NATONAL HISTORY DAY GEORGIA

NHD

NATIONAL HISTORY DAY®

GEORGIA

TEACHER GUIDE
2021- 2022

NHD GA IS A PROGRAM OF

Georgia Humanities
Sharing stories that move us and make us

LAGRANGE COLLEGE
1831

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Unit 1 - Welcome to National History Day

Your students will soon begin an exploration into the power of ownership. As you'll see, National History Day (NHD) is at its best when students take full possession of their learning. It's a challenging opportunity, for both you and your students, but the results can be remarkable. As you begin to consider NHD, remember this: every year thousands of teachers across the country and around the world use NHD in their classrooms. They don't all use it in the same way - and that's ok - adaptability is one of NHD's strengths - but they all use the program to achieve goals they believe are fundamental to their students' success. As a program that focuses on the development of skills it is flexible so use it to meet you and your students' needs in the ways you deem best.

Teachers new to NHD have TONS of questions. Our hope is that this guide will answer many of them. As you begin keep in mind the following:

National History Day isn't just a day -

"National History Day isn't just a day, it's an experience! NHD engages students in the study of history, giving them the opportunity to participate in the research process, develop a historical project, and come to their own conclusions like a professional historian. Students are motivated by their interests, encouraged to select a research topic that interests them and a project medium of their choice. NHD students practice and apply analysis and synthesis skills, can identify credible sources, think critically, ask questions and investigate. Throughout the NHD process, students learn valuable social-emotional life skills along with critical thinking, writing, and research skills that prepare them for college, career, and citizenship."

-	Jess Alden, National History Day Georgia Co-Coordinator, Georgia Humanities Program Coordinator

National History Day offers the best of both worlds (Social Studies and ELA) -

"National History Day is an opportunity to model how reading and writing are invaluable skills used in all content areas, in any grade level, and as lifelong learners. With NHD, students learn how to pull key ideas and details from what they have read and incorporate them into their writing. They learn how authors structure their writings and how to do so themselves. Students develop vital skills such as avoiding plagiarism, assessing the credibility of sources, building a bibliography, organizing ideas, and ongoing revision and editing practices. Moving beyond written text, students learn how to incorporate information gained from sources, including maps, photographs, music, and film. Their analysis of a variety of primary and secondary sources requires students to write argumentative and informational text to support their thesis. The majority of state literacy standards and several English Language-Arts standards, are taught through National History Day."

- Amanda West, Thomas County Middle School Social Studies Department Chair, National History Day Georgia Regional Coordinator

National History Day is all about the skills -

As students begin their journey in NHD, they will see that this project will assist them in developing skills that will apply to them in the real world. These skills that the students will learn will prepare them and assist them in moving forward into higher education and or in their employment.

Since this project is one spaced over an extended period, time management will be one of their top priorities. Planning their project out in advance will allow them to complete their project on time and assist them in meeting deadlines. It will instruct the students not to procrastinate.

Organizational skills will be developed. Students will be working on and from a multitude of materials. Using charts, graphs, and other means to keep the students on track will be utilized. Maintaining their work in an orderly fashion will allow them to quickly access and record the material they need to create their project.

Research skills will allow students to think and act like a historian. Students will learn that research is more than just Googling it from the search engine. Students will be introduced to the world of diving into books, encyclopedias, archives, newspapers, diaries, and databases that have been professionally researched and verified by historians.

Students will grow their skills in language arts. Reading, writing, paraphrasing, analyzing information, deciphering material, and putting it into a format that will allow them to state their understanding of the material as well as write to their audience. Understanding and utilizing the importance of primary and secondary sources and the ability to cite their sources will promote them to be career and college ready.

Students will also grow in their skills based on what type of project they desire to do. Students who make documentaries or website building will boost their technology and computer skills. Performance allows the students to display their playwright and acting skills. The exhibit allows for students to grow in marketing skills as they demonstrate their ability to display their work. The written research paper allows them to grow in journalistic skills.

<div align="center">Stan Shively, Social Studies Department Chair, Richards Middle School, Columbus GA</div>

National History Day will take TIME! -

National History Day is a year-long time commitment for both teachers and students that teaches perseverance, the value of deadlines, and creating and fulfilling goals. Setting specific deadlines or utilizing checklists to break up the project into smaller chunks allows students to focus on specific goals and meet their deadlines. NHD teachers need to be willing to commit a few hours each week and more during contest season to support students through the entire process. The return on the investment, however, makes it all worth it!

<div align="center">Laura Szymanski, Midtown International School, Instructional Coordinator</div>

Relationship building is key -

The National History Day experience affords students the opportunity to collaborate with other students and their teachers to foster a natural connection that is important in building effective relationships. National History Day projects are not done in isolation, if done effectively. Students have to trust their teachers to have the knowledge and the resources to support them through the project, and teachers have to trust that students will go the distance to take feedback and reflection to create a final product. Every student that I have supported through this process always highlights the relationships they develop as the reason they love NHD.

<div align="center">Melanie Kellam, McDonough Middle School, Social Studies Department Chair</div>

We hope you find NHD as fulfilling and enriching as we have.

This guide is part of a larger system of support tools and services that National History Day Georgia offers teachers and students. Never hesitate to reach out to us if you have any questions or need any assistance. We're here to help you and your students get the most out of NHD!

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Lewis Library LibGuide: https://lagrange.libguides.com/nhd
GALILEO NHD LibGuide: https://libguides.galileo.usg.edu/NHD
Facebook, Twitter, Instagram - Find us by searching for "NHDGeorgia"

Unit 2 - What is NHD?

According to NHD's evaluation report, "Why NHD Works," National History Day is "a year-long academic program focused on historical research, interpretation and creative expression for 6th- to 12th-grade students. By participating in NHD, students become writers, filmmakers, web designers, playwrights and artists as they create unique contemporary expressions of history. The experience culminates in a series of contests at the local and affiliate levels and an annual national competition in the nation's capital in June." NHD is a program that empowers students by asking them to take ownership of their learning. By doing so, it develops and strengthens their skills (research, reading, critical thinking, writing, etc.) while simultaneously building their confidence and self-esteem. How does it work?

Every program year is built around a theme. For the 2021-2022 academic year the theme is "Debate & Diplomacy in History: Successes, Failures, Consequences." After discussing the theme as a class, students select topics related to that theme. They then embark upon a program of investigation and research, in both secondary and primary sources. They collect and organize their data, analyze it, draw conclusions and develop an argument. Students decide whether to work on their own or in a group (depending on you) and then decide upon the media (category) they will use to present/defend their thesis. Students can develop a project in one of the following:

Historical Paper (individual only)
Website (individual or group)
Performance (individual or group)
Exhibit (individual or group)
Documentary (individual or group)

Because the program culminates in contests (school, region, state, national), there is a rule book in addition to a theme book. You, and your students, will need to review both carefully as you begin. You will also want to become familiar with the evaluation rubrics used by judges at NHD contests. All these documents, plus a full collection of support materials for you and your students, are available for download at NHD Georgia's program website (www.lagrange.edu/nhd).

A note for your consideration: Teachers engaging in NHD for the first time will find it rewarding and both you and your students will grow as you work through the project together. You will build a working relationship with your students that will allow you to bond and see your students in a different light. Well, keep in mind that the program is adaptable, and you are in control. You can choose to mold the program by using portions of it. For example, you may choose to have your students research specific topics, or only allow students to create one or two categories Remember that the NHD Georgia team has a variety of tools and support services available to help. We are never more than a call (706-880-8033) or an email (nhdhistory@lagrange.edu) away!

A couple of introductory videos you can use in class:

1. What is NHD? - Produced by NHD.org
2. Exploring National History Day - Produced by Minnesota History Day

Unit 3 - Organization is Key

NHD in the classroom - Pacing Guides

One of the most common questions teachers ask about NHD is 'how long does it take?' Here again, NHD is adaptable and the length of time your class commits to NHD projects is up to you. There are, however, a number of pacing guides available that reflect one of three models:

1. A 6-8 week structure
2. A semester long structure (often fall semester with contests in spring)
3. A year long structure.

Other teachers opt for a 'check list' approach as opposed to a hard time table. Examples of each can be found by visiting the "Teacher" page and opening the "Getting Started" tab at the NHDGeorgia website. As you'll see, there is no one 'right' way to pace NHD so go with the schedule that works best for you!

Organization and NHD student research

As with any project (whether in school or out) it is essential that your students organize their work. Not only do they have to organize their sources for documentation purposes, they have to use a system of organization to be successful. An organized research process helps students manage the stress of a big project. It helps them make progress, complete tasks, and gain the confidence that comes with the realization that they can proceed through and complete a complex task. There are a variety of tools, approaches and systems out there. You will know what works best for you and your students.

Kathryn Holmes, author of *The Clever Researcher,* offers a summary of the best project organization advice she's received from librarians.   You might find some of this adaptable to your in class discussions about the need to be organized throughout a research project. She writes (the following are extended excerpts from her blog post cited below):

"In the beginning…

1. **Do some preliminary reading**. Get a sense of your overall topic before really getting into the "heavy" research.
2. **Research with your final product in mind**. As you research, think about what "subheadings" or chunks you may want to write about (even though you don't have all your information yet).
    - If you need help with identifying your topic chunks, you could try writing a concept map. For those of you unfamiliar with that term, concept mapping essentially involves writing down a term or idea (e.g. effect of exercise on mental health) and then brainstorming other concepts that come to mind within that topic (e.g. impact on self-esteem, exercise as treatment option).
3. **Keep a journal/Write a research plan**. Keep track of what databases you've tried, what keywords you've used, what didn't go well, your thoughts and ideas…

"Once you start finding good stuff…

1. **Organize by "subheading" or chunk**. There were *lots* of different ideas for how to do this:
   ○ **Write a working outline:** what will each subheading or part of your essay include? What will your arguments be? What sources support that point?
   ○ **Ignore the interesting-but-not-useful stuff:** what are your essay's subheadings? What is your argument? Read for that information, make notes on that information, and then throw everything else out.
   ○ **Colour code** (who's surprised that librarians do this?): assign a different colour to each subheading. Then use highlighters, post-its, tabs, or font colour to organize your notes and articles.
   ○ **Create different folders** on your computer or different Word files for each subheading. Or if you like to print everything else, have a different folder or binder tab on each subheading. The bottom line is: keep related things together!
   ○ One of our librarians also organizes **chronologically** within each chunk, because "each article/book may have been influenced by those that preceded it; even in a very short time-frame" and you may find overarching themes or arguments that you may not have noticed otherwise.

2. **Write notes, in your own words, on *why* your sources are helpful**. Again, there were different ideas for how to do this. It's important to also note that these techniques can be done by hand or on a computer!
   ○ **Use cue cards**: with the citation at the top (including page numbers!), write down the general ideas or concepts you want to use from that source. You may have more than one cue card for each source, if you're organizing your notes by subheading.
   ○ **Create annotations**: again with the citation at the top (and, of course, with the page numbers!), create a summary for each article/book you want to use. Include the key parts/arguments/quotes that you liked from that source.
   ○ **Write your notes in your own words**: why is this source helpful for your essay? How does it support your thesis? Say it in regular language in your research notes, rather than writing out word-for-word what the book says.

3. **Save your research. You won't find it again.**
   ○ Email your search results to yourself, print them, write them down by hand, use Zotero/Mendeley/myBib Chrome Extension… anything but having to replicate your searches!
   ○ Create a working bibliography: add resources that you want to use to this bibliography as you research"

Holmes concludes:

"When you're ready to write…

1. **Write out of order**. You don't need to write your introduction first and your conclusion last. You can fix transition sentences and weird phrases later. *(Additionally, don't be afraid to go back and change your intro at the end – sometimes your essay goes in a different direction. That's ok!)*
2. **Write down ideas as they come to you**.

- As you finish up your research, full-sentence paragraphs may come to you. Write these down – even in your notes/working outline/cue cards, etc.
- If you're working on the same project for a few days/weeks, you may get ideas as you try to fall asleep. Or in the shower.   Or when you're talking to your mom. Keep a notebook or your phone handy to write these down as they come to you (and then go back to sleep!)."

- You can find the full post at https://beryliveylibrary.wordpress.com/2018/02/13/organize-research/

Unit 4 - Theme

The Annual History Day Theme

Each year National History Day selects a theme. When participating in history day, students will need to choose a topic related to that theme. In fact, one of the important components of a history day project is the student's ability to **relate** their topic to the theme. The annual theme frames the research for both students and teachers. It is intentionally broad enough that students can select topics from any place (local, national, or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by researching in libraries, archives, and museums; through oral history interviews; and by visiting historical sites.   Remember: History Day projects aren't just reports with dates and facts; they are studies of a topic's **significance** and **importance** in history.

2022: Debate & Diplomacy in History

This year's theme, *Debate & Diplomacy in History, Successes, Failures, Consequences,* invites students to consider the complexities of how we interact with one another. As is always the case with History Day themes, this year's is broad and, as such, requires the student to consider first the terms themselves. As Ashley Foley Dabbraccio points out in the 2022 theme book: Think of debate and diplomacy as a chess game. Several pieces are on the board, each with its unique talents and abilities. Some moves are aggressive and designed to advance the player one step closer to checkmate. Other actions involve the sacrifice of certain game pieces to advance. Debates are formal or informal meetings where people argue opposing views. Some debates involve two sides, while others involve three (or more) perspectives. Diplomacy usually involves negotiating, compromising, and communicating with people or nations to find a nonviolent solution. Debate and diplomacy can occur independently or be intertwined. Can diplomacy lead to new debates? Can debates lack diplomacy? Students must also consider the successes, failures, and consequences of debates or diplomatic exchanges. Were they successful, and for how long? Did they fail to resolve the issues or have unintended consequences? It is important to consider the short-term and long-term impact of different events or exchanges on history. Students need to determine the legacies and consequences, good and bad, of the debates and diplomatic actions they choose. They must ask questions about successes, failures, and consequences to drive analysis. What do we consider a successful debate or diplomatic endeavor? Can a failure turn into a success or vice versa? This theme certainly lends itself to relations between states, but many of local, state, and national issues are driven by debate and diplomatic resolution. So as you're searching for a topic, cast your net wide. Also it's important to remember that your student can choose a 'debate' or a 'diplomatic' initiative. It is not required that both be addressed in your students' topic.

Download the 2022 Theme book and theme narrative at the NHDGeorgia website. While there check out the 2022 Theme video as well!

Strategies for discussing the theme

1. Begin with definitions - Find out what the terms mean. Start with a dictionary. Discuss.
2. Work through the vocabulary found in the narrative (word mapping, vocabulary triangles, examples) - make certain students are comfortable with the vocabulary in the text itself.
3. When reading the theme narrative - highlight the different questions/points in the text.
4. Annotate the theme narrative, including questions students come up with as they read it.

Unit 5 - Topic and the Topic Funnel

Begin by exploring topics in an area that interests you. Perhaps you're interested in military history, sports history or women's history. Talk to your teacher, parents and media specialist about topics and look for possible topics in books, as well as online.

SELECTING A TOPIC

Look at the annual NHD Theme Book for information and topic ideas! lagrange.edu/nhd
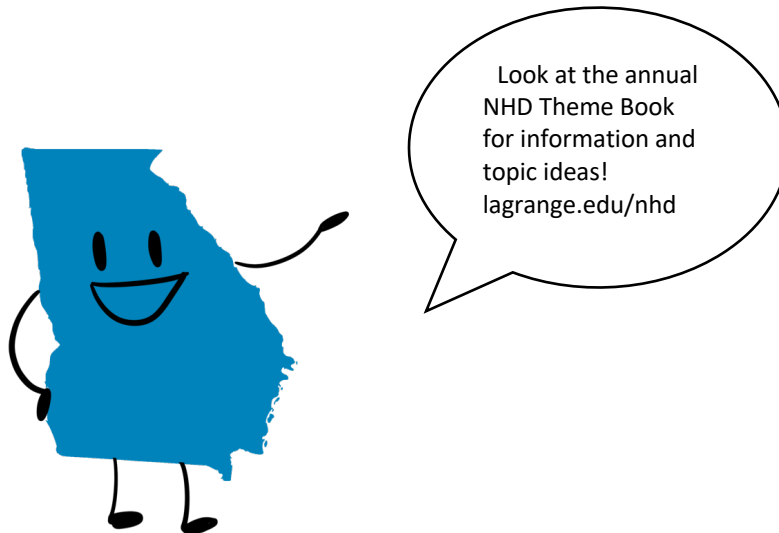
Keys to consider when selecting a topic:
- **Make sure it fits the theme**. Ask yourself: "how does this relate to the theme?" Remember: for this year's theme a topic can examine 'debate' or 'diplomacy.' It does not have to examine both.
- **Make sure you're interested in it!** A history day project requires a lot of time and effort. Your topic has to be something you're truly interested in and excited about!
- **Availability of research**. Take a look online and in library catalogs. Talk to your teacher and media specialist about your ideas and make sure that (a) research materials are available (both primary and secondary) and (b) that you can get access to them.
- **Your topic has historical significance**. Every successful history day project makes the case that the topic was important to history.   It has been able to explain to the viewer/reader 'why' this topic is important; 'why' we need to pay attention to this topic in history. In other words, it successfully explains the topic's **historical significance**!
- **Your topic is historic**. Although it's not a 'rule' we do suggest that you select topics that have occurred at least 25 years in the past. This is to ensure that (a) material is available and (b) enough time has passed that historians have been able to offer some analysis/interpretation of the event, its context and significance.

You should also consider a possible topic that answers the following:

- Relevance to people living at the time
- Resonance to people's experience, beliefs or situations at the time

- Relevance to an increased understanding of the present-day
- Remarked on by people at the time and since
- Remembered within the collective memory of a group
- Revealing of some other aspect of the past
- Results that have consequences for the future
- Durability – for how long people's lives were affected
- Quantity – how many lives were affected
- Profundity – how deeply people's lives were affected
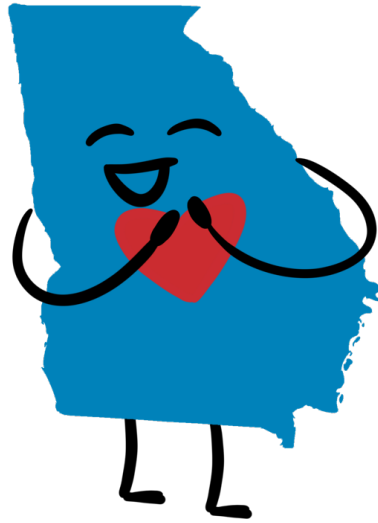
Like your topic! You'll be spending a lot of time with it!

EXPLORING TOPIC POSSIBILITIES

WORKSHEET: TOPIC BRAINSTORM

A good way to choose a topic is to start with a general area of history you find interesting. This might be something you read about in your textbook or something related to family history. Using the chart below, brainstorm one topic in each category that fits this year's theme,

Politics

Topic Idea:

Civil Rights

Topic Idea:

Military History

Topic
Idea:

Science & Technology

Topic
Idea:

Business

Topic
Idea:

The Environment

Topic Idea:

Social Issues

Topic Idea:

Religion

Topic
Idea:

Education

Topic Idea:

Arts, Music & Culture

Topic Idea:

PRELIMINARY TOPIC SELECTION SHEET

Due Date:_____   Name: _____

Directions: Complete each of the following sentence starters. Sign your name below and ask a parent/guardian to do the same

1. This year's History Day theme is _____

    _____

2. I think my topic will be _____

    _____

    _____

3. I am interested in this topic because _____

    _____

    _____

    _____

4. This topic relates to the theme because _____

    _____

    _____

5. "Ws" questions I have about my topic are…

    a. Who? _____

    b. What? _____

    c. When? _____

    d. Where?_____

    e. How? _____

    f. Why? _____

6. Another topic I might explore is _____

Student Signature: _____   Parent Signature: _____

Main Events which occurred right before my topic

Social Climate at the time

Key people in the time period

MY TOPIC

Political Climate:
(Briefly describe)
Country:

World:

Science & Technology of the Period (e.g. new inventions)

Economic Conditions:
(Briefly describe)
Country:

World:

NARROWING YOUR TOPIC   "THE FUNNEL"
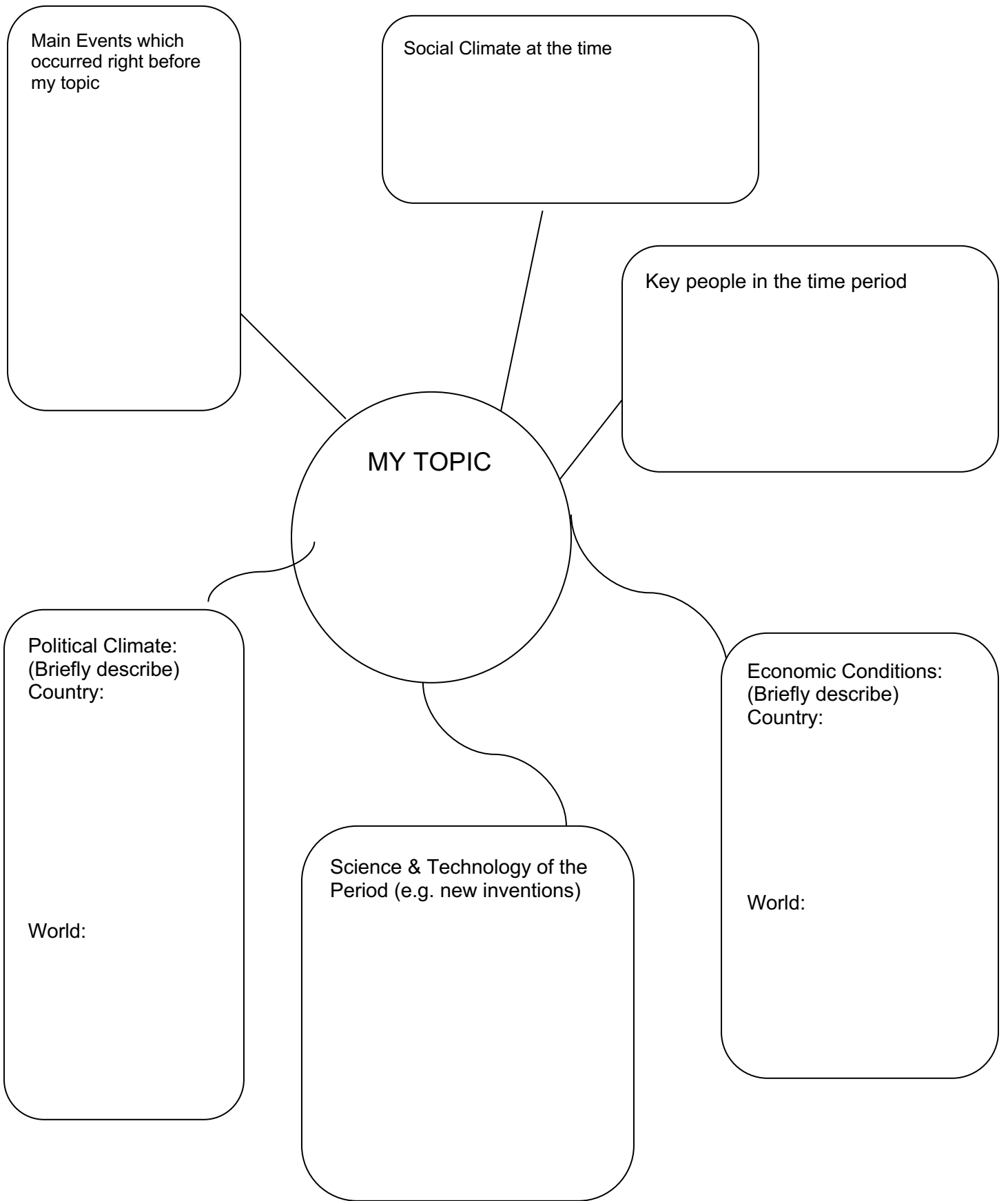
One of the most important elements of a successful and effective history day project is a topic that is **narrow and focused**! History Day projects are limited in size and you have to be able to make your point about the significance of your topic within those limitations, so focus, focus, focus!

THEME
Broad Topic
Narrow Topic
Focused Topic
Research Questions
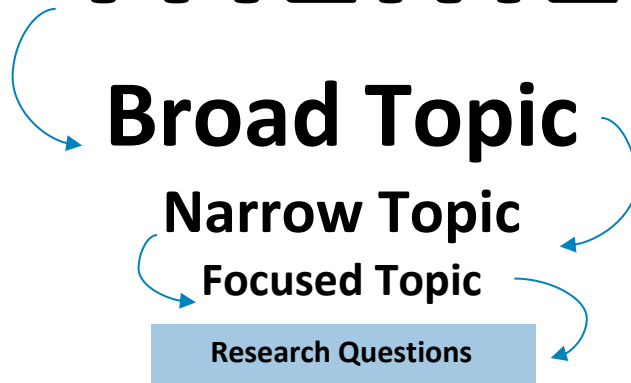
Now let's take a look at an example:

Debate & Diplomacy in History

US-China Relations

Nixon's Trip to China

Taiwan: and US - China normalization

China's willingness to set aside its Taiwan policy allowed the normalization of US-China relations...

Topic Funnel Worksheet
Use the funnel to narrow your general interest into a focused topic
Debate & Diplomacy in History

_____
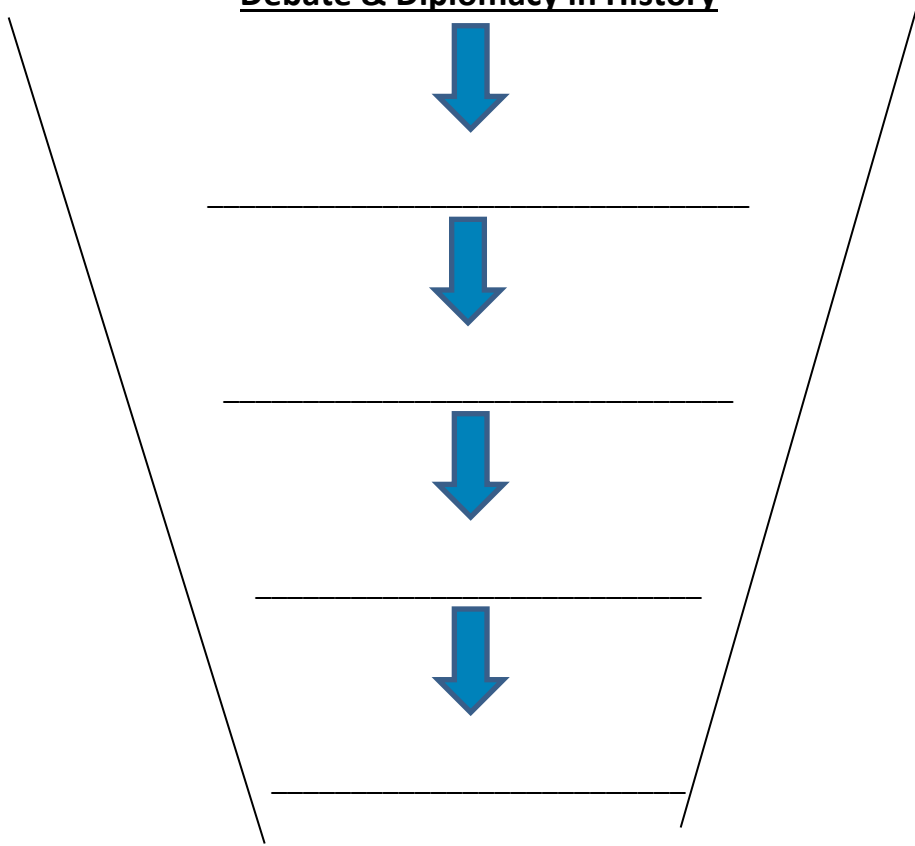
When you're thinking about a topic it's better to be 'an inch wide and a mile deep':

Unit 6 - Avoiding plagiarism - Why do we document our work?

In any formal academic research/reporting, scholars have to document the sources they consulted and avoid the "p word" aka plagiarism. Plagiarism is using someone else's ideas, concepts, or words without giving them credit. In the world of scholarship, this is a form of intellectual theft. Just like taking something that doesn't belong to you without permission, in the world of research and scholarship, we want to avoid taking and using the ideas of others without acknowledging them and their work. That still begs the question: why?

Well, scholars avoid plagiarism first, out of respect for their colleagues. You always want to give credit where credit is due, and in the case of research, we depend upon our fellow historians and scholars to help us understand our topic. There's more to it, though. There's an old adage that we "stand on the shoulders of giants" of those who came before and that's the case with historical scholarship. The understanding we have of our topic is based upon the work others have already done in the field. They've spent years (a lifetime in many cases) studying and analyzing the area we are working in. Their work is the foundation upon which you will build your study and your argument. We have to acknowledge that and respect it by crediting them. Remember too that as an historian you are engaging in a conversation with these scholars, your colleagues. You are sharing ideas, interpretations, and conclusions with your fellow historians. Acknowledging their arguments, the role they've played in your thought and work, is essential.

There are different ways we use the words and ideas of others in our own work and we have to be aware of the differences and the need to properly credit them. Have a look at the following from our friends at California State University San Marcos. In their guide to avoiding plagiarism they describe four types of usage:

1. one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required."**Direct Quotation:** Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited according to either the MLA handbook for writers of research papers, or the Chicago manual of style. Remember: changing a word 'or two' is still essentially a direct quotation.
2. **Paraphrase:** Prompt acknowledgment is required when material from another source is **paraphrased or summarized** in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A **citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.** Remember: simply changing a word or two does not make a paraphrase
3. **Borrowed Facts or Information:** Information obtained in one's reading or research which is **not common knowledge** among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.
4. **Material** which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to

acknowledge indebtedness when a number of connected sentences in the paper draw their special information from.[1]

One way we can avoid the dangers of plagiarism is by being very careful and organized in the collection of information from our research. Shannon Alicia O'Day prepared a wonderful lesson plan on scaffolding the research process that may help. Her worksheet, available via readwritethink.org follows below.

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[1] CSUSanMarcos guide to Plagiarism. https://libguides.csusm.edu/plagiarism/tutorial_purpose This is an excellent refresher/primer you can adapt to your students' grade level.

Name: _____ Date: _____

Research Scaffold[2]

Research Question

_____

_____

_____

Hook

What is interesting about this question? Hook your readers with an interesting fact that might make them curious about this topic.

_____

_____

_____

_____

_____

---

[2] Shannon Alicia O'Day, *Scaffolding Methods for Research Paper Writing*, ReadWriteThink.org (2009)
https://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper accessed 28 June, 2021.

Research Paper Scaffold (continued)

Literature Review (Research)

Find five articles about your topic and list the relevant facts from each one.

1. According   to   (*author/source*)   (*date*   )   the   main   idea   about   this   subject   is

_____

_____ .

List facts from the source that support this idea

   1.fact_____

   2.fact_____

   3.fact_____

   4.fact_____

   5.fact _____

(You can add more facts as you find them.)

In conclusion _____ says _____

_____

_____ about the topic.

2. Another idea, by (*author/source*) (*date)* is _____

_____ .

List facts from the source that support this idea

   1.fact _____

   2.fact _____

   3.fact _____

   4.fact _____

   5.fact _____

(You can add more facts as you find them.)

In conclusion _____ says _____

_____

_____ about the topic.

3. A third scholar (*author/source*) (*date)* argues _____

_____ .

List facts from the source that support this idea

   1.fact _____

   2.fact _____

3.fact _____

4.fact _____

5.fact _____

(You can add more facts as you find them.)

In conclusion _____ says _____

_____

_____ about the topic.

4. According to a fourth source (*author/source*) (*date*) _____

_____ .

List facts from the source that support this idea

1.fact _____

2.fact _____

3.fact _____

4.fact _____

5.fact _____

(You can add more facts as you find them.)

In conclusion _____ says _____

_____

_____ about the topic.

You can add as many of these guides as you choose.

read·write·think

International Reading Association   NCTE

Supported by the Verizon Foundation

There are many videos available on avoiding plagiarism. A couple recommended ones include:

Avoiding Plagiarism

Avoiding Plagiarism game - https://www.lycoming.edu/library/plagiarism-game/

Unit 7 - Bibliography

Bibliography - Annotations

National History Day requires each entry to include an annotated bibliography, and as such we tend to think of it as something we deal with at the 'end' of the project. This is not the case. Students need to be thinking about their bibliography and building it throughout the research process. Building the bibliography as they move through the project is vital to the students' success. It will help keep them organized and reduce anxiety as the deadline approaches.

What is an Annotated Bibliography and How does it differ from a Standard Bibliography?

A bibliography is an alphabetized list of the sources used in developing a historical project, but an annotated bibliography does something else. An annotated bibliography not only lists the sources, but also gives a short description of each source and how the student used it in their entry. These annotations should be short (2-3 sentences) and highlight Annotations should be written in third person.

TWO COMPONENTS OF A GOOD ANNOTATION

1. How was the source used?

2. How did the source help you understand your topic?

So for example, an annotation would look something like this:

Morris, Edmund. *Theodore Rex*. New York: Modern Library, 2001.

> This biography of Theodore Roosevelt helped me understand the way in which Philippe Bunau Varilla was able to get President Roosevelt to recognize the revolutionary government of Panama. It also gave me details regarding the specific treaties signed between the two nations that gave the U.S. control of the canal zone.

Note that all lines after the first line are tabbed in one-half (1/2) inch.

Please understand that it is NOT the purpose of an annotation to summarize the book but to assess its value to your research. The NHD *Contest Rule Book* states that the purpose of annotations "is to provide information about your research process, not to provide analysis or to circumvent the word count." Do not recount what the source said in detail.

One final note: A National History Day bibliography should be separated into primary and secondary sources and alphabetized.

For guidelines on bibliographic style refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian (Chicago Manual of Style), or the style guide of the Modern Language Association of America (MLA).

NHD has also produced a great set of "Quick Tip" videos on annotated bibliographies. You can view them by visiting NHD's YouTube page! The national office has also created a set of webpages dedicated to annotated bibliographies. Visit their Annotated Bibliography page for more information

Documentation tools

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

Students are required to:

- · follow MLA or *Chicago Manual of Style* styling for citations and bibliographic references.
- · annotate each source to explain its contribution to their project and/or understanding.
- · sort sources primary from secondary.

Both stylesheets are discussed in great detail at the Purdue University Writing Center website. Visit OWLatPurdue (https://owl.purdue.edu)

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

www.easybib.com

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

www.noodletools.com

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

Noodletools for NHD Teachers

NHD teachers are eligible to sign up for special access to NoodleTools to use with their students for the purpose of National History Day projects. The NoodleTools online platform helps students to generate accurate bibliographies in accordance with NHD rules, evaluate sources, create and organize notecards, and archive copies of sources. Teacher mentors can view student work in progress and provide real-time feedback.

 www.bibme.com

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

www.citationmachine.net

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

www.worldcat.org

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

Microsoft Word Reference Tools

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

MyBib: Free Citation Generator Chrome Extension

Automatically create APA style, MLA format, Chicago and Harvard referencing style citations with our citation generator add-on for Chrome. MyBib is a new FREE bibliography and citation generator that makes accurate citations for you to copy straight into your academic assignments and papers. Simply browse to any page on the internet (including PDFs) and click the MyBib button to generate an automatically formatted citation for that page.

[MyBib Chrome Extension](http://example.com)

Google Docs has a citation tool located under the "Tools" tab. Simply choose your format (MLA or Chicago).

RESEARCH   The 'Heart & Soul' of it!

Research is the foundation of your NHD project. The stronger the foundation, the stronger the project. You have to remember that a successful researcher is:
- Informed – She knows how to find information
- Organized – She keeps track of her notes and sources

Where do I start?

After talking with your teacher about a possible topic you need to get a good introduction to it. For that you need to visit your school media center or public library where you can find an encyclopedia. An encyclopedia article is basically an overview of its subject. It introduces you to the basic understanding that's developed surrounding the topic. A good discipline specific encyclopedia will have articles at the end of which the author lists basic sources for further reading (mostly secondary but sometimes primary). Articles containing these 'suggested readings' or 'bibliographies' are GOLD!!!! Not only does the article give you a general introduction but it gives you the beginning of a bibliography! You can then get the titles in that 'suggested reading' list and before you know it you're rollin'!

Remember though that an encyclopedia is only the beginning. It gets you started but you should not depend solely upon it. Your research needs to be dominated by scholarly secondary sources and primary sources.

How do I find more sources?

As you get further into your research you will want to search for additional sources, more unique sources, both primary and secondary. To do that you might visit

- **College or University Libraries:** These academic libraries house sources a public library or your school library usually can't, including academic journals, books written by leading scholars in the field you're studying (secondary sources) and primary source collections like historic newspapers.

- **Historical Societies**: Local and regional history topics can make for very powerful history day projects. If your topic is local or state history, you'll want to visit a regional or state historical society. These institutions collect and preserve information about Georgia.

- **Interviews**: Although they are not required, an interview with someone connected to your project can be very helpful. If the person was involved in your topic, you'll be conducting an oral history interview. Contact your subject in advance and get their permission to be recorded in writing. Prepare your questions in advance and come equipped to either take notes or record the session. If you can't meet in person, you can talk by phone or via email. Remember to thank your interview subject and send a thank you note afterward.

- **Talk to a Librarian**: Librarians are arguably the best resources for finding information. Librarians are professional information-gatherers and keepers. If it's out there, they'll find it!

PRIMARY & SECONDARY SOURCES

When historians study a topic they try to gather material from a wide variety of sources. They do so that they can understand their topic in its **historical context**. They also need to understand what questions about their topic have already been answered by scholars. In the end, historians (like lawyers) need evidence to "make their case." There are two basic categories of sources historians use: **Primary** and **Secondary**. You need to use **both** to have a successful History Day project.

Secondary Sources

Secondary sources are published books or scholarly articles composed by an author who is offering an analysis/interpretation of the topic. This analysis and interpretation is based upon primary sources but the author **is not an eyewitness to, or a participant in, the historic event**. Most of the books, encyclopedias, and websites you'll consult are secondary sources. These sources are fundamental to your work because they provide the background information you need. They give you an understanding of a topic's historical context as well as a sense of what scholars are saying about your topic. The **footnotes and bibliographies** of secondary sources will lead you to additional secondary and critically important primary sources.

Examples of Secondary sources
- ✔ Encyclopedias
- ✔ Biographies
- ✔ Textbooks
- ✔ Media Documentaries
- ✔ Books about your topic
- ✔ Interviews with scholars/experts
- ✔ Articles about the topic
- ✔ Websites

Primary Sources

Primary sources are materials **produced by people in the place, at the time your topic occurred**. They provide a first-hand account about a person or an event because they were produced in the time you are studying. These are eyewitness accounts, documents published at the time of the event.

Examples of Primary sources
- ✔ Historic objects
- ✔ Government records
- ✔ Photographs
- ✔ Manuscript collections
- ✔ Newspapers from the era
- ✔ Music of the era
- ✔ Interviews with participants (oral history)/ Letters
- ✔ Original film footage
- ✔ Autobiographies

Remember to funnel your research the way you funneled your topic. You want to move from the general to the specific, from secondary to primary. We always want to jump right to the primary sources but the only way to get the most out of your primary sources is to have first grounded yourself in the secondary scholarship. So, think of the funnel!

Use the funnel to focus your research

<u>Encyclopedia, Documentary Film/video, website</u>

Secondary Book/Article

Secondary Book/Article

Primary

Primary
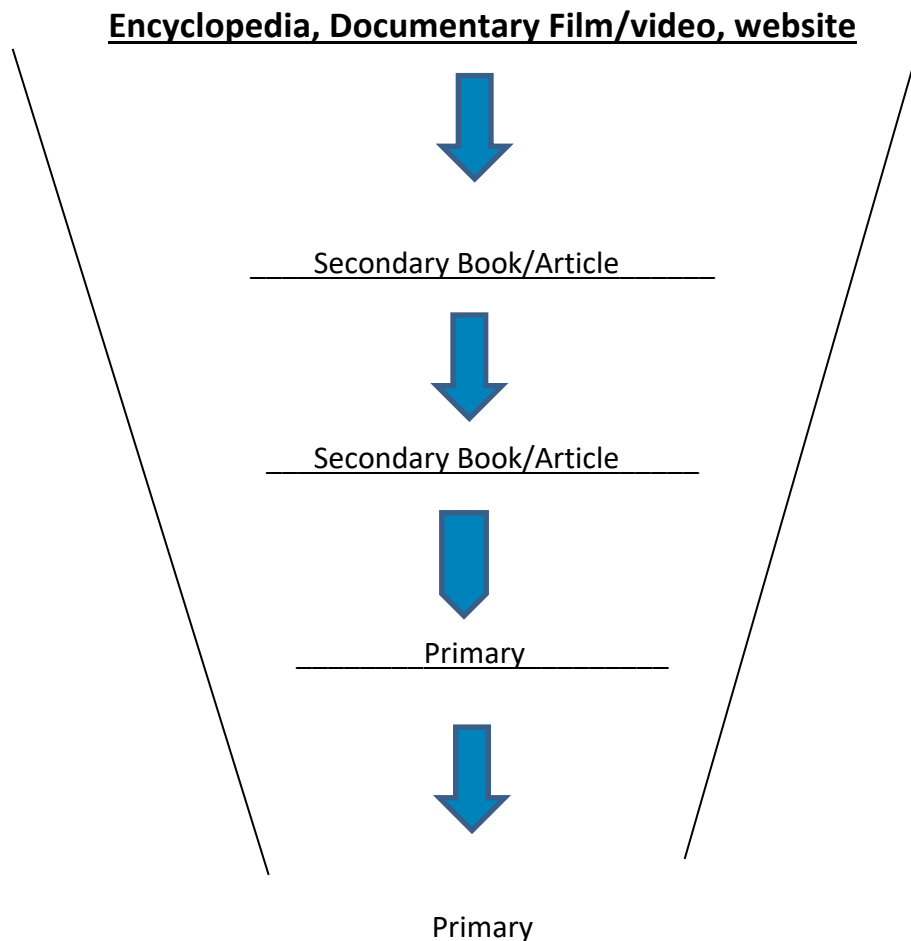
Unit 9 - Thesis Development I

Thesis Development I - Laying the Foundation
With a National History Day project your ultimate goal is to make an argument, related to the theme, and clearly making a case about the significance of your topic to history. This argument is known as your thesis statement, it is the **central focus of your entire National History Day project**.

Thesis Statements
Regardless of the category you eventually decide upon, your thesis statement, your argument, must be the centerpiece of your work. You will want your thesis statement to be a part of the introduction and conclusion of a paper, website, performance or documentary, the clear and central to your exhibit. It is the essential point you want to make through your work!

You must use your thesis statement as a guide to the construction of your project. **Every component of your project MUST support your thesis!**

Writing a thesis statement can be challenging, hard work. You'll want to edit, revise and rewrite your thesis statement throughout. Use the worksheet included in this packet to help you get started but remember: **effective scholars and writers revise their work throughout the process!**

Make your thesis statement focused and specific! Edit, edit, edit!
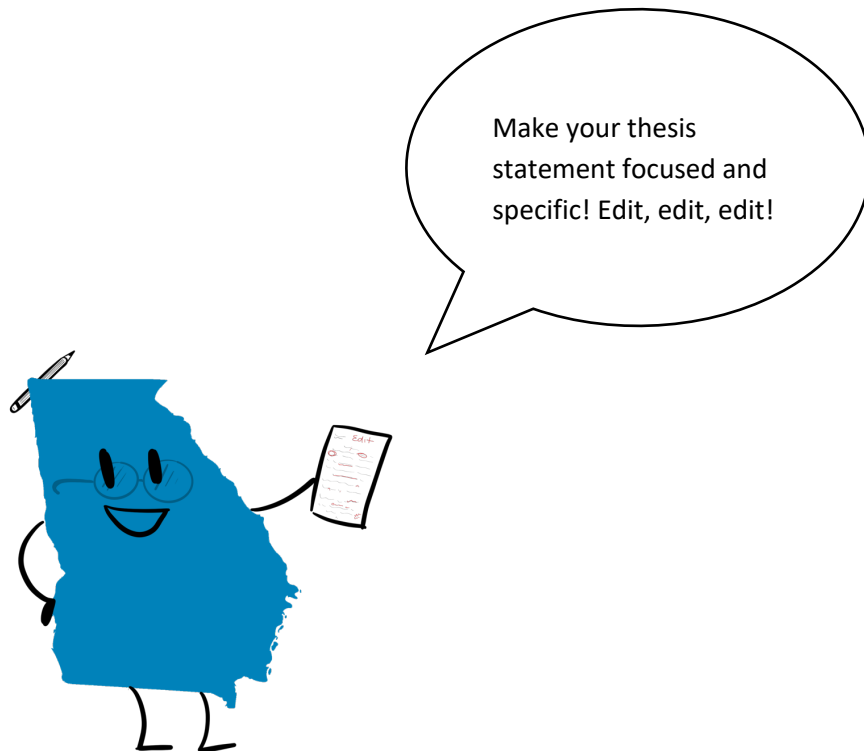
Remember your **research questions**! They can help when developing your thesis statement. The answers to your research questions can be the basis for a good thesis statement.

RESEARCH QUESTIONS	SAMPLE THESIS
Why did Rosa Parks refuse to give up her seat on the bus? What other events were going on in the Civil Rights Movement? What impact did her actions have on the Civil Rights movement?	In 1955, Rosa Parks was arrested when she refused to give up her bus seat to a white passenger in Montgomery, Alabama. In response, Martin Luther King, Jr. led activists and the African American people of Montgomery through a 381 day bus boycott, which resulted in a triumphant Supreme Court battle for desegregation.
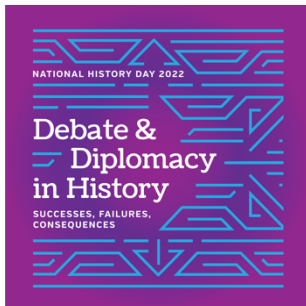
Remember your theme connection!

As you are thinking about developing your thesis statement, remember to think again about the theme. The strongest National History Day projects will weave the central ideas of the theme into the thesis as well as the project.
Try to get the key words "Debate & Diplomacy" into your thesis and consider using them in your section headings to text. You can use variations of the theme words because what's most important is that the concepts, the ideas of the theme are in your project.

Historical Context
Your topic did not occur in a vacuum. Nothing in history ever does. Everything that happened in history did so in a world full of forces influencing/interacting with your topic. Understanding that context and effectively communicating it is critical to a successful History Day project. Remember, the environment, the context is fundamental to your topic and you want to do your best to understand that historical context.
Remember too that a thorough understanding of your topic's historical context will make your argument for the significance of your topic to history more powerful.
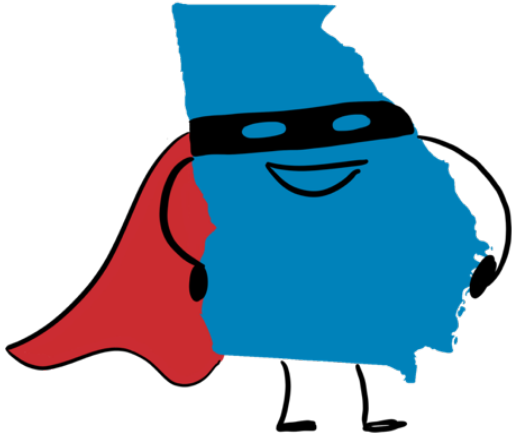
WORKSHEET: THESIS STATEMENTS

Topic: _____

WHO: Who was involved? Who was affected?

WHAT: What happened? What was the main event?

WHERE: Where was/where the place/s took place?

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

WHY: Why did it happen? What caused it?

THEME CONNECTION: DEBATE & DIPLOMACY

Now, put it together into a working thesis statement

_____

_____

_____

_____

Unit 10 - Research Tools

What about the Internet?
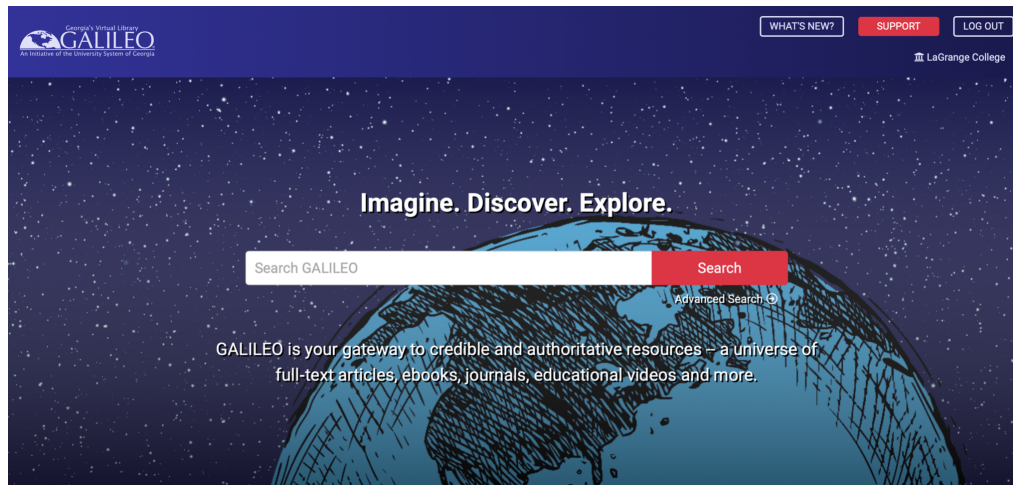
As you know, the internet is a remarkable resource for information. You can simply ask your web browser a question, and it'll give you page after page of websites with the answer. That can be a blessing and a curse. You must approach the internet with the critical eye of a 'scholar.'

- The internet can be an informative place to start your research. Just like your library there are online encyclopedias and dictionaries that can provide you with a solid introduction. You'll want to look for articles with citations and references in order to verify their validity, but they are out there.
- If your school has access to GALILEO visit the National History Day libguide. It is a customized guide built just for you! Anything you access through GALILEO has been reviewed by academics, so unlike a general web search you can have full confidence in the sources you find.
- You can use the internet to prepare for a visit to an academic library or archive by using their online catalogs, pathfinders, and databases to identify the sources you want to consult when you visit.
- Online exhibits and document collections. Many institutions have begun to digitize their collections and make them accessible via the web. Once you've gotten into your research and have narrowed your topic you can take advantage of these online collections of primary sources.

- The number of resources available to students via the web continues its geometric growth. A consolidated list can be found at the NHDGeorgia "Student" page and the NHD National Student Resources page (click on Helpful Research Links).

Beware!!! Not all websites are created equal!

- Pay attention to the site host. If it's an academic institution (.edu) or a governmental agency (.gov or .uk) or archive you can have more confidence in the accuracy of the information on the site than if it was hosted by 'aliensbuiltit.com'. **Please be careful.**
- Online research should be conducted along with traditional historical research, NOT replace it.
- Students often find the same information restated on one website after another. The traditional scholarship on the field (books and journals) will offer you a deeper and more nuanced exploration of the topic which is exactly what you need for your history day project!

Visit the Library as well!

Unit 11 - RESEARCH QUESTIONS

A successful research project requires more than just locating as much information as you can. Developing good research questions can help you narrow your topic and keep it focused.

Good research questions will allow you to examine the issues of cause and effect, change over time, differences in perspective, etc. What were the causes of past events? What were the effects? How did past decisions and actions affect future choices? What has changed? Remember: research questions go beyond the basic who, what, where, when, how questions.

From Topic to Research Question[3]

After choosing a topic and gathering background information, add focus with research questions.

Explore questions.

- Ask open-ended "how" and "why" questions about your general topic.
- Consider the "so what" of your topic. Why does this topic matter to you? Why should it matter to others? Why does it matter today?
- Reflect on the questions you have considered. Identify one or two questions you find engaging and which could be explored further through research.

Determine and evaluate your research question.

- What aspect of the more general topic will you explore?
- Is your research question clear?
- Is your research question focused?
- Is your research question complex?

(Questions shouldn't have a simple yes/no answer and should require research and analysis.)

Theorize. After you've come up with a question, consider the path your answer might take as it works through the theme - You will be making an argument. You will have a point. So what will you say?

- Why does your argument matter?
- Have you considered other perspectives?
- What kind of sources will you need to support your argument?

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[3] Adapted from Indiana University Libraries, "Narrowing a Topic and Developing Research Questions". Accessed 29 June 2021 at
https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf

WORKSHEET: WRITING RESEARCH QUESTIONS

PART OF PROJECT	SAMPLE: ROSA PARKS	YOUR TOPIC
Long Before · What outside people, ideas, or events were going on to influence your topic? · What other information does your viewer need to know to understand the background of your topic?	What was going on in the Civil Rights Movement at the time? How were African Americans treated? What were the key points of debate in America over the Civil Rights Movement?	
Right Before · Who are the main players and what are they doing to prepare for the main events of the topic? · What are the events leading up to the main event?	Who was Rosa Parks? Why didn't Rosa Parks give up her bus seat? What were leaders in Montgomery doing to prepare for this event?	
Main Event · What happened?	What happened after Rosa Parks refused to give up her bus seat?	
Right After · What are some of the reactions to the main event? Include both positive and negative · Did anything change right away?	What changed right away in Montgomery because of the boycott? Did everyone agree on the boycott? How did people across the country hear about and react to it? Did debate intensify?	
Long After · How are things different because of the topic? · Did this topic influence other historical events? · Why is this topic important in history?	How did the Montgomery Bus Boycott turn debate into action in both the city and the Civil Rights Movement? How did King become a national leader after this event?	

WORKSHEET: RESEARCH STRATEGY

Plan a strategy for your History Day research, including what to search for and where to look.

Topic: _____

1. What are some important words, dates or people related to your topic? These 'key' terms will help you to search for information.

_____   _____   _____

_____   _____   _____

_____   _____   _____

2.   What types of secondary sources exist about your topic? Circle the types of sources you could find about your topic

      Book   **Media Documentary**   **Encyclopedia**

      History Textbook   **Biography**   **Website**

      Interview with Scholar   **Journal article**

3. What types of primary sources might exist about your topic? From the list below, circle the types of sources you can find about your topic.

Diary	Manuscript collection	Government Records
Oral History	Autobiography	Newspaper from time
Original film footage	Music of the period	Photographs
Historic object	Letters	

4. Where can you go to find this information? Answer the following questions and think about the places you could visit for your research

a. **What is the first place you plan on looking for information? _____**

b. **Where else can you look?** Circle which you plan to visit.

School media center	Public library	College Library
Historical center	Archive	Internet

c.   **What other places can you go? _____**

d.   Is there a **Research Roundup** event/session you can attend? If so write the date and location below.

_____

Unit 12 - Thesis Development II - Revise/Add/Edit

As students work through the research process, delving deeper into their source material and their understanding of their topic will deepen as well. At this point, students should stop to reflect upon their working thesis and ask whether and to what degree it needs to change. Revising the thesis statement is a sign of an engaged scholar.

Every historian goes through this process. First draft thesis statements often

1. Don't argue a point/don't have an argument
2. Are too vague
3. Are too broad
4. Are a statement of fact and are NOT an argument

How does a student break through this and develop a stronger thesis? Grilling it! Ask questions of their thesis. As our friends at the University of North Carolina[4] write:

When reviewing your first draft and its working thesis, ask yourself

- **Did I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question. If the prompt isn't phrased as a question, try to rephrase it. For example, "Discuss the effect of X on Y" can be rephrased as "What is the effect of X on Y?"

- **Have I taken a position...do I have a point/do I have an argument to make?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.

- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: why is something "good"; what specifically makes something "successful"?

- **Does my thesis pass the "So what?" test?** If a reader/judge's first response is likely to be "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.

- **Does my project support my thesis specifically and without wandering?** If your thesis and the body of your storyboard do not seem to go together, one of them has to change. **It's okay to change your working thesis to reflect things you have figured out in the course of your research.** Remember, always reassess and revise your writing as necessary.

- **Does my thesis pass the "how and why?" test?** If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

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[4] The Writing Center, University of North Carolina. "Thesis Statements." https://writingcenter.unc.edu/tips-and-tools/thesis-statements/. Accessed 29 June 2021.

One of the best introductions to thesis development is "[What's Your Point?](#)" a video produced by Minnesota History Day. Take a look!!!

Unit 13 - HISTORICAL CONTEXT & SIGNIFICANCE

How was the setting important?
What people/movements influenced it?
What people, ideas or events took place at the same time that were related to your topic?
What were the main events occurring before your topic? What caused it to happen?

CONTEXT - Nothing occurs in a vacuum

Main Event/Heart of the Story

SIGNIFICANCE - So What?
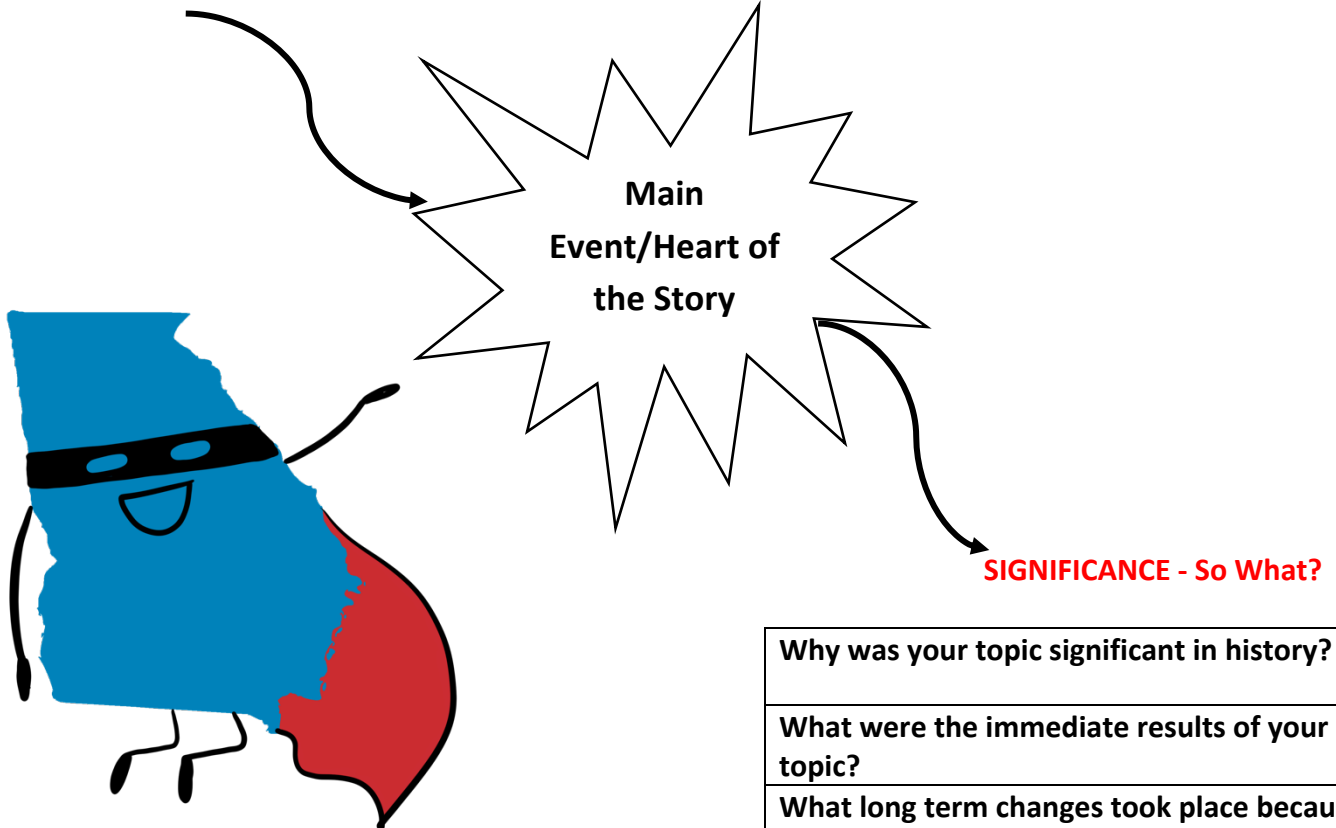
Why was your topic significant in history?
What were the immediate results of your topic?
What long term changes took place because of your topic?
Did your topic influence people, ideas or events afterwards?

The Story Board

Regardless of the category students select for their project, the essential structure remains the same. Every project should have a story board that contains the following essential elements in support of your thesis:

1. Background - This establishes the context in which your topic occurred
2. Build Up - Also part of the context, this sets the stage immediately before your topic's central events occurred
3. The Event itself - The "heart of the matter"
4. Immediate Impact - What's the short term or immediate significance of your topic?
5. Long Term Impact - What impact did your topic have over time?

What does this look like? Notice the following sample from the Exhibit section of the Presentation unit:

TITLE

THESIS

BACKGROUND
Put your topic into historical context
- What was taking place before or at the same time as your topic?
- What outside forces influenced your topic?
- What else does the viewer need to know?

Build Up
Give more specific information related to your topic than "background". Think of this as the "spark" that set the main event in motion

The "HEART OF THE STORY" or "MAIN EVENTS" describe the key details of your topic
- Give the major details about the main events. What happened?
- Include specific details
- This section generally covers a smaller time period

Short Term Impact
Focus on what happened shortly after the main events of your topic

Long Term Impact
Take a step back and think about the **historical significance** of your topic. Be sure to connect this back to your thesis!

UNIT 14 Why does it Matter? Why should we care?

Historical Significance[5]

What is historical significance? Why does it matter? Why should we care?

Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past. Historians use different sets of criteria to help them make judgements about significance.

Significance has been called the forgotten concept in history, no doubt because it can be challenging for both teacher and students.

"Teachers often tell students what is important instead of asking them to consider what is significant. The key to understanding significance is to understand the distinction between teaching significant history, and asking students to make judgements about significance."

Matthew Bradshaw (Teaching History 2004)

There are a number of criteria that historians' use that can be applied to establish the significance of events**.**

- Relevance to people living at the time
- Resonance to people's experience, beliefs or situations at the time
- Relevance to an increased understanding of the present-day
- Remarked on by people at the time and since
- Remembered within the collective memory of a group
- Revealing of some other aspect of the past
- Results that have consequences for the future
- Durability – for how long people's lives were affected
- Quantity – how many lives were affected
- Profundity – how deeply people's lives were affected

Students could use sources on a topic better understand the 'short term' and 'long term' impact or significance of their topic. Did their topic have the same impact/significance when it occurred as it does now? The students could apply the following criteria to help them to make their judgments:

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[5] Excerpted from: Northern Ireland Council for Integrated Education (NICIE). *Historical Significance.* Facing the Past, Shaping the Future.   Available at: https://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-significance/. Accessed 29 June 2021

Remarkable: The event was remarked on by people at the time or since

Remembered: The event/development was important at some stage within the collective memory of a group or groups

Resonant: People like to make analogies with it; it is possible to connect with experiences, beliefs or attitudes across time and place

Resulting in Change: It had consequences for the future

Revealing: Some other aspects of the past

Teaching Historical Significance

When teaching historical significance teachers need to;

- Understand that the significance of some past events may be contested in their school situation.
- Appreciate that what can make chosen events and individuals most significant is the impact they have on the way we live today.
- Understand that significance is attributed to events and individuals at the time and subsequently.

The Critical Thinking Consortium has an informative lesson entitled "Learning about Historical Significance" that you might find helpful.

NHD Quick Tips - "What is historical significance?" video
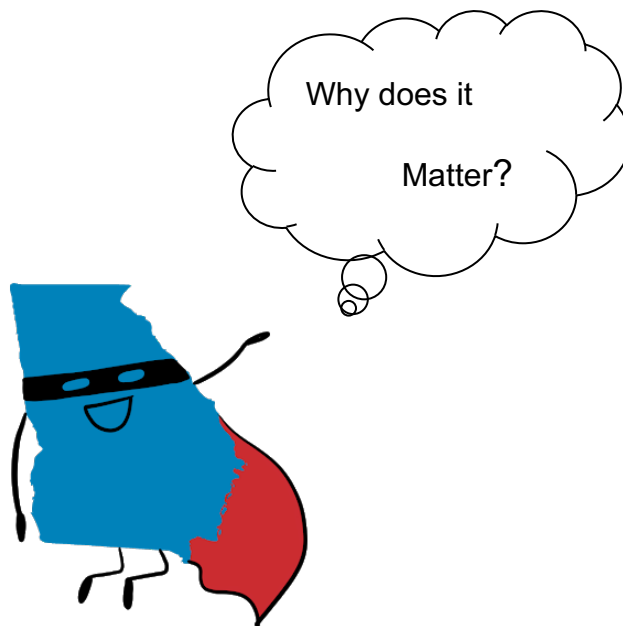
Unit 15 - Thesis Development III - Revision - Never stop thinking and never stop revising

At this point, the students are well into their projects. They may have already started building their entry. The research, analysis, and revision process continues. In particular, students need to continue asking questions about their thesis statements. They need to 'grill' it again, making sure it is focused, has a point/makes an argument, and is not simply a summary of fact. Further, take the time to examine what you've written in your sections, and ask the same tough questions of it as well. Does what you've written, designed, built, support your thesis?

Constructing strong thesis statements takes practice. The worksheet below is another opportunity to work on the skill.
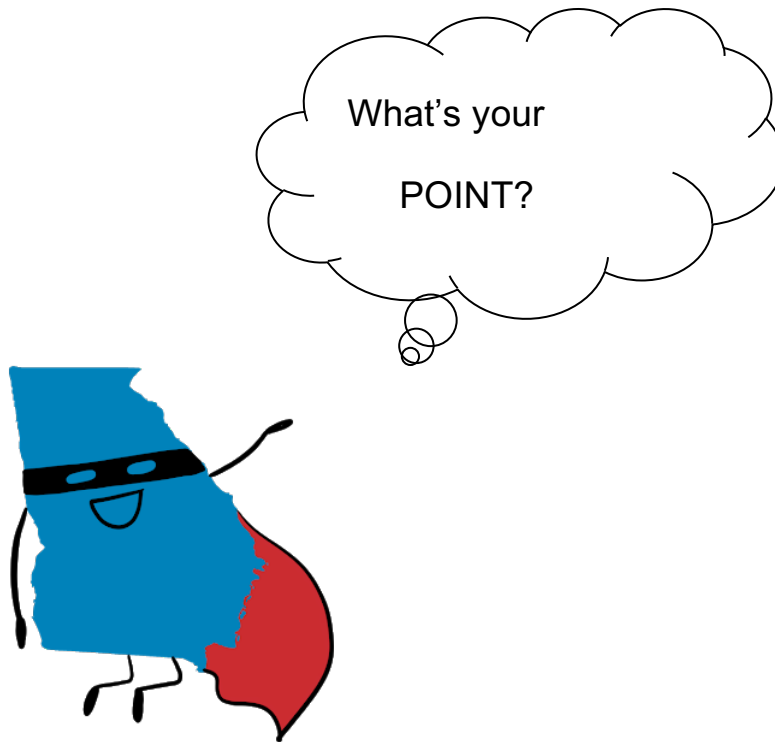
Analyzing Thesis Statements

In the following exercise you will find a series of thesis statements. Analyze each one to determine whether it is strong or weak. Provide an explanation of your reasoning.

Thesis	Strong	Weak	Reasons
Richard J. Daley died in 1976.			
Artists of Chicago: 1890-1990			
The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.			
Pesticides kill thousands of farmworkers and must be stopped.			
German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".			
Before Title IX, there were few female basketball players.			

How did The Jungle *make an impact on the foods we eat?*			
The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there are economic motives and political will.			

Unit 16 - ENTRY DEVELOPMENT

The third part of this guide offers ideas on how to present your research in one of the following History Day categories, including planning projects and category tips.

- RESEARCH PAPER
- EXHIBIT
- DOCUMENTARY
- PERFORMANCE
- WEBSITE

Remember, the research paper category is only open to individual entries. Exhibits, documentaries, performances, and websites may be created as individual or group entries. Ask your teachers for rules   about how many members you can have in a group. The suggestions presented here are not complete. These ideas are only a starting point, and you are encouraged to create your own strategies for developing your project.

Choosing a Category

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

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

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

The History Day Contest Rule Book

After choosing your category be sure to consult the History Day *Contest Rule Book* for complete information on the rules that relate to your entry. The *Contest Rule Book* will also describe the judging criteria for evaluating History Day entries. Your teacher may be able to supply you with a *Contest Rule Book* or you can download one from our website. Go to http://www.lagrange.edu/nhd and click on "Rule Book."

CATEGORY   EXHIBIT

Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.
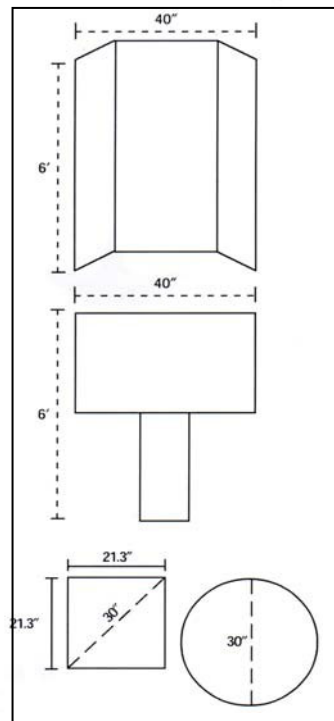
Size Requirements - The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.

Word Limit - There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video or computer files), or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words. You must give a brief credit for each visual on your board, but these do not count towards your word limit. If you use a media device, you are limited to three minutes of audio or   video.

Common Exhibit Types

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

● Be sure your title is the main focus of your project.

● Try to use the center panel to present your thesis.

● Remember that you read from left to right, so your exhibit should be in a logical order, beginning with the left panel.

● Artifacts or other materials may also be placed on the table between the side panels. Make sure they relate directly to your topic.
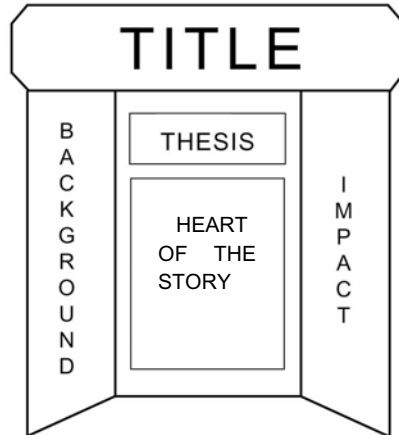
Three-dimensional Exhibit - A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.
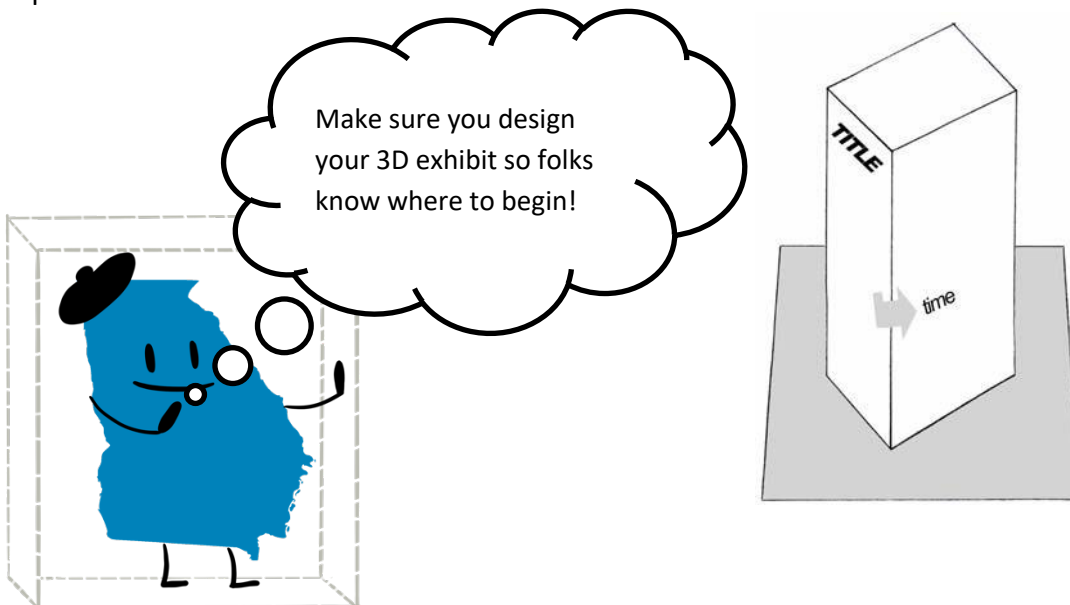
Planning Your Exhibit

A successful exhibit entry must be able to explain itself. The judges shouldn't need to depend on your interview to understand your argument. It is important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.
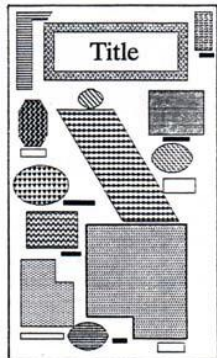
Avoiding Clutter

It is always tempting to try to get as much onto your exhibit as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your exhibit. If your panels look like the example on the left, there's too much stuff!

Plotting it Out in Advance

It's important to plan out your exhibit in advance. Each section should be labeled. These labels for your title and main ideas are very important because they direct the viewer's eye around your exhibit. Figure out what you want in each section, including drafts of your text and ideas for quotes, photos, and other illustrations. Be sure to lay everything out BEFORE you glue it down.

Exhibits Must Include Credits for All Visual Sources

Students must include a brief credit, on the exhibit itself, for all visual sources (e.g. photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. *(See: IV. Individual Category Rules – B. Exhibit, Rule D5, Chapter 6.4, page 33)*

Keep in mind that a credit will be much briefer than a full citation. For example: The credit below includes the organization where this picture can be found (Library of Congress), but does NOT include the details that are part of the bibliographic citation.

Students may consider including these credits in a smaller font, below the image on the exhibit, similar to how a credit appears in a book.

These brief credits do NOT count toward the student-composed word count.

A brief, factual <u>credit</u> is <u>required</u> and does not count toward the 500-word limit.

Consider including your credit in a smaller font either below or along the side of the image.

Alice Paul, 1918, Libr...

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

A student-written caption does count toward the 500 word limit.

A caption is not required, but is sometimes a good idea to help show how the image supports your argument.

WORKSHEET: PLANNING YOUR EXHIBIT

TITLE

THESIS

BACKGROUND

Put your topic into historical context

What was taking place before or at the same time as your topic?

What outside forces influenced your topic?

What else does the viewer need to know?

Short Term Impact

Focus on what happened shortly after the main events of your topic

Build Up

Give more specific information related to your topic than "background". Think of this as the "spark" that set the main event in motion

The "HEART OF THE STORY" or "MAIN EVENTS" describe the key details of your topic

Give the major details about the main events. What happened?

Include specific details

This section generally covers a smaller time period

Long Term Impact

Take a step back and think about the **historical significance** of your topic. Be sure to connect this back to your thesis!

CATEGORY: DOCUMENTARY

In the documentary category you will create a ten-minute film like the ones on PBS or the History Channel. Two popular technologies used for documentaries are computer-generated slide presentations and digital video presentations. Whichever technology you choose, keep the following in mind:

- Make a storyboard of the types of images you want to use to explain your topic.
- Collect a large number of images to avoid too much repetition. You'll need about 100 images for a ten-minute documentary.
- Use appropriate music as an important addition to your recorded script.
- Write your script or narrative first and then add images.
- Make sure that the script fits with the image on the screen.
- Preview early and re-edit at least once.

Video Presentations

The availability of home video cameras and easy-to-use digital video editing computer software, such as iMovie or Windows MovieMaker, has made this type of documentary the most popular. Here are some suggestions for video presentations:

- Remember: Students must operate the camera and the editing equipment.
- Stay organized. Draw up a storyboard of the scenes you will be shooting.
- Present a variety of panning shots, interviews, original footage, and still photographs.
- Appropriate music is an effective addition to your soundtrack, but remember that the music must match your presentation. Do not let it overshadow the verbal presentation.
- Watch professional documentaries for ideas.
- At events, be sure to test the available equipment so that your DVD works correctly.
- If you are burning your documentary to a disc, make sure you burn the whole video, not just the file!

Computer-Generated Slide Presentations

Computer slide-show software programs, such as PowerPoint, provide excellent tools for combining the audio and visual aspects of a documentary. When using computers to develop slide shows, don't rely on screen after screen of text to tell your story. Images driven by a recorded audio track are much more effective than bullet points or text pages. If you plan to run your slide show from a computer, be sure to bring all the necessary equipment with you to the History Day event. They are less common than video presentations.
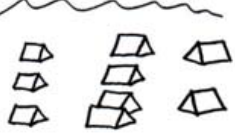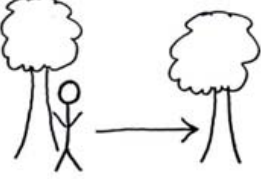
Storyboards

Regardless of what type of documentary you decide to create, a storyboard is a great tool that helps you combine the audio and visual elements of your project. It will also save you time when you go to create your final product.

You can make a storyboard form by creating a three- column table similar to the one shown on the next page. Label the columns Notes, Visual and Audio. Use the Visual and Audio columns to match your narrative with the images you intend to use to illustrate your points. Use the Notes column to add any information about the section that will help you during the production stage.

Media Storyboard Form   Name: **U.S. Dakota War of 1862**

Notes	Visual	Audio
Location Shot. Long shot, no pan	 * Wood Lake Highway Sign	On September 23, 1862 the Battle of Wood Lake...
Insert still at the word "marked" No pan on still	 * Wood Lake Camp Illustration	...marked the end of organized warfare by the Dakota.
Location shot Camera pans right, following narrator		On September 26, 1862, the Dakota surrendered their captives at Camp Release, near president day Montevideo, Minnesota. When the killing had ended, the war left hundreds of Indians and whites dead and countless wounded. It was the beginning of the end for the culture of the Dakota, and there would be no more compromises.
Talking head Close up	 Professor Mayer	"The whites were certainly winners, because the Dakota were expelled from Minnesota, and only a rather small number of them were allowed to come back to Minnesota afterwards. Their lands were lost. Their annuities were taken from them. So they were definitely the losers in that war."

THE DOCUMENTARY   'TOOTSIE' ROLL

It is important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It's also easier for your viewers to follow along when you have a well-organized documentary. Here are some general ideas about how you may want to organize your documentary.

1 TITLE	2 THESIS	3 BACKGROUND/ BUILDUP	4 MAIN EVENT	5 SHORT & LONG TERM IMPACT	6 CONCLUSION	7 CREDITS

🔊 Track 1: Students read narration etc.

🔊 Track 2: Historically appropriate music and sound effects

1. TITLE – 15 seconds
2. THESIS STATEMENT – 1 minute
3. BACKGROUND/BUILDUP – 2 minutes, 30 seconds
a. Put your topic into historical context.
b. Give more specific information related to your topic then just background.
4. MAIN EVENT – 2 minutes, 30 seconds
a. Give major details about the main events in your topic.
b. Include specific details about the most critical people and events.
c. Focused period of time.
5. SHORT AND LONG TERM IMPACT – 2 minutes, 30 seconds
a. Focus first on what happened immediately after the main events of your topic.
b. Take a step back and think about the historical significance of your topic.
6. CONCLUSION – 1 minute
a. Restate Thesis.
b. Restate Historical Significance.
c. Relation to theme.
7. END TITLES/CREDITS – 15 seconds

CATEGORY: PERFORMANCE

The performance category allows you to create a historical argument using acting. It will be a dramatic portrayal of your topic's significance in history. Entries in this category must have dramatic appeal, but not at the expense of historical information.

Basic Rules
- No longer than 10 minutes
- Must be an original production
- You must set up the props before your performance by yourself

Research Comes First
Don't jump right in and start writing a script. Do good research first. This is the foundation for your entire project!

Develop a Thesis
Even in the performance category, it's important that you are discussing the significance of your topic in history. After you've done your research, develop your thesis before you start planning your performance.

Brainstorm Scenarios
Once you have a thesis, it's your chance to figure out which characters and scenarios will best help you to discuss this for your viewers. Be creative! Consider not just the major players in your topic. What people were connected to this topic that might provide an interesting point of view on the issue? Remember: You want to avoid presenting an oral report on a character that begins with when they were born and ends with when they died. Become the historical figure and write your script around an important time or place that will explain your ideas.

Write the Script
The average script for a ten-minute performance is four to five double-spaces pages. Make sure your thesis is clear in your performance, ideally incorporated into the beginning and ending of your performance. Make sure your script contains references to the historical evidence, particularly the primary source material you found in your research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways to put historical detail into your performance.

Practice!

Once you have a solid script you can begin practicing. This will include blocking, memorizing, costumes and set design. Oftentimes the more simple props and costumes are the better. Good costumes help make you convincing, but be sure they are appropriate to your topic. Consult photographs or costume guides if you are unsure about appropriate dress. See examples of historical plays to get ideas about stage movements, use of props, etc.

Remember What's Important

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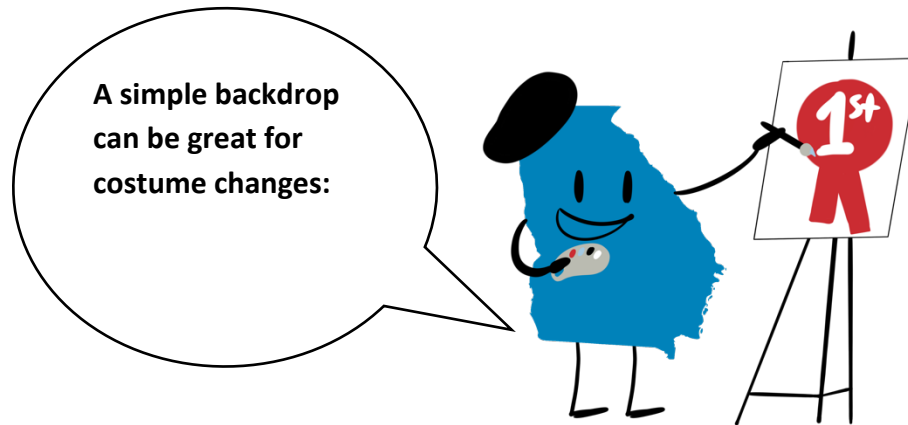
WORKSHEET: PREPARING YOUR PERFORMANCE

By their very nature, performances are the most creative History Day category. It's impossible to give you a formula for a successful performance. They can take many different formats and will vary based on the number of people, characters, scenarios, and topic. Below are two tools to help you begin brainstorming your performance. Keep in mind that these are not the only successful approaches to the performance category—just a place to get started. Be creative!

DRAFTING YOUR SCRIPT	
What	Key Questions and Elements
Intro (1 minute)	● Set the scene. Who are you? When is this taking place? Where are you? ● Introduce your thesis
Historical Context/ Background (2 minutes)	● What happened before your topic to influence it? ● Were there other movements, people or ideas that influenced it? ● What events led up to the topic?
Heart of Story (3 minutes)	● Key events and issues related to your topic
Short and Long-Term Impact (3 minutes)	● What were the immediate outcomes of your topic? ● What has been the long-term significance of your topic in history?
Conclusion/ Wrap-Up (1 minute)	● Reinforce your thesis ● Conclude your character's actions

What Would Your Characters Know?

When selecting characters for your performance, it's important to think about what they would or wouldn't know. If your character is Abraham Lincoln, it's impossible for him to know what happened in 1870 because he was assassinated in 1865. Sometimes selecting a different character—maybe someone who wasn't a major player—gives you the chance to take a step back and discuss your topic's significance in history in a different way. Instead of Abraham Lincoln, one of his advisors or aides who lived after his death would give you a more long-term perspective on Lincoln's presidency.

A different character, an observer, allows you to step back and discuss significance in a different way.
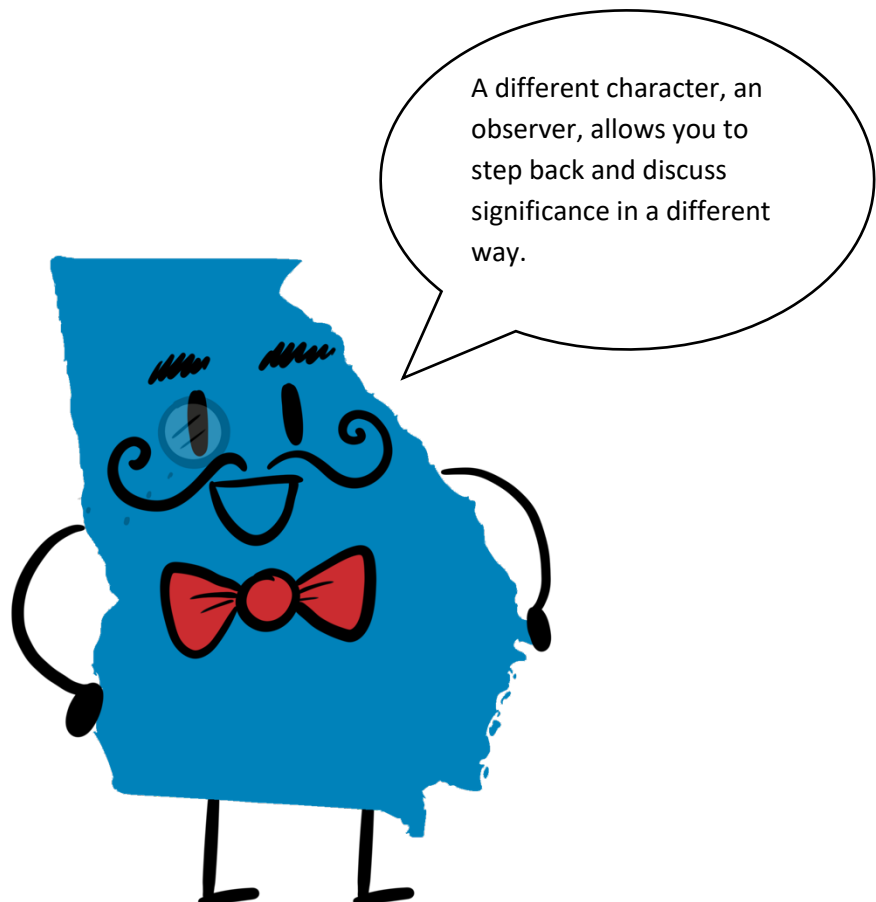
CATEGORY: WEBSITE

The website category allows you to create an interactive, educational website. The key to the website category is a strong historical argument and evidence supported by clear organization, simple navigation tools, and interactivity without glitz and glamor.

The NHD Website Editor

Students creating a website must build their site using the NHD Website Editor, a free, online web-building tool known as NHDWebCentral. Start at www.nhd.org/nhdwebcentral.

General Technical Specs

●   No more than 1,200 visible, student-composed words. This doesn't count words you don't write (such as quotes or words in primary sources). It also does not count recurring menus and titles in the navigational structure of your site.

●   Sites can be no larger than 100 MB. The NHD Website Editor will limit you to this amount.

●   Your use of multimedia clips may not exceed 3 minutes. It's up to you if you do multiple short clips, or a few longer ones. You may not narrate audio/video clips.

●   All visual and multimedia material must include a brief credit on your website as well as be included in your annotated bibliography. These do not count towards your word limit.

●   Your process paper and bibliography must be included as an integrated part of your website. They do not count towards your total website word limit.

●   See the National History Day *Contest Rule Book* for complete rules. (*NHD Rule Book, Chapter 6.5, pps 33-36)*

●   Make sure to publish your website as you make changes!

Research and Planning out Your Website First

It may be tempting to begin using the NHD Website Editor right away, but actually building your website is one of the final steps in your process. You will want to do your research and develop a thesis first. Once you have an idea of what you want to say, **plan your website out on paper.** Decide on the pages you need, how they will be organized, and what sort of supplemental media content you might want to use.

Consider Including...

The most successful websites are more than just a paper on a computer screen. This category gives you the opportunity to share your ideas in a variety of engaging formats, including multimedia clips, images, and primary sources within your website. As you decide which elements to include, remember to only include those that relate most directly to your argument.

Competing with Websites

●   After your website is built, be sure to test it on a number of browsers (Internet Explorer, Safari, Firefox, and Chrome) to ensure that it has the visual impact you desire.

●   Keep track of your project's assigned web address as you will need this to register.

Example Projects

If you would like to see some examples of other History Day websites, visit www.nhd.org.

Organizing Your Pages

Once you've decided which pages you need on your website, there are several different ways to think about organizing and linking them together. No matter which approach you select, it's important that it makes sense and isn't confusing to viewers.

Linear organization assumes that a viewer is going to go from one page to the next in a very specific order.

Spider web organization is designed to let the viewer explore the web site in a variety of ways. Since the pages are one level deep, it assumes that information is equally important. Note: Not all pages have to link together

Hierarchical organization is also designed to let the viewer explore the web site in a variety of ways. However, since there are multiple levels of pages, you can organize the more important information to be closer to the homepage and the supporting information to be deeper in the site.

Website Rule Reminders!

Website: Multimedia is Limited to No More than Four Minutes for Entire Website

A website may contain multimedia, audio, video, or both, but the grand total for all multimedia used within the website may total no more than three minutes.

Rather, students have a grand total of four minutes to divide up at their discretion. It is the student's decision to divide up this overall media limit to best provide supporting evidence in their website. (See: IV. Individual Category Rules – E. Website, Rule E5, page 34)

- Please note that any music or song that plays after a page loads is included in this total.
- A website could include many, smaller clips or include fewer, longer clips. The choice is up to the student.

Website: Quotes and Visual Sources Must Be Credited Within Website

Students must include a brief credit, in the website itself, for all VISUAL and WRITTEN sources (e.g. quotes, photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (See: IV. Individual Category Rules – Website, E6, page 35)

- Keep in mind that a credit will be much briefer than a full citation.
- These brief credits do NOT count toward the student-composed word count.

Begin planning out the pages you need in your website. Each page should directly support your thesis statement. Remember: These are just some beginning ideas. You may want to include more pages, fewer pages, or create subpages on your website. Just keep in mind the ease of navigation for your viewer.

Title
Brainstorm a creative title for your website and write it here.

Navigation

Think about which pages would best support your thesis statement and write them below. Remember—you can add as many or as few pages as you want as long as you're organized.

You will want to include your thesis on your homepage, but do not have to label it "thesis". Write your thesis here and use it as a guide to decide which pages you want to include on your website.

HOME (including thesis) -
Background -
Build Up -
Heart of the Matter/Event -
Significance/Impact - Short Term -
Significance/Impact - Long Term -
Process paper/Bibliography

CATEGORY: RESEARCH PAPER
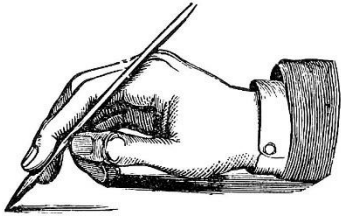
The process of the research paper is similar to the writing of articles and books by college professors. Throughout your schooling, you will be expected to write research papers.

A research paper requires three basic steps.
1. Collection of information.
2. Organization of information.
3. Presentation of the topic in an interesting way.

There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin. Ask your history or English teacher to suggest some useful guides. Here are some of the most common questions about research papers:

What is a footnote?

Footnotes are explanations provided by writers about ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as "evidence" in support of your ideas. Usually footnotes occur in three situations:

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

How long does this paper have to be?

History Day papers are 1,500 to 2,500 words in length (approx. 6-10 pages). Each word or number in the text counts as one word. The word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental appendix materials.

Must the paper be typed?

No, but typing is always best, and you may have someone type your paper for you.

Be sure to refer to your Contest Rule Book for more information about title pages, footnote style, and requirements.

Unit 17 Contest Season &
Evaluating National History Day Projects

At all levels of History Day competitions, judges are looking at the following criteria, which heavily focuses on the history behind your project.

- **80% Historical Quality:** Historical accuracy, analysis and interpretation, historical context, wide research, uses available primary sources, research is balanced.   The work clearly relates topic to theme, demonstrates significance of topic in history, draws conclusions, and reflects student voice.

- **20% Clarity of Presentation**: Uses the category effectively to explain ideas.

Rules Compliance: Project follows general guidelines for History Day as well as category-specific rules

Make sure that you carefully review the NHD Rulebook before entering a competition. There have been a number of changes so even veteran teachers and students should review it.   A downloadable pdf of the rule

Visit www.lagrange.edu/nhdjudge to get a better look at a judge's evaluation sheet!

book can be found at the program website (www.lagrange.edu/nhd).

Regions and Contests

National History Day has an optional contest component that allows students to showcase their work to teams of professional judges and receive valuable project feedback. Contests take place in the following progression with students moving up and making edits to their project in between each level. By the time students reach the affiliate and national levels, they will have well-rounded and scholarly research projects ready to share with the world!

Contest Progression: District or School -> Region -> Affiliate (State) -> National

School Contests

School level contests are great culminating activities for students to showcase the projects they have worked so hard on in the classroom, as well as an opportunity for them to share their academic accomplishments with the community, parents, and school administration.

In larger schools, a school level contest is used as a tool to narrow down the number of entries sent forward to the regional competition level. School level contests may not be required for participation in all region contests, though they are necessary for larger schools or regional contests with attendance CAP requirements. Contact your local regional coordinator to find out details for your local contest.

Should you choose to hold a school level contest please direct any initial organizational questions to NHD GA Co-Coordinator Jess Alden at jburke@georgiahumanties.org. This is especially important should you choose to host a county/district wide contest, as we have contest management resources we may be able to offer you.

Advice on judge and volunteer recruitment and a sample school contest contest planning form can be found at the end of this guide section.

Regional Contests:

National History Day Georgia is composed of 11 regional contests located across the state. Students can attend the contest that best fits their geographic needs. For information on where to find your local regional contest, dates, times, and Region Coordinator contest details visit:

www.lagrange.edu/academics/undergraduate/majors/history/national-history-day/regional-contest.html

NHD GA Contests

National Contest

June at the University of Maryland, College Park, MD

⬆

State Contest

April at LaGrange College, in LaGrange, GA

⬆

Region Contest

Multiple options state wide to meet multiple student geographic needs.

⬆

District Level Contests

Optional class or school-wide contests to decide who participates at the region level. Contact your local region contest coordinator about any contest entry CAPS by school. This is normally only required of larger schools/ contests.

NATIONAL HISTORY DAY GEORGIA REGION CONTESTS

1. Kennesaw State University
2. South Metro Regional
3. University of Georgia
4. Augusta University
5. West Georgia Regional
6. Henry County Regional
7. Robert Toombs Christian
8. Middle Georgia Regional
9. Georgia Southwestern State University
10. Thomas County Regional
11. Coastal Georgia Historical Society

NHD GA SPONSORS:

Georgia Humanities — Sharing stories that move us and make us

LaGrange College

Project Evaluation

At all contests, student projects will be evaluated using the National History Day Project Evaluation Form and NHD Rule Book. You can find examples of evaluation forms for each project category, as well as the student rule book here: www.lagrange.edu/academics/undergraduate/majors/history/national-history-day/judges.html

The Interview Process

At each level students will be interviewed by a group of judges who will ask students about their work, research, and argument. Some common/potential questions -

National History Day – Possible Interview Questions

The purpose of the interview is to allow the judges to get to know the student(s) and learn a little more about what went into the development of the entries. Information presented by the students during the interviews is not included in the evaluation but may help judges better understand the project. Judges may also ask specific questions about your topic.

- What was your most influential source, and why?
- What is the most important point you are trying to convey about your topic?
- What is the most important thing you learned from completing the entry?
- Why did you pick this topic? What gave you the idea to pick the topic?
- As you did your research, what surprised you the most about the topic?
- What did you find the most difficult about doing research for this entry?
- How did primary sources help you understand your topic?
- How did you come up with the design for your entry?
- Why did __ (the person/people who are the subject) get involved in __ (whatever they did)?
- If you researched an individual, what were the biggest obstacles faced by this person?

- If you researched an event, what were the most important factors that caused this event to occur?
- Why is this topic significant in history?
- What is the modern day impact of your topic on history?
- How does your topic relate back to the theme?
- What is your thesis?
- What primary sources did you find? Where did you find them?
- What websites did you use for research?
- Tell us what each one of you did to contribute to the project. (Groups)
- What difficulties did you face completing your project? How did you overcome them?
- What is the most important skill you think you learned from this process?
- Do you think you have a balanced bibliography? Explain:
- Do you think you placed your topic in historical context? Explain:

The importance of feedback/reflection at each level of the contest structure
All students receive feedback and all students should make and apply changes to their projects at each level of the contest as well as those not competing.
Teachers need to reflect upon their experience and look for ways/opportunities to grow as well.

Judge Recruitment Advice for School Level Contests
Should you choose to host a school level contest, finding judges for your very first contest will require time. It gets easier as years go by and judges return, but there will always be a need to recruit at least some judges. With regional contests taking place between February and March, it is recommended for school level contests to take place prior to February, and to begin recruiting judges at least two months or more in advance. Assemble a list of potential judges, prepare an invitation letter/e-mail to send out. Always invite more people than needed. If multiple judging groups may or will be needed in some categories, then increase the number of invitees accordingly. With the invitation, it is a good idea to request their assignment preferences.

Whom to ask? Historians are a necessity, as are educators. The best three-person judging team is a combination of people with different strengths: a historian, an educator and maybe another of the two. Consider museum professionals, librarians, archivists, specialists in particular formats (e.g., web design, documentary), and former NHD students who are now at least college-aged. There will be VIPs to invite, such as sponsors, trustees, local politicians, etc. Teachers make excellent judges, but it is extremely important to place them in categories where they DO NOT have competing students. Also, look to teachers and administrators in schools that are targeted for future participation. Serving as judges is often all that is needed to hook them to the program.

Volunteer Advice for School Level Contests

Volunteers are a critical asset both before and during the contest. They can be very useful in helping staff with limited time to distribute materials to schools, manage registration, assemble packets, monitor judging rooms, manage your contest headquarters, and just about every other task.

Tip: At the contest, be sure to have people specifically designated for technical support in the documentary and website rooms. Something will invariably go wrong with a student's sound or equipment. Having skilled people on hand immediately will save precious minutes and soothe fragile nerves. Your host facility may provide this support.

National History Day Georgia

School History Day Contest Planning Form

Date of School History Day:

Task	Who is Doing It	Date Needed	Completed
Find & reserve appropriate space			
Decisions about judging process,food, tours, awards, etc.			
Community publicity and invitation to guests			
Produce a banner? Order food? Order awards?			
Recruit judges, greeters & hosts			
Class tour schedule and sign-up			
Make a program			
Organize judging materials			
Set up --students submit projects day before --exhibits are organized and possibly numbered --times are assigned for performances and documentaries --banner --program --refreshments			
Judge orientation			
Judging and interviewing			
Tabulate results			
Announce results and celebrate			

School registration and digital submissions for advancing students			

This guidance document was produced using the Chicago Metro History Fairs Guidance Document for School Fairs

Unit 18 - Conclusion

National History Day can seem an intimidating and overwhelming program. In the end, however, it is nothing more than a laboratory. Rather than a science lab, however, National History Day is a history and literacy lab. It uses the study of history to develop an advanced set of literacy skills including critical reading, thinking, analysis and communication. Ultimately this program asks students to do three things:

Research

Analysis

Presentation

It challenges students to engage in research, analyze and draw conclusions based upon what they've found, and communicate the conclusion and its supporting evidence. It's important to remember that, especially when it seems 'too big to handle'.

Remember as well that NHD is adaptable, and flexible. By that I mean you, the classroom teacher, are in control. You can decide how this program best serves the needs of your students and supports your pedagogical goals. Whether your students participate in a contest or not is up to you. Some of your students may while others won't. That will be your decision, because in the final analysis you will define what success looks like for each child in your class. Let NHD take them as far as they can. You'll be amazed by the transformation.

NHD Georgia, a program of Georgia Humanities and LaGrange College, stands ready to assist you in any way we can. Visit the program website at www.lagrange.edu/nhd and reach out to the program via email at nhdhistory@lagrange.edu. You can contact us directly at any time. Helping you is why we do this.

Happy History Day!!!