History Day in Connecticut is co-sponsored by

Connecticut’s Old State House
and the Connecticut Historical Society.

Major funding is provided by the Connecticut Humanities Council.

Connecticut State Coordinator

Rebecca Taber-Conover
Connecticut’s Old State House

Curriculum Packet

Developed by
Kathryn Walsh

&

Designed by
Michelle Gornish

with assistance provided by History Day in Minnesota and New York State History Day.

Materials may be copied for educational purposes.
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Dear Educator,

Welcome to History Day in Connecticut, one of 56 affiliate programs of the renowned academic program, National History Day. We are pleased to welcome you and your students to the beginning of your History Day journey!

We hope this Curriculum Packet will make it easy to integrate History Day into your classroom. Please feel free to copy any of the materials provided in this packet.

In addition to the Curriculum Packet, please be aware of other resources the state office can provide:

- History Day in Connecticut website
- NHD Rule Books and 2012 Theme Books
- Examples of past projects
- Category-specific materials
- Teacher and Student workshops
- History Day in Connecticut Facebook page

History Day is an effective method for teaching State, National and World history. It can be integrated into any Social Studies, History or Civics class. It could also be a project originating in a gifted and talented program, history club, home school class or scout troop. There are many paths to participation; it doesn’t even need to be connected to a school or organization. Our job is to make your path as easy as possible and to support what you already do.

National History Day (NHD) is a highly regarded academic program that is endorsed by many organizations including the National Center for History in the Schools and the National Council for History Education.

NHD Teaches critical thinking, writing, and research skills and boosts performance across all subjects, Inspires students to do more than they ever thought they could, and Prepares students for college, career, and citizenship.

San Francisco-based research firm Rockman et al. recently conducted a major nationwide study about NHD’s impact on students. They found that students participating in NHD:

- Outperform their peers of similar academic ability, in high-stakes tests - including reading, science, and math, as well as social studies;
- Are better writers, more confident and capable researchers, and have a more mature perspective on current events and civic engagement;
- Show a greater ability to collaborate with peers, manage their time and persevere - all skills employers say are lacking in today’s workforce.

Over 25,000 students have been impacted by their participation in History Day in Connecticut over the past thirty years.

We look forward to working with you and your students as you travel through your History Day experience.

Sincerely,

Rebecca Taber-Conover
Connecticut History Day Coordinator
Background and Introductory Information

The History Day program promotes the study of history in schools and home schools to create a higher degree of appreciation for the value of historical thought in the students, educators and community members who participate. The spirit of History Day is not based upon winning and losing; it is based on the encouragement of achievement, the recognition of excellence and the positive critical evaluation of every student participant.

Connecticut middle and high school students choose a topic based on a yearly theme, complete historical research, and create projects of their own choosing for one of five District Contests. Students placing in the top three at the District Contests participate in the State Contest in Hartford. Over 300 Connecticut residents volunteer as judges. Judges and program officials will always be appreciative of student effort, while encouraging academic achievement and the building of positive self-esteem.

Student projects are evaluated by judging teams at district and state levels. Students present their projects, are asked questions by the judges, and receive evaluation sheets with constructive feedback. History Day entries, like history, are evolutionary in nature and it is the goal of the program to empower students with research skills, critical thinking skills, and outlets for creative expression, which will enhance their academic abilities in all areas of study.

History Day in Connecticut is co-sponsored by Connecticut’s Old State House and the Connecticut Historical Society.
History Day Contests

There are three levels to the History Day in Connecticut program: district, state and national:

District Contests
Connecticut is divided into five History Day Districts: Stamford, Torrington, Manchester, New Haven, and Mansfield. Students usually participate in the District Contest that is closest to their school. The District Contests take place at the end of March. Students who place 1st, 2nd or 3rd in each category at a District Contest are invited to participate in the State Contest. Students are encouraged to improve upon their work, using the comments from judges, prior to State History Day. Over 900 students annually participate in the District Contests.

State Contest
Connecticut History Day is held in late April or early May. It takes place at the Connecticut Historical Society and the Classical Magnet School in Hartford. The top two winners in each category are eligible to enter National History Day with 3rd place winners serving as alternates. In addition, many special awards are given each year for entries in a variety of historical subject areas. Organizations such as the Harriet Beecher Stowe House, the Connecticut Society of the Sons of the American Revolution and the National Maritime Historical Society sponsor these awards.

National Contest
National History Day is held on the campus of the University of Maryland, just outside Washington, D.C., where more than 2,000 students from around the country gather for five days to present their work. In addition to the History Day event, students have many opportunities to visit the historic sites in and around Washington. The event is usually held the second week of June. Monetary prizes, scholarships and special awards are presented to national award-winners. The History Day in Connecticut staff plans activities, including a pizza party and guided tour of Washington, D.C., for Connecticut students during the National Contest. In the past, we have visited Connecticut’s congressmen and senators.
# Suggested Connecticut History Day Calendar

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Download the Theme Book from the National History Day website and</td>
<td></td>
</tr>
<tr>
<td>✓ Brainstorm possible project topics using the class textbook and the</td>
<td></td>
</tr>
<tr>
<td>suggested list of Connecticut topics on the History Day website</td>
<td></td>
</tr>
<tr>
<td>✓ Set a calendar of assignments and deadlines for registrations and</td>
<td></td>
</tr>
<tr>
<td>contests. These deadlines can be found at <a href="http://ct.nhd.org/Teachers.htm">http://ct.nhd.org/Teachers.htm</a></td>
<td></td>
</tr>
<tr>
<td>✓ Print out all needed materials</td>
<td></td>
</tr>
<tr>
<td>✓ Review the National History Day rule book found at</td>
<td></td>
</tr>
<tr>
<td>September and October</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea One</strong> to introduce History Day to students</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Two</strong> to introduce the annual Theme and brainstorm</td>
<td></td>
</tr>
<tr>
<td>possible topics related to the class curriculum</td>
<td></td>
</tr>
<tr>
<td>✓ Make photocopies of the <em>Work Log</em> if you would like students to</td>
<td></td>
</tr>
<tr>
<td>use it</td>
<td></td>
</tr>
<tr>
<td>✓ Students should decide if they would like to work on individual or</td>
<td></td>
</tr>
<tr>
<td>group projects (See <em>Ship on the Sea</em> handout and <em>Group Contract</em>)</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Three</strong> to introduce research to students</td>
<td></td>
</tr>
<tr>
<td>✓ Students should begin doing initial research and should submit 2 or</td>
<td></td>
</tr>
<tr>
<td>3 possible topic ideas for you to review (See <em>Initial Research</em></td>
<td></td>
</tr>
<tr>
<td>handout)</td>
<td></td>
</tr>
<tr>
<td>✓ Develop a paperwork management system to coordinate research</td>
<td></td>
</tr>
<tr>
<td>assignments and other materials</td>
<td></td>
</tr>
<tr>
<td>✓ Consider contacting CHS to have a student workshop introducing</td>
<td></td>
</tr>
<tr>
<td>History Day in your classroom</td>
<td></td>
</tr>
</tbody>
</table>
### SUGGESTED CONNECTICUT HISTORY DAY CALENDAR, cont.

<table>
<thead>
<tr>
<th>November and December</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students should begin research in order to have a definitive topic selected</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Four</strong> to introduce proper note taking skills</td>
<td></td>
</tr>
<tr>
<td>✓ Students should be researching and narrowing their topics</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Five</strong> to explain the importance of primary sources</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Six</strong> to help students develop and submit to you a proper thesis statement for their project</td>
<td></td>
</tr>
<tr>
<td>✓ Make sure all students have an appropriate working thesis statement</td>
<td></td>
</tr>
<tr>
<td>✓ Check the History Day website for details about Category Workshops</td>
<td></td>
</tr>
<tr>
<td>✷ November 1st registration for District Contests opens -- decide whether students or the school pays the registration fee</td>
<td></td>
</tr>
<tr>
<td>✷ Register for the Annual Theme Workshop for Teachers on November 15th at CHS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January and February</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students continue researching primary and secondary sources for their projects</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Seven</strong> to explain the annotated bibliography</td>
<td></td>
</tr>
<tr>
<td>✓ Introduce the possible methods of presentation: Website, Performance, Exhibit, Documentary or Paper using the teacher resources located on the National History Day website, and use the checklists provided in the Curriculum Packet to assist the students in their specific projects</td>
<td></td>
</tr>
<tr>
<td>✓ Students should begin to assemble their projects</td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Use Lesson Idea Eight</strong> to explain the Process Paper and have students write a rough draft</td>
<td></td>
</tr>
<tr>
<td>✷ February 10th registration closes for District Contests</td>
<td></td>
</tr>
</tbody>
</table>
### SUGGESTED CONNECTICUT HISTORY DAY CALENDAR, cont.

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
</table>
| **March** | ✓ Students should be putting finishing touches on their projects  
★ March 9th Website and Papers are due for District Contests  
✓ District Contests take place March 24th  
★ March 30th registration for State Contest opens  
✓ Students use judges’ feedback to improve projects if they are going on to the State Contest |
| **April** | ✓ April 6th registration for State Contest closes – students register if they’ve placed first, second or third in a District Contest  
★ April 13th Website and Papers due for State Contest  
✓ State Contest is on April 28th in Hartford |
| **May** | ★ May 15th registration for National History Day closes  
✓ Students use judges’ feedback to improve projects if going on to National Contest  
✓ Pizza party for Connecticut delegation going to National Contest |
| **June** | ✓ National Competition in College Park, Maryland June 10 – 14  
✓ History Day in Connecticut Exhibit opens at Old State House |

*At any time, we encourage you to contact us with any questions you might have.*
History Day Coordinators

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The Student Experience

If I were to explain what the National History Day program means to me, I would tell you that it is more than just a contest. It is a fun and exciting way to learn history, and at the same time a very rigorous program that changed me when I participated... A year ago I would have never really realized that every story in history has multiple layers and many dimensions and to dig deeper for the real truth. Because of History Day and its impact on me, I now can form my own opinions, question what I learn and what I am taught, and take action based upon thorough research.

Elizabeth Bell
Killingworth
former NHD participant

I definitely learned how to find primary sources and to differentiate between primary and secondary sources... I learned that history is not just an event that happened in a particular year, but rather it can be very important to our society or to our world as a whole. [History Day] was probably one of the best memories that I will never forget.

Paulina Koloda
Stafford Springs
St Edward School

In general the project took a lot of work and many hours to complete, but it was rewarding when we were actually able to watch it... Now when I study history I take a "Ken Burns" approach because I want to learn about the people who were alive in the past and not just memorize dates and geographical locations.

Taavi Koivhaus
Lyme
Homeschool student

Since I have participated in History Day for three years, I have learned a lot of information. Additionally my work in History Day has helped me develop several skills. For example, I have become better at conducting efficient research and organizing what I learn into proper format. Also, I have become better at making websites, with the several coding and programming skills involved.

Mario Chris
Middletown
Mansfield Middle School
LESSON IDEA ONE: WHAT IS HISTORY DAY?

Lesson Description

Students gain a better understanding of the overall History Day competition by learning how to generate simple research questions and by using a graphic organizer to research the History Day program in Connecticut.

Resources / Tools

- Graphic Organizer
- History Day in Connecticut
  - http://ct.nhd.org
- National History Day
  - http://nhd.org

Brainstorm with students basic research questions that fit into the Graphic Organizer.

Questions relate to the major headings of Who, What, When, Where, Why and How and to History Day in Connecticut. For example, one Who question might be, “Who is allowed to compete?”

Once brainstorming is completed, students use the sources at the hyperlinks above to find the answers. One class discussion might consist of students comparing the answers they have found with one another.
## The Basics of Connecticut History Day

<table>
<thead>
<tr>
<th>Questions</th>
<th>CT History Day Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>

Student Name: ____________________________  Date: ________________
LESSON IDEA TWO: UNDERSTANDING THE ANNUAL THEME

Lesson Description

Students become familiar with the annual History Day Theme by brainstorming possible topics using their textbooks individually or in groups.

Resources / Tools

- Understanding the History Day Theme
- History Day Work Log
- Ship on the Sea
- History Day Self-Reflection
- History Day Project Group Contract Agreement
- National History Day Theme Book


National History Day 2012 Theme: Revolution, Reaction, Reform in History (pages 8 – 11)

Think World History Topics Too! Mobs, Muskets, Mattocks, and Martyrs (pages 14 – 17)

The 2012 Theme is Revolution, Reaction, Reform in History. Allow students time to brainstorm their own definitions of these three words using the Graphic Organizer. Or, lead the class in a discussion of definitions as a group.

Next, students read about the annual theme from the National History Day Theme Book pages 8-11 and 14-17 found at the hyperlink above.

Instruct students to fill in the chart as they read. Ask if they would make any changes to their original definitions of the key Theme terms and to begin listing possible topic ideas.

Then, prompt students to look through their textbook and find additional topics that would fit under the annual theme. Students may work alone, in pairs or small groups. Assigning chapters to students or groups is one possibility. A list of suggested topics for Connecticut, American and World history can be found on the Connecticut History Day website.

To finish, ask students to share their findings and compile a master list of possible topics.

Actual Theme Books can also be requested through the state coordinator.
## Understanding the History Day Theme

<table>
<thead>
<tr>
<th>Student or Class Generated Definitions</th>
<th>Changes to Original Definitions Based on History Day Reading</th>
<th>Possible Topic Ideas from Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reform</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: __________________________                Date: ________________
# History Day Work Log

This is a weekly planner for your History Day project. It will help you keep track of your goals and your progress. These planning sheets will also aid you in writing your process paper.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noteworthy Events</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Your Name: ________________________________________
Ship on the Sea

Who do I work with – if anyone?

This week you will begin a journey in History. This journey is called National History Day. Each of you is a ship on this journey. Before you leave the harbor, you need to determine what will accompany your ship for the next three months.

Some of you will make good choices and bring extra sails for your ship. These sails are good partners you choose to work with. Sails are great to have because they represent quality people who will work hard and share the load in a way that really makes your ship faster, more efficient and more enjoyable.

Others will make poor choices and instead of choosing sails to bring along, you will carry anchors. These anchors represent people who often choose to be: lazy and don’t help much, comedians who provide a lot of laughs but little effort, or people looking for you to “carry” them through the project.

The anchors take up room and slow your ship down. In fact, anchors can sink your ship. Then you will be unable to complete a quality History Day project. Some anchors can turn into sails if they are on a quality ship; the risk is yours to take. You may offend an anchor by leaving him or her behind and often it is the best decision you make. Stand firm, mates!

“So, I should always avoid anchors and gather sails, right?” Well, there is one more option; you can sail alone. Sometimes a ship’s sails can get tangled and not work very well together. If you decide to sail alone, there is only one sail, and it sails the boat very easily. It’s not complicated; there are few distractions to impede your progress. Students who work alone on History Day are accountable only to themselves, so there is no confusion. The project’s success or failure is totally up to the individual. There is no one else to blame! Sailing alone can be very rewarding and is a fine means of travel.

Choosing the right group, or choosing to work individually, is one of the key elements of managing a quality History Day project. It is one of the first decisions you will make, and it is certainly one of the biggest. In the end you “sail” or “sink” together. Once you sign your contract and leave the harbor before December 12th, all your sails and anchors will be on board for the entire trip; what you have is what you get!

Bon Voyage and smooth sailing on your History Day journey!

Courtesy of National History Day
History Day Self-Reflection

Name: ____________________________

1. How would you prefer to work? (Circle one)  Alone  In a group
   Why?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Describe two or more roles that you usually play in a group.
   (Examples: motivator, peacemaker, cheerleader, organizer, hard worker, creativity
   specialist, occasional slacker, technology guru, fun coordinator, finisher, any others)
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What types of people generally like to work with you?  What types of people do you
   generally like to work with?  Why?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What qualities make someone a good group member?  List at least 5.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. What traits do you want to avoid when selecting a History Day partner?  List at least 3.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Name several peers you might consider working with for History Day.  Please give first and
   last names.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
History Day Project
Group Contract Agreement

Name: _____________________________________________

Theme: ______________________________________________

Our Group Topic: ______________________________________

Project Due Date: _________________________________

Choose your group carefully. The group agrees to share equally in all work and expenses. Money may not be spent unless all group members are consulted. Each member of the group will receive the same grade for this project. Only those students named on this form are considered group members. All members must turn in a copy of this form signed by a parent to participate as a group.

List of Other Group Members, if any:

I have reviewed the History Day rules and regulations and understand all of the requirements of the event.

Student signature: ________________________________ Date: _________________

I have noted the names of the students in the group and am aware of the project due date. I understand that all students in this group will receive the same grade for this project. I consent to my child participating in this group.

Parent signature: ________________________________ Date: _________________
LESSON IDEA THREE: BEGIN TO RESEARCH A HISTORY DAY TOPIC

Lesson Description

Students look more closely at a topic, begin research, and narrow down the options / choices. They will already need to have a basic idea for their topic. Examples of broad topics are the Civil War, the Progressive Era, or the French Revolution.

Resources / Tools

- History Day Web Organizer
- History Day Initial Research

You will need library and computer access to complete this lesson.

Briefly review brainstorm webs. One possibility is to draw an example on the blackboard related to a topic recently covered in class. Webbing is a graphic organizer that presents a visual, web-like picture of a topic and related words or phrases. The main topic or idea is represented in the center of the web. Spokes containing the related ideas originate from this center.

Then, students use a blank Web Organizer to write their general topic idea in the center and use their textbook or other resources to create subtopics and record information related to those subtopics in the Graphic Organizer.
History Day Initial Research

Student Name: ________________________________________________________________

1. What is your first topic idea?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2. How does this first topic idea relate to the annual theme?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

3. List at least 3 sources for your initial research on your first topic:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________
   e. __________________________________________________________

4. What is your second topic idea?
   ______________________________________________________________
   ______________________________________________________________
History Day Initial Research, cont.

Student Name: ____________________________________________________________

5. How does this second topic idea relate to the annual theme?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. List at least 3 sources for your initial research on your second topic:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________
   e. __________________________________________________________

7. What is your third topic idea?
   __________________________________________________________
   __________________________________________________________

8. How does this third topic idea relate to the annual theme?
   __________________________________________________________
   __________________________________________________________

9. List at least 3 sources for your initial research on your third topic:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________
   e. __________________________________________________________
LESSON IDEA FOUR: NOTE TAKING FOR HISTORY DAY

Lesson Description

Students learn an efficient way to highlight information and a method for organizing this information by improving their note taking skills.

Resources / Tools

- Highlighting for Information
- Note Cards
- Anatomy of a Note Card
- Comparison Chart for Note Card Exercise

Students read a great amount of information for their History Day projects. It is difficult to keep track of and even harder to figure out which information will be most helpful to their research.

Divide students into small groups with each group assigned a different section of the textbook or a handout related to the topic. Review with students the handouts Highlighting for Information and the Anatomy of a Note Card. Then, allow students time to read the assigned handout or textbook section and to highlight and fill out the blank Notecard.

When students are done taking notes, they spend a few minutes comparing their notes to others in their group while filling in the back of the blank Note Card handout which has a Comparison Chart.

Next, the groups share what they think are the best notes with the rest of the class.

Finally, students should turn in their Note Card and Comparison Chart handouts as an assessment.

This lesson is designed to be adapted to any unit you are currently teaching.
Highlighting for Information

You may feel overwhelmed with the amount of information that you read as you do your research. These tips will help you focus on what is most important and sort through all of the facts, names, dates and information you find.

Step 1: Review the Whole Source

Take a few minutes to quickly skim the source from start to finish

- Read the title, headings and subheadings
- Look at charts, graphs, pictures, maps and any other visual material
- Read captions
- Read the first and last paragraphs

Step 2: Highlighting

Highlight ONLY the key words, phrases, vocabulary and ideas that are central to understanding the source

- Look for the main vocabulary and see if it is followed by verb phrases
- You are creating simple sentences or sometimes just parts of the main point, and when looked at together, you will have the main ideas
- Read one paragraph or section at a time
- Highlight sentences and phrases that summarize or support the main ideas you have identified

Step 3: Main Ideas

Use the vocabulary words and actions accompanying them to write complete sentences.

Step 4: Review

After completing each chapter or reading assignment, review what you’ve highlighted. Your highlighted sentences and phrases will provide a good summary of the main idea or ideas of your source. Use your highlighted sections when you write your research notes.
### Note Cards

**Student Name:** _____________________________  
**Date:** ________________________

<table>
<thead>
<tr>
<th>Main Idea from the Source</th>
<th>Title of Source and page number(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**In the space below, record the facts from the reading that relate to the main idea. Be as accurate and detailed as possible. The information you highlight will come in handy for this. You may want to go back to the reading to look for “perfect” sentences that say something so well you want to quote them. If so, write them down word-for-word and use quotation marks.**

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</table>
The Anatomy of a Note Card

On the top left of the Note Card, write the subject of the information you’ve found. This is NOT the place for you to write your overall History Day topic; it is the specific subject matter on the card.

On the top right of the card, record the name of the resource. You need to identify the source and page number anytime a source is quoted.

Jazz Bands in Denver

Magazine 1

The first jazz bands appeared in Denver about 1877. They were usually made up of a piano, a guitar and a set of drums. Most bands were started by men who moved to Denver from the Deep South. The men in these bands were treated as heroes and were the toast of society.

On the lines of the card, record the facts themselves. Use as much detail as possible.

Look for “perfect” sentences that say something so well that you will want to quote them in your project. Copy those sentences word-for-word. Remember to use quotation marks, if you are quoting a passage, and the page number, since you will need those for your citation.
## Comparison Chart for Note Card Exercise

Student Name: _________________________________ Date: __________________

Once you have finished taking notes on your assigned reading, it is time to compare what you found to be important to what your group-mates recorded. Please do this by filling in the chart below:

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your main idea the same as your group-mates’ main ideas? If they are different, record the differences and explain why you think there would be these differences.</td>
<td></td>
</tr>
<tr>
<td>After reviewing all of the main ideas from your group, which one is best? Record it on the chart.</td>
<td></td>
</tr>
<tr>
<td>Review the notes your group-mates took and record any information in the chart that they wrote down which you did not originally include.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON IDEA FIVE: PRIMARY SOURCES

Lesson Objectives

Students study primary source documents and answer accompanying questions to draw conclusions based on the evidence provided. Then, they use that historic evidence to develop a paragraph.

A few days prior to this lesson, review the differences between primary and secondary sources using the handout Guide to Sources.

Also prior to this lesson, as a homework assignment, students should have already found a written and a photo primary source related to their topic.

Resources / Tools

- Guide to Sources
- Photo Analysis
- Written Document Analysis
- Primary Source Final Paragraph

Students will need to have selected a History Day topic and they will need to have found and brought in a written primary source document and a photo primary source related to their topic.

Using the Photo Analysis and Written Document Analysis worksheets, students examine their primary sources and fill out their worksheets. As a class, students share what they were able to learn about their primary sources.

Then, students complete the paragraph illustrating what they learned about their topic.
Guide to Sources

There are many different ways to find sources when researching a topic. In addition to the library and Internet, you may want to consider some of the following options:

- Organizations that exist within your topic
- College departments
- Companies that exist within your topic
- Experts in your topic field
- Government offices
- State and local historical societies and museums
- Public libraries
- College and university libraries

One of the best sources of assistance available are the media specialists in libraries.

Primary Sources vs. Secondary Sources

Sources are only useful if you gain something from them. If you have a primary source but you can't read it or it doesn't really connect to your topic, then it is of no use to you.

Primary Sources

These sources have a direct relationship to your topic because they:

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

Examples of primary sources:

<table>
<thead>
<tr>
<th>Diaries</th>
<th>Autobiographies</th>
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<tbody>
<tr>
<td>Government records</td>
<td>Photographs</td>
</tr>
<tr>
<td>Interviews with participants</td>
<td>Manuscript collections</td>
</tr>
<tr>
<td>Newspapers of the era</td>
<td>Letters</td>
</tr>
<tr>
<td>Music of the era</td>
<td>Historical objects</td>
</tr>
</tbody>
</table>
Guide to Sources, cont.

Secondary Sources

These sources have an indirect relationship with your topic where the writer was not an eyewitness to or a participant in, the historic event.

Secondary sources are usually published books or articles by an author who makes a personal interpretation about a topic based on a primary source. Most library books are secondary sources, as are encyclopedias. Secondary sources are useful because they provide important background information about your topic. Often you will find primary sources listed in the bibliographies of secondary sources.

Secondary sources interpret primary source material and draw conclusions about the event. As a researcher, you want to interpret information yourself and draw your own conclusions. Recognize that one secondary source’s interpretation does not make it the correct interpretation.

Examples of Secondary Sources:

- Biographies
- Interviews with scholars
- Encyclopedias
- Books about the topic
- History textbooks
- Articles about the topic
- Media documentaries
Photo Analysis

Name: ___________________________ Date: ___________________________

Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects and activities in the photograph.

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<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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</table>
Photo Analysis, cont.

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Step 3. Questions

What questions does this photograph raise in your mind?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Written Document Analysis

Name: _____________________________________________  Date: ______________________

1. TYPE OF DOCUMENT (Check one):
   ____ Newspaper  ____ Map  ____ Advertisement
   ____ Letter  ____ Telegram  ____ Congressional Record
   ____ Memorandum  ____ Report  ____ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   ____ Interesting letterhead  ____ Notations
   ____ Handwritten  ____ “RECEIVED” stamp
   ____ Typed  ____ Other (describe)
   ____ Seals

3. DATE OF DOCUMENT:

   ________________________________________________

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

   ________________________________________________

   POSITION (TITLE):

   ________________________________________________

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN:

   ________________________________________________
Written Document Analysis, cont.

6. DOCUMENT INFORMATION (There are many possible ways to answer A – E.)

A. List three things the author said that you think are important:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

B. Why do you think this document was written?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

C. What evidence in the document helps you know why it was written? Quote from the document:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

D. List two things the document tells you about life at the time it was written:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

E. Write a question to the author that is left unanswered by the document:

_________________________________________________________________
Primary Source Final Paragraph

Student Name: ____________________________________ Date: _______________

Review the information about your History Day topic from the two primary sources you have just examined. Use that information to write a concluding paragraph about your topic. You will need a topic sentence and at least five facts.

In the space below, record the facts from the reading that relate to the main idea. Be as accurate and detailed as possible. The information you highlight will come in handy for this. You may want to go back to the reading to look for “perfect” sentences that say something so well you want to quote them. If so, write them down word-for-word and use quotation marks.

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LESSON IDEA SIX: THESIS STATEMENTS

Lesson Objectives

Students will identify characteristics of strong and weak thesis statements and then develop their own statements related to their History Day topics.

Resources / Tools

- The Thesis Statement
- Your Own Working Thesis Statement
- Evaluating a Peer’s Thesis Statement

You and your students brainstorm definitions of what a thesis statement is on the board using *The Thesis Statement* handout. Provide examples of both strong and weak statements for your students.

Next, have students brainstorm a working thesis statement for their project.

Students find a partner and critique each other’s statements, helping to make them more complete.

Finally, each student reads her working thesis statement to the class.

*Note: If your students are creating a group project, they will need to work together.*
The Thesis Statement

A thesis statement is a central thought that holds your entire National History Day (NHD) project together. Early in the research process we like to call this a working thesis; as you gather your information, this thought can, and probably should, evolve. By the time you present your NHD project, however, you need to have a concrete thesis that is supported by evidence and holds your project together.

Thesis = Topic + Theme + Impact. In other words, you are creating an argument that expresses your topic’s significance and demonstrates how the theme plays a central part as well as introducing your topic.

Sample Statements: Do’s and Don’ts

Don’t:
Martin Luther was born in 1483. He started the Reformation. *(Fact)*

Do:
Beginning in 1517, Martin Luther sparked widespread debate against Roman Catholic religious practices, especially the sale of indulgences, corruption, and the emphasis on salvation through good works. When diplomacy with the Papacy failed, Luther’s arguments succeeded in igniting a religious movement, creating a new sect of faith, and later bringing change to the Roman Catholic Church.

Don’t:
Indians fought over Alcatraz Island. Why do you think they would do that? *(Rhetorical)*

Do:
American Indians under the banner of “Indians of All Tribes” debated with government officials over political and social discrimination. In protest, the group reclaimed Alcatraz Island in 1969 as Indian land. Though the group’s primary goals failed to reach fruition through active diplomacy, protestors succeeded in spreading awareness to the American public and consequently ignited the modern American Indian Movement.
The Thesis Statement, cont.

Don’t:
Had the Continental Congress voted against the 3/5 Compromise, America could have avoided a Civil War. ("What if . . . ?” history cannot be supported with evidence.)

Do:
When members of the Constitutional Convention started laying the groundwork for a new American government in 1787, debate ensued over slaves and their place in a representative government based on population. The resulting 3/5 Compromise succeeded in ending the initial conflict, allowing the 13 states to move forward as a unified nation. However, by failing to come to a definitive conclusion over the issue of slavery, Constitutional framers established the United States of America with an unstable base that would continue to cause discontent until it exploded into civil war.

Don’t:
The 1960 presidential debate was the first to be shown on television and was really important. Want to know why? Read more below. (Fact / Rhetorical / Incomplete)

Do:
Senator John F. Kennedy’s ability to master television as a communication medium during the 1960 presidential debates helped secure him the presidency over Vice President Richard M. Nixon. Access to live, visual information succeeded in shifting viewers’ attention from the issues to more superficial attributes such as poise, appearance, and style, undermining the importance and long-standing tradition of open debate. Consequently, Kennedy’s victory marked a new era of political campaigning and changed the way voters understood and received their candidates.

Don’t:
Adolph Hitler was an evil man who killed a lot of Jews. (Opinion)

Do:
Following the “Great War,” Adolph Hitler blamed Germany’s downfall on the country’s Jewish population, causing discrimination, violent action, and a mass exodus of European Jewry. Various parties with social, political, and economic interests, including U. S. Secretary of the Interior Harold Ickes, initiated debate over immigration to the Alaskan Territory in 1938. The failure to reach a diplomatic compromise resulted in an end to negotiations which closed the opportunity for population growth in Alaska and leading to the death of many, such as the Jews of Neustadt, Germany who believed the United States last open frontier to be their only remaining hope for refuge.
Your Own Working Thesis Statement

Your Name: ________________________________________ Date: ________________

The Revolution:

____________________________________________________________________________

The Reaction:

____________________________________________________________________________

The Reform:

____________________________________________________________________________

What was the impact or significance?

____________________________________________________________________________

____________________________________________________________________________

What must be proven in order for this statement to be true?

____________________________________________________________________________

____________________________________________________________________________

What evidence is needed to support your claims?

____________________________________________________________________________

____________________________________________________________________________

Where might this evidence be found (consider documents, statements, opinions, and other sources)?

____________________________________________________________________________

____________________________________________________________________________
Evaluating a Peer’s Thesis Statement

Student Name: _____________________________________ Date: ______________

Whose thesis are you evaluating? ____________________________________________

1. What is the strongest, or best part, of their thesis statement?

   a. Why is it the best or strongest part?

2. What portion of the thesis statement needs work?

   a. Why and/or how does it need work?

3. If you had to rewrite their thesis statement in 1 to 3 sentences, what would it be?
LESSON IDEA SEVEN: ANNOTATED BIBLIOGRAPHIES

Lesson Description

Students will learn about annotated bibliographies and begin working on their own History Day annotated bibliography, including all sources that were helpful in their research and final project. Primary and secondary sources must be listed separately and students can use either MLA or Turabian style for their citations. Students must also provide a brief description as to how the source was useful in their research.

Prior to this lesson, students provide a secondary source, such as a book, that was helpful to their research so far.

Resources / Tools

Can You Annotate?
Compiling a Bibliography
Example of an Annotated Bibliography
Bibliography Reference Forms
Bibliography lesson sources
http://www.easybib.com
http://www.bibme.org
citationmachine.net

Decide which style students are to use, MLA or Turabian. Prior to the lesson, prepare a demonstration using a computer and projector, if possible, and one of the websites listed above. During the live demonstration, enter the information into the website and show the class how to get a sample bibliography entry. (You might use the class textbook as the source for the bibliography entry.)

Next, explain annotations. The handouts Compiling a Bibliography and Example of an Annotated Bibliography are very helpful to review annotations with the students. The Bibliography Reference Forms may also be used as an aid. You may decide they are mandatory assignments.

If computers are available, students may use the websites to create a proper bibliography entry and an annotation for their source. This assignment could then be reviewed and graded to evaluate the students’ understanding of annotated bibliographies.
Can You Annotate?

Student Name: _________________________________ Date: _______________________

Use the *Compiling a Bibliography* handout and the website that your teacher recommends to fill out this form and create a sample entry for an annotated bibliography.

First, circle the website your teacher wants you to use. Then, go to that website.

http://www.easybib.com
http://www.bibme.org
citationmachine.net

Next, use MLA or Turabian as requested by your teacher.

Then, use a secondary source that has been helpful in your research and enter the information into the website.

What type of source are you using? book magazine newspaper other

Once you have the bibliography entry on the computer screen, write it below exactly as it appears on the computer screen:

Now create the annotation by answering the following questions:

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

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

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

Keep a record of all sources and resources in a notebook or on index cards, which will save time later in developing your bibliography. Record the following information from each source, if applicable:

1. Title of book, magazine, newspaper, or document
2. Author(s) complete name(s), as listed on the source
3. Copyright date or date written
4. Date published for newspaper, magazine or other
5. Publisher
6. City where published
7. Name of person(s) interviewed
8. Date of interview
9. Page(s) actually used

Annotations

An annotation describes the source and what you learned, and evaluates that source. **It is very important that you provide an annotation for each source used.** The following questions may be helpful:

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

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

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

Citation Styles

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


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

The style must be consistent throughout your bibliography. Turabian was used to write the bibliography for this manual.
Example of an Annotated Bibliography

Primary Sources


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


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


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


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

Secondary Sources


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


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


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


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

Book Reference

Your name: ________________________________________________________________

Library number: ________________________ Author/Editor: ________________________

Title: ________________________________ City published: ________________________

Publishing Co.: ________________________ Year published: ________________________

Annotations: __________________________________________________________________
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____________________________________________________________________________

Book Reference

Your name: ________________________________________________________________

Library number: ________________________ Author/Editor: ________________________

Title: ________________________________ City published: ________________________

Publishing Co.: ________________________ Year published: ________________________

Annotations: __________________________________________________________________
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Bibliography Reference Forms

Periodical Reference (magazines, journals, other)

Your name: _____________________________________________________________

Library number: _________________________ Author: ___________________________

Title of article: ________________________ Name of Magazine: __________________

Pages used: ___________________________ Date published: _____________________

Annotations: ______________________________________________________________

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Periodical Reference (magazines, journals, other)

Your name: _____________________________________________________________

Library number: _________________________ Author: ___________________________

Title of article: ________________________ Name of Magazine: __________________

Pages used: ___________________________ Date published: _____________________

Annotations: ______________________________________________________________

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Bibliography Reference Forms

Newspaper Reference

Your name: ____________________________________________

Library number: ________________________ Title of article: __________________________

Author (if given): ________________ Name of Newspaper: _______________________

Pages used: ________________________ Date published: ________________________

Annotations: ____________________________

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Bibliography Reference Forms

Interview Reference

Your name: ____________________________________________

Person interviewed: ___________________ Title: ________________________

Permission to quote given? ___________ Date: ________________________

Annotations: ____________________________________________

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Interview Reference

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Person interviewed: ___________________ Title: ________________________

Permission to quote given? ___________ Date: ________________________

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Bibliography Reference Forms

Media Reference

Your name: ____________________________________________

Video number: ___________________________   Director: __________________________

Title of video/film: __________________________

Name of film company: ____________________     Date released: ______________________

Annotations: ______________________________________

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Media Reference

Your name: ____________________________________________

Video number: ___________________________   Director: __________________________

Title of video/film: __________________________

Name of film company: ____________________     Date released: ______________________

Annotations: ______________________________________

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Bibliography Reference Forms

Website Reference

Your name: ________________________________________________________________

Name of site: ____________________________  Title of article: ______________________

Author (if given): ________________________  Date published: _____________________

Web address: ______________________________  Date accessed: _____________________

Annotations: ______________________________

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Website Reference

Your name: ________________________________________________________________

Name of site: ____________________________  Title of article: ______________________

Author (if given): ________________________  Date published: _____________________

Web address: ______________________________  Date accessed: _____________________

Annotations: ______________________________

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LESSON IDEA EIGHT: WRITING A PROCESS PAPER

Lesson Description

Students will discuss process papers and create a rough draft of the research description portion and have it peer-edited. It will further their general writing skills as well as aid them in creating their Process Paper.

One of the final steps to any History Day project is to write a Process Paper. Students producing entries in the exhibit, documentary, website and performance categories* must also write a Process Paper. It is the first element that is scrutinized and evaluated in History Day competition. The paper introduces the topic, explains how the student developed her entry, and documents her research. It consists of a title page, a research description and an annotated bibliography.

Resources / Tools

Process Paper: A How-To
Process Paper Peer Review

Review the handout *Process Papers: A How To* with your students. Then, either assign the research description for homework or allow time in class to write, and possibly finish, it for homework.

On a designated day, students bring the first draft of their research description to class. The teacher should give each student a copy of the *Process Paper Peer Review* handout and explain its purpose to the class. Students then pair up, swap papers and read each other’s descriptions and, using the Process Paper Peer Review handout, give written feedback to their partners.

Towards the end of class, students should have a chance to read the feedback given to them. Either collect the handouts with the first drafts of their research descriptions or ask students to make needed corrections to their writing for homework. On another day, collect the first draft, the handout and the final draft of the process paper.

* The Research Paper category includes a title page and annotated bibliography. A research description is not required. For this assignment, you may require that all students complete a research description.
Process Paper: A How-To

The process paper must be typed on plain white paper and stapled in the top left corner. Assembly is in the following order: title page, research description, and annotated bibliography. Do NOT enclose the process paper in a cover or binder.

Title Page

The title page includes the title of the entry, name(s) of the student(s) who developed the entry, and the age division and category of the entry. Do NOT include any additional information or illustrations on the title page. A good title for your entry is important. It will quickly introduce your topic and help the viewer understand your point of view. Ideas from your theme ought to be considered for your title.

Research Description

The research description is not a summary of the topic. It is an essay of no more than 500 words explaining how you selected the topic, conducted your research, and developed your entry. It concludes with a paragraph describing how the topic fits this year’s theme and why it is important in history.

The research description must include the following four sections:

- how you chose your topic
- how you conducted your research
- how you selected your presentation category and created your project
- the historical impact of your topic and how your project relates to the History Day theme

Paragraph 1:
Introduce your topic in the first paragraph and explain the process for choosing it. Did you begin by researching a broader topic and then narrow to your current topic? What sparked your interest in the topic? Did you have a friend, family member, or teacher help you decide? Maybe you saw a television program on your topic? Did you learn about it in a current or previous history class?

Paragraph 2:
Explain how you conducted your research. What process did you use? Where did you go to find your sources? Did you visit a major library? Did you conduct any interviews? What sources were most useful? What problems did you encounter in your quest to find sources?

Paragraph 3:
How did you select your presentation category and what steps did you take to create your project? Why did you choose your category? How did you actually create your project and what materials did you use? Was there significant meaning behind any of the materials used (e.g., selection of a particular prop, choosing the color scheme for your exhibit, incorporating music from the era in your documentary)? What was the most enjoyable or frustrating part of creating your project?

Paragraph 4:
In your final paragraph, explain your thesis and how your project relates to the History Day theme for the year. What are the connections to the concepts of the theme? And, discuss the historical impact of your topic in this final paragraph.

Process Paper Examples

Examples of process papers:
http://www.nhd.org/CreatingEntry.htm
Process Paper Peer Review

Student Name: ________________________________  Date: ____________________

Whose paper are you editing? ____________________________________________

As you read your classmate’s research description, please answer the following questions thoroughly to give effective feedback AND to demonstrate your review skills.

Paragraph One:
1. Does the writer briefly introduce and explain her History Day topic in a few sentences?

2. Does the writer briefly explain her process for choosing this topic?

3. Please give one piece of constructive criticism for the writer. For example, is it too wordy, too brief, contains grammar or spelling errors, or are you left with questions.

Paragraph Two:
1. Does the writer adequately explain how the research was conducted? For instance, are the following questions addressed: Where did you go to find your sources? Did you visit a major library? Did you conduct any interviews? What sources were most useful? What problems did you encounter in your quest to find sources?

2. Please give one piece of constructive criticism for the writer related to this paragraph.
Process Paper Peer Review, cont.

Paragraph Three:
1. Does the writer address the following questions:
   a. Why did you choose the category that you did?
   b. How did you actually create your project and what materials did you use?
   c. Was there significant meaning behind any of the materials used (e.g., selection of a particular prop, choosing the color scheme for your exhibit, incorporating music from the era in your documentary)?
   d. What was the most enjoyable or frustrating part of creating your project?

2. Please give one way that this paragraph could be improved or made more complete. For example, is more information needed or did the writer spend too much time on one aspect of the project?

Paragraph Four:
1. After reading this paragraph, do you know what the writer’s thesis statement is for their History Day project?
   a. Please write down what you think their thesis statement is.

2. Does the writer explain how her project relates to this year’s History Day theme?

3. Does the writer elaborate on the historical impact or importance of the topic?

4. Please give one piece of constructive criticism that the writer can use to make this a more successful paragraph.
Appendix:

Completing the Entry
Completing the Entry - Exhibit

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


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

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

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

Event checklist

1. Four copies of process paper for event.
2. Title page lists name, grade, category, division. (No school or teacher names.)
3. Annotated bibliography.
4. Prepare an emergency kit for the event. Include tape, pens, glue, extra copies of paper, extension cord, light bulbs, etc.
5. Prepare cover for the project to protect it while transporting it to the event.
Completing the Entry - Documentary

Documentary entries are ten minute movies that are usually created using movie-making software on a computer. A DVD player and screen will be provided at contests. All other equipment must be provided by students. Be sure to check and understand the rules concerning the use of media equipment by students. See the Rule Book for exact rules at:


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

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

<table>
<thead>
<tr>
<th>Item to be completed</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a tentative script, outline or storyboard for the presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Decide on location shots, interviews, still pictures from books, magazines and other.</td>
<td></td>
</tr>
<tr>
<td>3. Learn to use computer movie program.</td>
<td></td>
</tr>
<tr>
<td>4. Assemble images and video.</td>
<td></td>
</tr>
<tr>
<td>5. Write script first, and then match visual scenes to script.</td>
<td></td>
</tr>
<tr>
<td>6. Record script (may include music and sound effects).</td>
<td></td>
</tr>
<tr>
<td>7. Synchronize script with music and visuals.</td>
<td></td>
</tr>
<tr>
<td>8. Check entry for compliance with all History Day rules.</td>
<td></td>
</tr>
</tbody>
</table>

Event checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four copies of process paper for event.</td>
<td></td>
</tr>
<tr>
<td>2. Title page lists name, grade, category, division. (No school or teacher names.)</td>
<td></td>
</tr>
<tr>
<td>3. Annotated bibliography.</td>
<td></td>
</tr>
<tr>
<td>4. Prepare an emergency kit for the event. Include extra copy of paper, extra carousel for slides, spare video tape, spare sound tape, spare DVD, extension cords and any other materials that may break or not work.</td>
<td></td>
</tr>
</tbody>
</table>
**Completing the Entry - Performance**

Performances are dramas depicting an event, person or place. These dramas are written, directed and acted by the group members or individual performer. They may be up to ten minutes long, with five minutes allowed to set up and tear down. See the Rule Book for exact rules at:


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

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

<table>
<thead>
<tr>
<th>Item to be completed</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a tentative script or outline of presentation. Include characters, times,</td>
<td></td>
</tr>
<tr>
<td>location, thesis statement, supporting ideas and conclusion.</td>
<td></td>
</tr>
<tr>
<td>2. Prepare costumes to reflect the time, mood, theme and place.</td>
<td></td>
</tr>
<tr>
<td>3. Prepare setting / scenery.</td>
<td></td>
</tr>
<tr>
<td>4. Write dialogue using story outline.</td>
<td></td>
</tr>
<tr>
<td>5. Block performance to go with setting and script.</td>
<td></td>
</tr>
<tr>
<td>6. Write final draft of script.</td>
<td></td>
</tr>
<tr>
<td>7. Videotape performance to critique entry. (A good suggestion.)</td>
<td></td>
</tr>
</tbody>
</table>

**Event checklist**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four copies of process paper for event.</td>
<td></td>
</tr>
<tr>
<td>2. Title page lists name, grade, category, division. (No school or teacher names.)</td>
<td></td>
</tr>
<tr>
<td>3. Annotated bibliography.</td>
<td></td>
</tr>
<tr>
<td>4. Prepare an emergency kit for the event. Include spare script, items that may be needed to repair the set, extension cords, safety pins for ripped costumes, thread and back-ups for any breakable items.</td>
<td></td>
</tr>
</tbody>
</table>
Completing the Entry - Website

The website category is the most interactive of all NHD categories. Therefore, a website should reflect your ability to use web design software and computer technology to communicate the topic’s significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual (photographs, maps, music, etc.) descriptions, interpretations and sources to engage and inform viewers. To construct a website project, you must be able to operate and have access to the Internet, appropriate software and equipment. See the Rule Book for exact rules at:


Website entries must be no larger than 100 MB and must be developed using the tools on the NHD Web Portal. Website entries must be entirely online, even during the construction process because entries are judged in this online environment.

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

<table>
<thead>
<tr>
<th>Criteria for Website</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Website entries contain no more than 1200 visible, student composed words.</td>
<td></td>
</tr>
<tr>
<td>2. Websites use no more than 100 MB of space.</td>
<td></td>
</tr>
<tr>
<td>3. One page serves as the “home page” and consists of: names of participants, entry title, division and main menu.</td>
<td></td>
</tr>
<tr>
<td>4. All pages must be interconnected with hyperlinks.</td>
<td></td>
</tr>
<tr>
<td>5. Each multimedia clip must last no more than 45 seconds. You may record quotes and other primary sources. You may NOT narrate your own composition other than explanatory material.</td>
<td></td>
</tr>
<tr>
<td>6. All multimedia must be stored within the site; you may NOT use embedded material from other sites.</td>
<td></td>
</tr>
<tr>
<td>7. If you use specific software such as QuickTime, you must provide on the same page a link to the Internet site where the software is available as a free, secure and legal download.</td>
<td></td>
</tr>
<tr>
<td>8. The annotated bibliography and process paper must be included as an integrated part of the website. (This does not count towards the 1200 word limit.)</td>
<td></td>
</tr>
<tr>
<td>9. The content and appearance of the page CANNOT change when the page is refreshed in the browser.</td>
<td></td>
</tr>
<tr>
<td>10. The site must be viewable in a recent version of a standard web browser (Internet Explorer, Firefox).</td>
<td></td>
</tr>
<tr>
<td>11. Entries may NOT link to live or external sites, except to direct viewers to software plug-ins.</td>
<td></td>
</tr>
<tr>
<td>12. You must submit the URL for the site by the established deadline.</td>
<td></td>
</tr>
</tbody>
</table>
Completing the Entry - Paper

Historical papers must be typed (double-spaced) and be between 1500 and 2500 words. Notes, annotated bibliography, illustrated captions and supplemental appendix material does NOT count in that total. The paper must be footnoted (or use endnotes). See the Rule Book for exact rules at:


Historical papers are due at the Old State House three weeks before state History Day so that they may be judged. Check with the History Day coordinator for the date papers are due.

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

<table>
<thead>
<tr>
<th>Item to be completed</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Note cards from primary and secondary sources.</td>
<td></td>
</tr>
<tr>
<td>2. Develop outline.</td>
<td></td>
</tr>
<tr>
<td>3. Rough draft of paper, including: interesting title, diagrams, charts or documents footnoted, and appendix.</td>
<td></td>
</tr>
<tr>
<td>4. Final draft of paper.</td>
<td></td>
</tr>
<tr>
<td>5. Rough draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>6. Final draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>7. Paper checked for proper margins and rules compliance.</td>
<td></td>
</tr>
<tr>
<td>8. Paper and bibliography proofread.</td>
<td></td>
</tr>
</tbody>
</table>

Event checklist

1. Four copies of paper and bibliography mailed to the Old State House.
2. Title page lists name, grade, category, division. (No school or teacher names.)
3. Annotated bibliography.