frames are both light and portable.

See Megan Rogers and Sophie Hall (Timbercrest Junior High) utilize props and stage space to express both separation and unity during school integration. [https://www.youtube.com/watch?v=jq_aWlld4Gc&list=UU8XXV59jiCmmTG7gA](https://www.youtube.com/watch?v=jq_aWlld4Gc&list=UU8XXV59jiCmmTG7gA)

### Performance Hint:

Students playing multiple characters should consider making simple, easy costume adjustments to distinguish characters.

See Hazel Homer and Jack Higgins (homeschooled in Wyoming) move between many props in their 2013 gold-medal performance. [https://www.youtube.com/watch?v=c1WBfTC0ihY](https://www.youtube.com/watch?v=c1WBfTC0ihY)

See Rachel Roberts and Aishwarya Nirmal (International Community School) show their mastery of effective speaking and presentation skills in their 2012 gold-medal performance. [http://www.youtube.com/watch?v=c1WBfTC0ihY](http://www.youtube.com/watch?v=c1WBfTC0ihY)

### Performance Hint:

Practice “blocking,” or the actions of the performance. Determine the timing of movements and how to transition between them.

For more sample projects, visit [www.washingtonhistory.org/education/historyday/samples](http://www.washingtonhistory.org/education/historyday/samples)
The History Day Project

Helpful Hints and Sample Projects

**Documentary Hint:**
Consider the pace at which information is presented. Viewers need time to see, hear and comprehend what is shown. The narrator must speak clearly and slowly enough to be understood.

http://www.youtube.com/watch?v=omig6fjpWvg

See Jethro Abatayo and Logan Gibert (Pleasant Valley Middle School) use steady, clear narration to discuss Vietnam POWs in this 2014 gold-medal film.

**Documentary Hint:**
Choose photo and video clips that are relatively clear and consider how best to display them and transition between them in the film.

See Ethan Perrin, Anand Nambakam and Kevin Nakahara (STEM) explore Tesla’s impact in their 2013 gold-medal film.

http://www.youtube.com/watch?v=wOFwKpXvUj0

See Anand Raghuraman, Tian Kisch, Raluca Ifrim, and Maya and Tara Balaskrishnan (Redmond High School) cover American Imperialism in their 2011 silver-medal film.

http://www.youtube.com/watch?v=DL2ZcqSRnzU&list=UUeo4E8Nkxg3EnaJcLQCRczw

http://www.youtube.com/watc?
Thankfully, many History Day participants share their projects online. Both students and educators benefit from observing projects from past contests.

Helpful Hints and Sample Projects

Paper Hint:
Without the help of visual aids available to other categories, papers rely on a dynamic narrative. Consider ways to make the paper lively and compelling.

Andrew Simon (Kingston Middle School) drew in his readers by exploring the intense debate surrounding his topic, while maintaining a balanced perspective in his 2013 silver-medal paper. 

Paper Hint:
Papers should be grammatically correct and utilize good writing skills. This allows the reader to focus on content without any distractions or confusion.

Rebecca Smith (Bothell High School) analyzes her topic with clarity and finesse in her 2007 gold-medal paper, published soon after in the History Teacher academic journal. 

Paper Hint:
Avoid excessively descriptive footnotes. The purpose of a footnote is to provide a citation and possibly a brief comment on the footnoted portion of the paper.

Natalie Pilgeram (Spokane High School) captivated readers with her analysis of the Nuremberg Trials, which she presented alongside clear, concise footnote references in her 2012 silver-medal paper. 

Paper Hint:
Winning paper students are sometimes asked permission for their papers to be published in an academic journal or other professional publication.

Sarah Sadlier (Charles Wright Academy) challenges other historians to reconsider prior conclusions about her topic in her 2012 gold-medal paper, later published in the History Teacher academic journal. 

For more sample projects, visit www.washingtonhistory.org/education/historyday/samples
Thankfully, many History Day participants share their projects online. Both students and educators benefit from observing projects from past contests.

### Helpful Hints and Sample Projects

**Website Hint:**
Consider the order in which students intend the viewer to access the information and pages within the site. Design the site navigation and the links between pages to guide the viewer through the site in the intended order.

Taylor Walsh (Charles Wright Academy) made great use of page design and navigation to guide viewers through her 2013 silver-medal website.

http://www.galleryofthelouvre.com/

**Website Hint:**
Do not pad the website with extra quotes or photos and do not rely too heavily on items brought in from other websites. It should be apparent that the student contributed and did not simply use materials made by someone else.

Andrew Cooper (Liberty High School) chose quotes and photos that were useful in explaining his topic and thesis, then used his own words to connect it all.

http://62110879.nhd.weebly.com/thesis.html

Devika Baliga, Suchi Sridhar, and Vaishnavi Phadnis (Redmond Middle School) took care to properly upload all important documents into their website.

http://freedomofinformationact.weebly.com

**Website Hint:**
Pay attention to the technical aspects of the website category, including rules. “Publish” the site often to be sure the work is saved, verify when websites will be locked, and pay attention to rules like not including links to outside websites.

Jessica Jin and Anastasiya Kirichuk (International Community School) used web tools like mouseovers to help make the information clear, focused, and easy to read in their 2011 gold-medal website.

http://99084313.nhd.weebly.com/

**Website Hint:**
Websites offer many opportunities for students to show off their technological skills. However, this should not come at the expense of historical quality. Students should utilize technology and multimedia as a means, not an end.

Read the website rules very carefully. It is easy to miss one by accident!
The History Day Contest

Participation in the History Day contest is not required, but is recommended. Students, educators, and families have found the contest to be a valuable and rewarding aspect of their History Day experience. Some educators hold an informal contest or project showcase at the school, which can be useful in determining which students are prepared to enter the Regional contest, should they choose to compete.

Benefits to Contest Participation:

- Student achievement is highlighted in a public setting, which provides an opportunity for family, friends, teachers, peers, and the public to see what they have accomplished.
- Students interact with professionals and community members, gaining experience in public speaking, presentation skills, professional behavior, and having their work formally evaluated.
- Students may earn a spot at the State and National contests and may receive awards and prizes.
- Students are surrounded by others who think history is interesting and fun!
- Educators may choose to report contest results back to their school and/or district as an example of what their students have accomplished.
- Families are able to see what the students have been working on in school and have a chance to come show their support. Parents express pride (and even astonishment!) at their child’s advanced research and what he or she was able to create for the contest.

Getting Ready for the Regional Contest

1. Identify Your Regional Contest:
   Competing students begin at the Regional level. Consult the map to determine your school’s region. To learn more about your contest, visit www.washingtonhistory.org/education/historyday. New History Day educators are encouraged to contact their Regional Coordinator to learn more about the schedule and contest specifics.

2. Register and Pay Fee:
   For student and teacher contest registration, visit www.washingtonhistory.org/education/historyday. Contact your Regional Coordinator if you need help. Educators begin the registration process and students’ parents complete it. Registration fees vary by contest. Some schools agree to pay the registration fees.

3. Consider Transportation:
   History Day exhibits and props can be large and oddly-shaped. Start thinking early about how to transport both students and projects to the contest.

Visit www.washingtonhistory.org/education/historyday/contests to find your Regional Contest.
### Contest Day: Setup and Presentation

Contest coordinators assign each entry a judging time (if students worked in a group, they will interview with the judges together). In most categories, this is also the time when students present their projects. The judging schedule is distributed to teachers prior to the contest, though last-minute changes do occur.

#### Arrival and Project Setup
- **EXHIBIT**
  - Arrive before the contest begins, set up exhibit before Exhibit Hall closes.
- **DOC.**
  - Arrive before the scheduled time, test audio/video briefly, if needed.
- **PERF.**
  - Arrive before the scheduled time, in costume, props ready to go.
- **PAPER**
  - Arrive before the scheduled time, no project setup is needed.
- **WEBSITE**
  - Arrive before the scheduled time, project setup varies by contest.

#### Paperwork Submission
- **EXHIBIT**
  - Leave paperwork in the Exhibit Hall with the exhibit when Hall closes.
- **DOC.**
  - Hand paperwork to judges before the documentary begins.
- **PERF.**
  - Hand paperwork to judges before the performance begins.
- **PAPER**
  - Attach paperwork to the paper entry (in proper order) before mailing.
- **WEBSITE**
  - Upload paperwork to the website and provide a link in site navigation.

#### Judging Time (Preliminary)
- **EXHIBIT**
  - Judges view exhibit, then bring students in for the interview. (no audience)
- **DOC.**
  - Documentary is shown, then judges begin the interview. (audience is present)
- **PERF.**
  - Students perform live, then judges begin the interview. (audience is present)
- **PAPER**
  - No presentation in the paper category – interview only. (no audience)
- **WEBSITE**
  - All website students have an interview, but presentations vary by contest.

#### Judging Time (Finals)
- **EXHIBIT**
  - Finals qualifiers are not announced. Students are not present during judging. No interview.
- **DOC.**
  - Finals qualifiers are announced. Those films are shown again for an audience. No interview.
- **PERF.**
  - Finals qualifiers are announced. They perform again for an audience. No interview.
- **PAPER**
  - There is no finals round in the paper category.
- **WEBSITE**
  - There is no finals round in the website category.

#### Introductions

Once judges have looked over the paperwork, performance and documentary students announce the title of the entry and name(s) of the participant(s). After this introduction, it is customary to ask the judges, **“May I/we begin?”** before proceeding with the performance or film.

#### Help at the Contest

At the contest, students may have help lifting and carrying things, but students must setup the project themselves. **Students should consider this when building exhibit boards and performance props.**

Visit [www.washingtonhistory.org/historyday/contests](http://www.washingtonhistory.org/historyday/contests) for Coordinator contact information.
The History Day Contest

Contest Day: The Interview

Students meet with the judges during their assigned time slot, which is usually between five and 20 minutes, depending on the category. Interviews can be intimidating for some students, so it is important that they know what to expect. While students are not permitted to give formal, prepared responses, it is helpful to practice the interview process and to consider the types of questions judges may ask.

Judges will not grill students for facts or technical information on their topic. However, judges often ask students to expand on an idea or issue related to the entry, and will almost certainly ask students to describe and give opinions on their experience producing a historical research project and what they have learned.

Sample Interview Questions:

Why did you choose this topic?
What was your best source and why?
What did you learn that surprised you?
How does your topic fit the theme?
What was the most challenging?
What was the most fun?

During the interview, students should look, speak, and behave professionally to best represent themselves and their work. Judges are excited to hear what students have learned, so remember to relax, speak clearly, be confident, and have fun!

The Interview Process

**Documentary & Performance**

- **GREET**
  - Shake hands
  - Introduce yourself

- **(PRESENT)**
  - Paperwork to judges
  - Set up props/film
  - Formal introduction
  - “May I/we begin?”
  - Present the project
  - Remove props/film

- **INTERVIEW**
  - Approach judges
  - Answer questions

- **THANK**
  - Shake hands
  - Thank the judges

**Exhibit**

- **GREET**
  - Shake hands
  - Introduce yourself

- **WAIT?**
  - Judges may ask you to step aside while they read paperwork and look over the exhibit once more

- **INTERVIEW**
  - Approach judges
  - Answer questions

- **THANK**
  - Shake hands
  - Thank the judges

**Paper & Website**

- **GREET**
  - Shake hands
  - Introduce yourself

- **INTERVIEW**
  - Approach judges
  - Answer questions

- **THANK**
  - Shake hands
  - Thank the judges

(This process differs by contest. Some contests do not interview website or paper students.)

During the interview, judges will not ask students where they are from and students should not volunteer this information. Judges will also not disclose how well students have done in the contest; this is covered by the evaluation forms.

Contact the contest Coordinator (Regional or State) for details on the contest you will attend.
The History Day Contest

Contest Day: Evaluation and Feedback

Projects are evaluated by teams of two or three judges. The morning of the contest, judges attend a training where topics like contest rules, judge responsibilities, and evaluation criteria are discussed. Students find it helpful to know these criteria ahead of time to be sure their projects meet expectations.

EVALUATION CRITERIA

- **Historical Quality: 60%**
  - Clearly relates the topic to the theme
  - Demonstrates historical significance
  - Historically accurate
  - Shows analysis and interpretation
  - Places topic in historical context
  - Shows wide, balanced research
  - Uses available primary sources

- **Relation to Theme: 20%**
  - Clearly relates the topic to the theme
  - Demonstrates historical significance

- **Clarity of Presentation: 20%**
  - Original, clear, appropriate, organized, and articulate
  - Visual impact is appropriate to the topic
  - Historically accurate
  - Shows analysis and interpretation
  - Places topic in historical context
  - Shows wide, balanced research
  - Uses available primary sources

Rules violations are also considered when evaluating an entry and deciding whether it will advance.

After the presentations and interviews, judging teams discuss the entries. They also take time to examine the bibliography (as well as information gained from the process paper and interview about the research journey), which help establish the strength and balance of an entry’s research base. **Judges then come to a consensus on which projects should move forward and work together to fill out evaluation forms** for each entry, offering comments and advice on what students have done well and what could be improved. **Educators should retrieve the evaluations from contest coordinators after the contest** and distribute to their students. Some History Day educators like to discuss the evaluations in depth with each individual or group, especially if the entry is competing again at the next level of the contest.

In addition to the **objective** aspects of judging (like size or word limit), there are also many **subjective** elements (like whether an argument for historical significance is convincing). **This is why a strong, balanced research foundation for students’ interpretations and conclusions is vital to a successful project.**

**Don’t Stop Now!**

**Students moving on to the next level of competition are strongly encouraged to read the evaluations and improve their projects before the next contest.**

Use appendix **Worksheet 5** to prepare for the contest and evaluation. The sample **Classroom Assessment** may be used in evaluating/grading your students outside of the contest.
The History Day Contests

Contest Day: Results and Awards

Judges often find that deciding which projects will move on is the most difficult part of the process, especially because there is a set limit to the number of entries that may move forward. While it is surely disappointing to the students who have not earned a spot at the next level of the contest, it is important to remember that the judges’ decisions are final. Students, educators, and families all gather after the contest for the Awards Ceremony, where contest winners and students who have won any special awards offered by their contest are announced.

State Contest Quick Facts

1. Location: Auburn, WA (in early May)
Students who advanced from any of the eight Regional contests compete against each other at one State contest. Consider how students and their projects will travel to the contest, and whether an overnight stay will be necessary.

2. Registration and Fees:
Students competing at the State contest must complete additional registration at www.washingtonhistory.org/education/historyday Contact the State Coordinator if you need help. The registration website also lists registration fees. Some schools agree to pay the registration fees.

3. State Winners and Awards
Two winning entries in each division/category will move on to the National contest. Many students win awards at the State contest, some of which come with cash prizes. For most awards, students self-nominate during registration.

National Contest Quick Facts

1. Location: College Park, MD (in mid-June)
First and second place winners at the State contest compete against students from other states at the National contest, hosted by the University of Maryland in College Park (just outside of Washington, D.C.) The contest lasts for five days.

2. Registration, Fees, and Travel
Students attending the National contest receive their registration packet at a meeting held after the Awards Ceremony. Registration fees are around $100 per student and around $40 per teacher. Students, teachers, and families may all purchase room/meal packages, which allow them to stay in the dorms on campus. Airfare and shipping exhibits or props can add additional costs. WHD offers limited assistance to students experiencing a financial hardship.

2. National Winners and Awards
The top three entries in each division/category are announced at the Awards Ceremony and receive a medal. Numerous other awards are also given out, many of which come with money or other prizes.

Visit www.washingtonhistory.org/education/historyday/contests/details to learn more.
Appendix: Classroom Resources
Appendix: Classroom Resources

Starting the Project

- **Worksheet 1: Starting A History Day Project** (two pages)
  Students organize the information they will need to begin a History Day project, including choosing a topic and drafting a “working thesis.” Students should refer to and update this worksheet.

- **Worksheet 2: Research Strategy**
  Students identify and organize the information they will need to begin their research, including types of sources and where those sources may be found.

- **Student Contract**
  Students, parents/guardians, and the educator sign this agreement that the student will participate in History Day and will complete his or her project. Educators should communicate with students and parents/guardians about what is involved in History Day and what it means to commit to it.

Developing the Project

- **Worksheet 3: Source Analysis Form**
  Adapted from materials developed by Patti Deal, Academy Northwest
  Students analyze and record information about a source, including citation information, source summary, possible bias, and follow-up questions. Educators should encourage students to use this type of in-depth analysis for all sources, but may choose to limit the number of sources for which students are expected to actually complete and turn in the worksheet.

- **Bibliography Cards** (two pages)
  Students fill out the appropriate bibliography card for any given source (the six most common types/formats are given here). Students will use this information when they compile an annotated bibliography, so it is a good idea for students to make a bibliography card for every source used.

- **Time Management Log**
  Students keep track of the time and progress on various tasks. This divides the History Day project into small, achievable goals and helps to avoid duplication of efforts within a group.

- **Worksheet 4: Student Progress**
  Educators use this worksheet to “check in” with students and assist where needed. Students self-assess their progress and identify any areas they feel they need help with. This helps to avoid the time and energy lost when a student is struggling. Educators may choose to use this worksheet more than once during the History Day season.

Completing the Project

- **Worksheet 5: Completed Project Checklist** (five pages)
  Students use the checklist for their project type to confirm that the completed project meets requirements and expectations. Educators may choose to fill out this checklist with/for the students.

Assessments

- **Classroom Assessment**
  Educators will likely choose to evaluate/grade the projects separate from the judges’ evaluations.

- **NHD and Behaviors that Promote Learning**
  Developed by Paula Cautrell, Sunrise Elementary, 2007-2008
  Educators may use this rubric in planning, student assessment, or discussions with administrators.
Worksheet 1: Starting a History Day Project

Use this worksheet to help you organize the information you will need to begin a History Day project. Starting your project is a process that requires many decisions about what you will study and how you will show your work to others, so it is normal for some of your worksheet answers to change as you begin your research.

**THEME**

This year’s theme is: ________________________________ in History!

**TOPIC**

→ The first step to choosing a topic is to think about a general area of history you find interesting.

**General area of interest in history** *(example: the environment):*

→ Once you have identified a general area of interest, consider what it is about that part of history that interests you the most. You may wish to do a bit of research to help you decide. The part or parts of your general area of interest that you find most interesting are your broad topic ideas. Use the History Day theme to narrow down your broad topic ideas to one or two that best fit the theme.

**Broad topic idea(s)** *(example: the impact of hydroelectric dams on natural resources):*

→ Consider what issues or questions you would like to explore during your research. Do any of your broad topic ideas inspire interesting research questions that relate to the theme? Do any of them involve important issues?

**Issues or questions to be explored during research** *(examples: How do hydroelectric dams impact the ecosystems of the rivers they are built on? What types of arguments are made for and against dams?):*

→ Think about the types of good sources that may exist on your broad topic idea(s) and consider whether you will have enough sources available for your research. Ask your teacher or librarian if you are unsure about the likely amount and types of good sources available, as well as where to find them.

**Types of sources likely available on this topic** *(example: books, interviews, websites, audio/video):*

→ Once you have identified which of your broad topic ideas has the best potential for a great History Day project (historical, interesting, fits the theme, inspires research questions, involves important issues, has available sources), do a bit more research to help you narrow down your broad topic idea to a specific topic. Your topic should be narrow enough that you will be able to research it fully in the time available, and should be clear enough that you are able to analyze the information and draw your own conclusions.

**Project topic** *(example: Debate over the Elwha River dams and eventual dam removal/river restoration):*

My topic is: ________________________________________________________________
My topic is: ____________________________________________________________

TYPE

Choose the type of History Day project you will use to display your work. The type of project you choose should allow you to make good use of your sources, while also taking into account your skills and interests.

Project type:  ☐ Exhibit  ☐ Documentary  ☐ Performance  ☐ Website  ☐ Paper

TEAM

You may either work alone or work in a group of up to five students. There are no groups in the paper category.

Group or Individual:

☐ I would like to work in a group with the following students:
☐ I would prefer to work alone.

TITLE and THESIS

Each History Day project must have a title. Your title should refer to your project topic and may also include a reference to the theme. Your title will likely change as you develop your project.

Working Title (example: Freeing the Elwa: Debating the Future of America’s Dams):

The conflict surrounding The Elwha River Restoration is one of the most influential environmental disputes of the last century. Not only does it mark a landslide victory for ecological recovery, but it also calls into question whether the viability of hydropower as an energy resource can justify potential environmental externalities. The Elwha debate sets an international precedent, ultimately redefining the future of America’s dams.

Working Thesis:
Worksheet 2: Research Strategy

Use this worksheet to help you develop ideas on the types of sources you can use in your research and the places where you might locate these sources.

My topic is: ____________________________________________

1. Name(s) of student(s) involved in this entry:

2. What libraries, research centers, archival institutions, museums, or other organizations do you think will have information on your topic?

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

4. What materials will you look at to begin your research?

5. What types of primary sources do you think exist for your topic?

6. What types of secondary sources do you think exist for your topic?

7. Who might you interview (in person, on the telephone, or in writing) to learn more about your topic?

8. Who might you ask for help in locating sources?
Student Contract

Name: ___________________________________   Project Due Date: _____________________________
Topic: ___________________________________________________________________________________

Select whether you will be working as an individual or in a group and read the agreement that follows.

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

☐ I will complete a group History Day entry. I agree to share equally in all work and in all expenses with my group. Money may not be spend until all group members are consulted. Any prize money will be split evenly among group members. I agree to work with my group to complete our History Day entry. I also have reviewed the History Day rules and regulations with my parents/guardians and understand all the requirements of the event.

My group member(s): ___________________________________________________________________

I have read and understand this agreement, as well as discussed it with my parent/guardian.

Student Signature: _______________________________________  Date: _________________________

PARENT/GUARDIAN SECTION

I have received the History Day rules and regulations and have reviewed them with my child. My child has my permission and support in entering the History Day program.

Parent Signature: ________________________________________  Date: _________________________

TEACHER SECTION

I have reviewed my student’s Student Contract and confirmed it is complete.

Teacher Signature: _______________________________________  Date: _________________________
Worksheet 3: Source Analysis Form

Use this worksheet to help you analyze a source and record information you will need for the bibliography.

<table>
<thead>
<tr>
<th>Date accessed:</th>
<th>Source location:</th>
<th>□ Primary □ Secondary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Citation:</th>
<th>Pages read:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Most useful pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

<table>
<thead>
<tr>
<th>Value of information:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Information needed to interpret source:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author:</th>
<th>Intended audience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective(s) presented:</th>
<th>Perspective(s) not presented:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Possible bias (mine/ours):</th>
<th>Possible bias (the source):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Is evidence persuasive?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Compare/contrast with other sources:**

<table>
<thead>
<tr>
<th>Thesis, thoughts, and conclusions (the source):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis, thoughts, and conclusions (mine/ours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My/our follow-up questions and/or new research questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Bibliography Cards

## Bibliography Card: Books

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Location:</td>
<td></td>
</tr>
<tr>
<td>Author(s)/Editor(s):</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>City of Publication:</td>
<td>Publisher:</td>
</tr>
<tr>
<td>Year of Publication:</td>
<td>Medium of Publication:</td>
</tr>
<tr>
<td>Annotations:</td>
<td></td>
</tr>
</tbody>
</table>

## Bibliography Card: Magazines, Journals, Periodicals, Newspapers

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Location:</td>
<td></td>
</tr>
<tr>
<td>Author(s)/Editor(s):</td>
<td></td>
</tr>
<tr>
<td>Title of Article:</td>
<td></td>
</tr>
<tr>
<td>Title of Periodical:</td>
<td>Volume/Issue:</td>
</tr>
<tr>
<td>Date of Publication:</td>
<td>Pages Used:</td>
</tr>
<tr>
<td>Medium of Publication:</td>
<td></td>
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<tr>
<td>Annotations:</td>
<td></td>
</tr>
</tbody>
</table>

## Bibliography Card: Magazines, Journals, Periodicals

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Interviewed:</td>
<td></td>
</tr>
<tr>
<td>Interviewed Person’s Title/Credentials/Expertise:</td>
<td></td>
</tr>
<tr>
<td>Interview Date:</td>
<td>Interview Location:</td>
</tr>
<tr>
<td>Method of Communication (in person, e-mail, phone, Skype, etc.):</td>
<td></td>
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<tr>
<td>Annotations:</td>
<td></td>
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</tbody>
</table>
### Bibliography Card: Website

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Date Accessed:</td>
<td></td>
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<tr>
<td>Website URL:</td>
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<tr>
<td>Website Name/Title:</td>
<td></td>
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<tr>
<td>Author/Editor/Compiler:</td>
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<tr>
<td>Date Created:</td>
<td>Affiliated Person/Organization:</td>
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<tr>
<td>Annotations:</td>
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### Bibliography Card: Video

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
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<td>Source Location:</td>
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<tr>
<td>Title (and Series, if applicable):</td>
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<tr>
<td>Director/Creator:</td>
<td>Distributor:</td>
</tr>
<tr>
<td>Release/Creation Date:</td>
<td>Medium:</td>
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<tr>
<td>Annotations:</td>
<td></td>
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### Bibliography Card: Photograph or Artwork

<table>
<thead>
<tr>
<th>Name(s):</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Where I found it:</td>
<td></td>
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<tr>
<td>Title/Description:</td>
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</tr>
<tr>
<td>Artist/Photographer:</td>
<td>Creation Year/Date:</td>
</tr>
<tr>
<td>Location of the original:</td>
<td>Institution City:</td>
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<tr>
<td>Annotations:</td>
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</table>
## Time Management Log

Name: ___________________________________   Project Due Date: _____________________________

Topic: _________________________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Progress</th>
<th>Time Spent</th>
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<tbody>
<tr>
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</tbody>
</table>
Worksheet 4: Student Progress

Name: ___________________________________   Project Due Date: _____________________________

Topic: _________________________________________________________________________________

Circle the response which most closely describes your progress so far:

1. I work as hard as I can and am making excellent progress.  → Yes Sometimes No
2. I am about where I think I should be.  → Yes Sometimes No
3. I find it easy to locate secondary sources for my topic.  → Yes Sometimes No
4. I find it easy to locate primary sources for my topic.  → Yes Sometimes No
5. I understand my topic.  → Yes Partly No
6. I can explain how my topic relates to the History Day theme.  → Yes Partly No
7. I understand the issues related to my topic.  → Yes Partly No
8. I understand the period of history in which my topic takes place.  → Yes Partly No
9. I understand my topic’s significance in history.  → Yes Partly No
10. I defined a thesis for my project.  → Yes Partly No
11. I have several ideas for how I will support my thesis.  → Yes Partly No
12. I meet my deadlines.  → Yes Sometimes No
13. I am confident I will complete my project on time.  → Yes Sometimes No

Fill in the blanks for the following items:

I have read or skimmed __________ secondary sources.
I have taken notes or copied excerpts from __________ secondary sources.
I have read __________ primary sources.
I have taken notes or copied excerpts from __________ primary sources.
I have located a total of __________ sources that pertain to my topic.

I need help on:
**Worksheet 5: Completed Project Checklist - Exhibit**

Name: _______________________________  Project Due Date: _______________________________

Project Title: ________________________________________________________________

Check the boxes next to the items that are true and complete for your project.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I created this project myself or with my team.</td>
<td>☐ My exhibit is within the size limit.</td>
</tr>
<tr>
<td>☐ I/we analyzed a wide range of sources and thought about why that information might be important.</td>
<td>✓ Stationary: 40” wide x 30” deep x 6’ tall</td>
</tr>
<tr>
<td>☐ I used good, credible sources in my research.</td>
<td>✓ Rotating: 30” diameter</td>
</tr>
<tr>
<td>☐ My research is balanced. I examined and included more than one point of view on my topic.</td>
<td>✓ Includes media devices, stands, and table drapes, but not the table itself.</td>
</tr>
<tr>
<td>☐ My project is clear, neat, organized, and creative.</td>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
</tr>
<tr>
<td>☐ My project has a complete thesis (main argument).</td>
<td>✓ Includes titles, subtitles, captions, graphs, timelines, paraphrasing, and any other supplemental materials.</td>
</tr>
<tr>
<td>✓ Introduces the topic</td>
<td>✓ Includes media devices (any interview questions, narration, graphics, etc. that were made by the student or students).</td>
</tr>
<tr>
<td>✓ Shows a connection to the theme</td>
<td>✓ Does not include quotes or brief, factual credits used to identify sources.</td>
</tr>
<tr>
<td>✓ Argues for the topic’s historical significance</td>
<td>☐ Media is shorter than three minutes.</td>
</tr>
<tr>
<td>☐ My project supports my thesis by explaining my topic’s historical context (where it fits in history).</td>
<td>☐ Media can be controlled by the viewer.</td>
</tr>
<tr>
<td>☐ My project supports my thesis by providing details about my topic and how it relates to the theme.</td>
<td>☐ I will provide any cords/tools/supplies.</td>
</tr>
<tr>
<td>☐ My project supports my thesis by providing clear evidence that the argument I made for my topic’s historical significance (why it is important) is correct.</td>
<td>☐ All quotes are credited in the exhibit.</td>
</tr>
<tr>
<td>☐ My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.</td>
<td>☐ All visual sources are credited in the exhibit and cited in the bibliography.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The title of my project is clearly visible on the exhibit and the title page of my paperwork.</td>
<td>☐ Someone has proof-read my project.</td>
</tr>
<tr>
<td>☐ I/we followed the instructions for a title page.</td>
<td>☐ I will have at least five copies of my paperwork at the contest so that I may replace any copies taken by judges.</td>
</tr>
<tr>
<td>☐ I/we followed the instructions for a process paper.</td>
<td>☐ I understand costumes are not allowed.</td>
</tr>
<tr>
<td>☐ I/we followed the instructions for an annotated bibliography.</td>
<td>☐ I am ready to speak with the judges, but will not prepare formal comments.</td>
</tr>
<tr>
<td>✓ Includes all sources used</td>
<td>☐ I understand I/we may have help carrying the exhibit, but I/we must set it up.</td>
</tr>
<tr>
<td>✓ Separates primary and secondary sources</td>
<td>☐ I am ready to look and speak my best on the day of the contest!</td>
</tr>
<tr>
<td>✓ Explains how each source was used (annotation)</td>
<td>☐ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>☐ Sources are given credit correctly on the exhibit.</td>
<td>☐ I will provide any cords/tools/supplies.</td>
</tr>
<tr>
<td>☐ Includes media devices, stands, and table drapes, but not the table itself.</td>
<td>☐ All quotes are credited in the exhibit.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ All visual sources are credited in the exhibit and cited in the bibliography.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ Includes titles, subtitles, captions, graphs, timelines, paraphrasing, and any other supplemental materials.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>✓ Includes media devices (any interview questions, narration, graphics, etc. that were made by the student or students).</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>✓ Does not include quotes or brief, factual credits used to identify sources.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ Media is shorter than three minutes.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ Media can be controlled by the viewer.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ I will provide any cords/tools/supplies.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ All quotes are credited in the exhibit.</td>
</tr>
<tr>
<td>☐ My exhibit has no more than 500 student-composed words.</td>
<td>☐ All visual sources are credited in the exhibit and cited in the bibliography.</td>
</tr>
</tbody>
</table>
**Worksheet 5: Completed Project Checklist - Documentary**

Name: ________________________________  Project Due Date: ________________________________

Project Title: ________________________________________________________________

Check the boxes next to the items that are true and complete for your project.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I created this project myself or with my team.</td>
<td>□ The title of my project is clearly visible in the film and on the title page of my paperwork.</td>
</tr>
<tr>
<td>□ I/we analyzed a wide range of sources and thought about why that information might be important.</td>
<td>□ I/we followed the instructions for a title page.</td>
</tr>
<tr>
<td>□ I used good, credible sources in my research.</td>
<td>□ I/we followed the instructions for a process paper.</td>
</tr>
<tr>
<td>□ My research is balanced. I examined and included more than one point of view on my topic.</td>
<td>□ I/we followed the instructions for an annotated bibliography.</td>
</tr>
<tr>
<td>□ My project is clear, neat, organized, and creative.</td>
<td>✓ Includes all sources used</td>
</tr>
<tr>
<td>□ My project has a complete thesis (main argument). ✓ Introduces the topic ✓ Shows a connection to the theme ✓ Argues for the topic’s historical significance</td>
<td>✓ Separates primary and secondary sources ✓ Explains how each source was used (annotation)</td>
</tr>
<tr>
<td>□ My project supports my thesis by explaining my topic’s historical context (where it fits in history).</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ My project supports my thesis by providing details about my topic and how it relates to the theme.</td>
<td></td>
</tr>
<tr>
<td>□ My project supports my thesis by providing clear evidence that the argument I made for my topic’s historical significance (why it is important) is correct.</td>
<td></td>
</tr>
<tr>
<td>□ My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ My film is no more than 10 minutes long. ✓ Includes end credits (required)</td>
<td>□ Someone has proof-read my project.</td>
</tr>
<tr>
<td>□ I designed the film and wrote the script/narration myself or with my team.</td>
<td>□ I will bring to the contest two copies of my film (in case of technical trouble) and at least five copies of my paperwork (to replace any copies taken by judges).</td>
</tr>
<tr>
<td>□ I filmed, edited, and narrated the documentary myself or with my team.</td>
<td>□ I understand costumes are not allowed.</td>
</tr>
<tr>
<td>□ I operated all equipment and software myself or with my team.</td>
<td>□ I am ready to speak with the judges, but will not prepare formal comments.</td>
</tr>
<tr>
<td>□ The only people to appear in the footage I/we filmed are me/us and the people interviewed (no family or classmates).</td>
<td>□ I am ready to look and speak my best on the day of the contest!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 5: Completed Project Checklist - *Performance*

Name: ___________________________________   Project Due Date: _____________________________

**Project Title:** ________________________________________________________________

Check the boxes next to the items that are true and complete for your project.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I created this project myself or with my team.</td>
<td>□ The title of my project is clearly visible on the title page of my paperwork.</td>
<td>□ My performance is no more than 10 minutes long.</td>
</tr>
<tr>
<td>□ I/we analyzed a wide range of sources and thought about why that information might be important.</td>
<td>□ I/We followed the instructions for a title page.</td>
<td>□ I have written the performance script myself or with my team.</td>
</tr>
<tr>
<td>□ I used good, credible sources in my research.</td>
<td>□ I/we followed the instructions for a process page.</td>
<td>□ I came up with the blocking or actions of the performance myself or with my team.</td>
</tr>
<tr>
<td>□ My research is balanced. I examined and included more than one point of view on my topic.</td>
<td>□ I/we followed the instructions for an annotated bibliography.</td>
<td>□ No one other than me or my team is a participant in the performance.</td>
</tr>
<tr>
<td>□ My project is clear, neat, organized, and creative.</td>
<td>□ Includes all sources used</td>
<td>□ I understand that I may have help with costumes, but choices like design and fabric will be made by me or my team.</td>
</tr>
<tr>
<td>□ My project has a complete <em>thesis</em> (main argument).</td>
<td>□ Separates primary and secondary sources</td>
<td>□ I can have rent or buy a costume if I choose to.</td>
</tr>
<tr>
<td>✓ Introduces the topic</td>
<td>✓ Explains how each source was used (annotation)</td>
<td>□ I/we will bring and run any equipment, music, special lighting, etc. used during the performance.</td>
</tr>
<tr>
<td>✓ Shows a connection to the theme</td>
<td>□ Before performing, I/we will say only the performance title and my/our name(s).</td>
<td>□ I will perform the performance script myself or with my team.</td>
</tr>
<tr>
<td>✓ Argues for the topic’s historical significance</td>
<td>□ My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.</td>
<td>□ I will practice good speaking skills, including volume, speed, and clarity.</td>
</tr>
<tr>
<td>□ My project supports my thesis by explaining my topic’s <em>historical context</em> (where it fits in history).</td>
<td>□ My project supports my thesis by providing details about my topic and how it relates to the theme.</td>
<td>□ I will have at least five copies of my paperwork at the contest so that I may replace any copies taken by judges.</td>
</tr>
<tr>
<td>□ My project supports my thesis by providing clear evidence that the argument I made for my topic’s <em>historical significance</em> (why it is important) is correct.</td>
<td>□ My project supports my thesis by providing clear evidence that the argument I made for my topic’s <em>historical significance</em> (why it is important) is correct.</td>
<td>□ I am ready to speak with the judges, but will not prepare formal comments.</td>
</tr>
<tr>
<td>□ My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.</td>
<td>□ Someone has proof-read my project.</td>
<td>□ I understand I/we may have help carrying props, but I/we must set them up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ I am ready to look and speak my best on the day of the contest!</td>
</tr>
</tbody>
</table>
Worksheet 5: Completed Project Checklist - Paper

Name: _________________________________  Project Due Date: ________________________________

Project Title: ___________________________________________________________________________

Check the boxes next to the items that are true and complete for your project.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I created this project myself or with my team.</td>
<td>□ The title of my project is clearly visible on the title page of my paper.</td>
</tr>
<tr>
<td>□ I/we analyzed a wide range of sources and thought about why that information might be important.</td>
<td>□ I/we followed the instructions for a title page.</td>
</tr>
<tr>
<td>□ I used good, credible sources in my research.</td>
<td>□ I/we followed the instructions for an annotated bibliography.</td>
</tr>
<tr>
<td>□ My research is balanced. I examined and included more than one point of view on my topic.</td>
<td>✓ Includes all sources used</td>
</tr>
<tr>
<td>□ My project is clear, neat, organized, and creative.</td>
<td>✓ Separates primary and secondary sources</td>
</tr>
<tr>
<td>□ My project has a complete thesis (main argument).</td>
<td>✓ Explains how each source was used (annotation)</td>
</tr>
<tr>
<td>✓ Introduces the topic</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>✓ Shows a connection to the theme</td>
<td>□ Sources are given credit correctly within the paper.</td>
</tr>
<tr>
<td>✓ Argues for the topic’s historical significance</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ My project supports my thesis by explaining my topic’s historical context (where it fits in history).</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ My project supports my thesis by providing details about my topic and how it relates to the theme.</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ My project supports my thesis by providing clear evidence that the argument I made for my topic’s historical significance (why it is important) is correct.</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
<tr>
<td>□ My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.</td>
<td>□ The annotated bibliography is in the correct format.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ My paper is 1,500 to 2,500 words</td>
</tr>
<tr>
<td>✓ includes quotes, but not footnotes</td>
</tr>
<tr>
<td>□ I cited sources within my paper through footnotes, endnotes, or internal citation.</td>
</tr>
<tr>
<td>□ I used quotation marks and cited the source of all direct quotes.</td>
</tr>
<tr>
<td>□ I cited the source of any words or specific ideas that were not mine.</td>
</tr>
<tr>
<td>□ I cited the source of any photos or art.</td>
</tr>
<tr>
<td>□ My paper is typed in 12-point font.</td>
</tr>
<tr>
<td>□ My paper is double-spaced.</td>
</tr>
<tr>
<td>□ My paper has numbered pages.</td>
</tr>
<tr>
<td>□ My paper is printed single-sided on plain white 8.5x11 paper with 1” margins.</td>
</tr>
<tr>
<td>□ My paper does not name my school.</td>
</tr>
<tr>
<td>□ My paper is stapled in the top left corner with the title page on top and the annotated bibliography behind. It is not enclosed in a cover or binder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Someone has proof-read my project.</td>
</tr>
<tr>
<td>□ I am ready to submit four copies of my paper (including title page and annotated bibliography) by the due date, which is before the contest day.</td>
</tr>
<tr>
<td>□ I understand costumes are not allowed.</td>
</tr>
<tr>
<td>□ I am ready to speak with the judges, but I will not prepare formal comments.</td>
</tr>
<tr>
<td>□ I am ready to look and speak my best on the day of the contest!</td>
</tr>
</tbody>
</table>
Worksheet 5: Completed Project Checklist - Website

Name: ___________________________________   Project Due Date: _____________________________

Project Title: ___________________________________________________________________________

Check the boxes next to the items that are true and complete for your project.

**Part 1**
- [ ] I created this project myself or with my team.
- [ ] I/we analyzed a wide range of sources and thought about why that information might be important.
- [ ] I used good, credible sources in my research.
- [ ] My research is balanced. I examined and included more than one point of view on my topic.
- [ ] My project is clear, neat, organized, and creative.
- [ ] My project has a complete thesis (main argument).
  - [ ] Introduces the topic
  - [ ] Shows a connection to the theme
  - [ ] Argues for the topic’s historical significance
- [ ] My project supports my thesis by explaining my topic’s historical context (where it fits in history).
- [ ] My project supports my thesis by providing details about my topic and how it relates to the theme.
- [ ] My project supports my thesis by providing clear evidence that the argument I made for my topic’s historical significance (why it is important) is correct.
- [ ] My project supports my thesis by ending with a thoughtful conclusion that shows what I have learned.

**Part 2**
- [ ] The project title is clearly visible on the website.
- [ ] My website has a homepage with student name(s), project title, division, website word count, process paper word count, and site navigation
- [ ] I/we followed the instructions for a process paper, integrated it in the site, and added it to the navigation.
- [ ] I/we followed the instructions for an annotated bibliography, integrated it in the site, and added it to the navigation.
  - [ ] Includes all sources used
  - [ ] Separates primary and secondary sources
  - [ ] Explains how each source was used (annotation)
- [ ] The annotated bibliography is in the correct format.
- [ ] Sources are given credit correctly within the website.

**Part 3**
- [ ] My website has no more than 1,200 student-composed words.
  - [ ] Includes timelines, graphs, captions, interview questions, narration, media, and paraphrasing
  - [ ] Does not include quotes, alternate text tags, code, brief factual credits, menus, titles, navigation instructions, or the process paper and bibliography
- [ ] My website is no larger than 100MB.
- [ ] All equipment/software was student-run.
- [ ] All website pages connect with hyperlinks.
- [ ] I did not use any auto-redirects.
- [ ] My site is viewable in a standard browser.
- [ ] Media clips total no more than four minutes.
- [ ] If special software is required to view any media clips, I included a link to a free, safe, legal download of that software.
- [ ] All photos, video, music, documents, etc. are contained within the website. There are no links to external websites, except as required for special software (see above).

**Part 4**
- [ ] Someone has proof-read my project.
- [ ] My website was created in Weebly.
- [ ] I understand that all website will be locked on the due date, which is before the contest day. I will no longer be able to work on my website once it is locked.
- [ ] I understand costumes are not allowed.
- [ ] I am ready to speak with the judges, but will not prepare formal comments.
- [ ] I am ready to look and speak my best on the day of the contest!

I understand that all website will be locked on the due date, which is before the contest day. I will no longer be able to work on my website once it is locked.
# Classroom Assessment

**Student Name(s):** _______________________________________________________________________

**Project Title:** ___________________________________________________________________________

- Group
- Individual
- Exhibit
- Documentary
- Performance
- Paper
- Website

## Historical Quality

<table>
<thead>
<tr>
<th>Grade</th>
<th>1. The project is the original work of the student(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The thesis statement is clearly stated.</td>
</tr>
<tr>
<td></td>
<td>3. The project is organized to support the thesis.</td>
</tr>
<tr>
<td></td>
<td>4. The project is historically accurate and authentic.</td>
</tr>
<tr>
<td></td>
<td>5. The project shows analysis of historical data, not just a report of facts.</td>
</tr>
<tr>
<td></td>
<td>6. The project demonstrates an understanding of historical data.</td>
</tr>
<tr>
<td></td>
<td>7. The bibliography indicates a wide use of primary sources.</td>
</tr>
<tr>
<td></td>
<td>8. The bibliography indicates a wide use of secondary sources.</td>
</tr>
<tr>
<td></td>
<td>9. The project demonstrates an evaluation and critical use of resources.</td>
</tr>
<tr>
<td></td>
<td>10. The project demonstrates an understanding of the topic's historical context.</td>
</tr>
<tr>
<td></td>
<td>11. The project shows an attempt at original historical interpretation and analysis.</td>
</tr>
<tr>
<td></td>
<td>12. The project's historical quality is demonstrated in the final product.</td>
</tr>
</tbody>
</table>

## Quality of Presentation

<table>
<thead>
<tr>
<th>Grade</th>
<th>1. The project clearly identifies the topic's relationship to the theme.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The project uses visual aids effectively and appropriately.</td>
</tr>
<tr>
<td></td>
<td>3. The project is free of errors or distractions.</td>
</tr>
<tr>
<td></td>
<td>4. The bibliography is free of errors or other distractions.</td>
</tr>
<tr>
<td></td>
<td>5. The annotations indicate an understanding of sources used.</td>
</tr>
<tr>
<td></td>
<td>6. The project shows that multiple perspectives were considered.</td>
</tr>
<tr>
<td></td>
<td>7. All quotes are in quotation marks and sources are properly credited.</td>
</tr>
<tr>
<td></td>
<td>8. All visuals are properly captioned and sources are properly credited.</td>
</tr>
<tr>
<td></td>
<td>9. The project is clear and neat.</td>
</tr>
<tr>
<td></td>
<td>10. The project does not contain any potentially-dangerous items.</td>
</tr>
<tr>
<td></td>
<td>11. The project is thoughtfully put together.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1. The project is original and creative.</td>
<td></td>
</tr>
<tr>
<td>2. The project uses creativity to display information effectively.</td>
<td></td>
</tr>
<tr>
<td>3. The project makes good use of the materials available for that type of project.</td>
<td></td>
</tr>
<tr>
<td>4. The project has a style that is attractive to the viewer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adherence to Rules</strong></th>
<th><strong>Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The project has all required paperwork.</td>
<td></td>
</tr>
<tr>
<td>2. The project adheres to the general rules.</td>
<td></td>
</tr>
<tr>
<td>3. The project adheres to the rules specific to this type of project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Work and Participation</strong></th>
<th><strong>Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The individual or group communicated well with each other and/or the teacher.</td>
<td></td>
</tr>
<tr>
<td>2. The individual or group demonstrated a willingness to participate.</td>
<td></td>
</tr>
<tr>
<td>3. The individual or group showed a commitment to the project</td>
<td></td>
</tr>
<tr>
<td>4. The individual or group budgeted time and resources for the project.</td>
<td></td>
</tr>
<tr>
<td>5. The project was completed on time.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments, Strengths, and Areas of Improvement**
National History Day and Behaviors that Promote Learning
Developed by Paula Cautrell, Sunrise Elementary, 2007-2008

This rubric addresses the "Behaviors that Promote Learning" used on the district’s report card. Paula repeatedly stresses that there is no "grade" for History Day projects. Student skill development is measured, and that is what is reflected. Each section gets an independent grade, based on the progress made over the course of our History Day work. The emphasis is on process, not product. This also has removed the (sometimes glaring) discrepancies between judge’s scores and actual student achievement in these areas.

<table>
<thead>
<tr>
<th>Category Description</th>
<th>S</th>
<th>D</th>
<th>C</th>
<th>As applied to History Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Cooperates &amp; interacts positively</td>
<td>□ Consistently applies skills in a variety of situations &amp; peer groupings</td>
<td>□ Inconsistently applies skills &amp; engagement</td>
<td>□ Infrequently applies skills</td>
<td>□ Shares materials &amp; resources</td>
</tr>
<tr>
<td>□ Participates actively &amp; appropriately</td>
<td>□ Fully engaged in classroom activities</td>
<td>□ Participates in most, but not all learning activities</td>
<td>□ Little participation</td>
<td>□ Communicates in a positive way to others</td>
</tr>
<tr>
<td>□ Respects the rights, feelings, &amp; ideas of others</td>
<td>□ Sometimes disrespectful and/or contrary in group settings</td>
<td>□ Disruptive in group settings, and/or makes few if any contributions</td>
<td>□ Is on task during work sessions</td>
<td>□ Is on task during work sessions</td>
</tr>
<tr>
<td>□ Effectively solves problems with peers</td>
<td>□ Applies a “personal best” work ethic</td>
<td>□ Accepts some academic challenges &amp; avoids others</td>
<td>□ Avoids most tasks, particularly challenging ones</td>
<td>□ Works with others to effectively reach solutions to project challenges</td>
</tr>
<tr>
<td>Cooperative Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Shows willingness to try</td>
<td>□ Embraces academic challenges</td>
<td>□ Accepts some academic challenges &amp; avoids others</td>
<td>□ Avoids most tasks, particularly challenging ones</td>
<td>□ Takes academic risks, such as going beyond familiar resources &amp; approaches to produce a better project</td>
</tr>
<tr>
<td>□ Shows persistence</td>
<td>□ Persistent &amp; resourceful</td>
<td>□ Gives up on some tasks</td>
<td>□ Gives up easily</td>
<td>□ Does not give up when a problem arises, but works through it</td>
</tr>
<tr>
<td>□ Keeps workspace &amp; materials organized</td>
<td>□ Organized &amp; conscientious</td>
<td>□ Shows some organization</td>
<td>□ Disorganized</td>
<td>□ Organizes research materials &amp; NHD project</td>
</tr>
<tr>
<td>□ Writes legibly</td>
<td>□ Produces neat, legible work</td>
<td>□ Handwriting is sometimes illegible</td>
<td>□ Handwriting is often illegible</td>
<td>□ Produces a project that reflects conscientious effort</td>
</tr>
<tr>
<td>□ Produces quality work</td>
<td>□ Applies a “personal best” work ethic</td>
<td>□ Inconsistent motivation to strive for excellence</td>
<td>□ Motivation to produce quality work is low</td>
<td></td>
</tr>
<tr>
<td>Quality Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Sets goals &amp; evaluates progress</td>
<td>□ Reflects on progress &amp; makes adjustments to improve</td>
<td>□ Makes basic observations about progress &amp; makes attempts to improve</td>
<td>□ Does not reflect on progress in a meaningful way</td>
<td>□ Project is guided from start to finish by timelines, benchmarks, &amp; personal goal setting</td>
</tr>
<tr>
<td>□ Works independently</td>
<td>□ Thoroughly follows directions &amp; meets deadlines</td>
<td>□ Partially follows directions</td>
<td>□ Needs help to understand &amp; follow directions</td>
<td>□ Follows project guidelines &amp; classroom directions</td>
</tr>
<tr>
<td>□ Follows directions</td>
<td>□ Manages time &amp; materials effectively</td>
<td>□ Demonstrates some skills in organization</td>
<td>□ Struggles to manage &amp; organize time &amp; materials</td>
<td>□ Completes assignments</td>
</tr>
<tr>
<td>□ Completes class work on time</td>
<td>□ Adheres to school &amp; classroom rules</td>
<td>□ Follows most school and classroom rules.</td>
<td>□ Makes efficient use of NHD work time</td>
<td>□ Makes efficient use of NHD work time</td>
</tr>
<tr>
<td>□ Returns home assignments on time</td>
<td>□ Reflects on progress &amp; makes adjustments to improve</td>
<td>□ Partially follows directions</td>
<td>□ Struggles to manage &amp; organize time &amp; materials</td>
<td>□ Brings NHD materials to school &amp; takes what is needed to continue working at home</td>
</tr>
<tr>
<td>□ Makes productive use of class time</td>
<td>□ Thoroughly follows directions &amp; meets deadlines</td>
<td>□ Demonstrates some skills in organization</td>
<td>□ Follows most school and classroom rules.</td>
<td>□ Follows classroom expectations for NHD materials &amp; equipment</td>
</tr>
<tr>
<td>□ Is prepared with materials &amp; ready to work</td>
<td>□ Manages time &amp; materials effectively</td>
<td>□ Adheres to school &amp; classroom rules</td>
<td>□ Follows project guidelines &amp; classroom directions</td>
<td>□ Completes assignments</td>
</tr>
<tr>
<td>□ Follows school &amp; classroom rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This rubric has been developed by Paula Cautrell for Sunrise Elementary, 2007-2008. It addresses the "Behaviors that Promote Learning" used on the district’s report card. Paula repeatedly stresses that there is no "grade" for History Day projects. Student skill development is measured, and that is what is reflected. Each section gets an independent grade, based on the progress made over the course of our History Day work. The emphasis is on process, not product. This also has removed the (sometimes glaring) discrepancies between judge’s scores and actual student achievement in these areas.