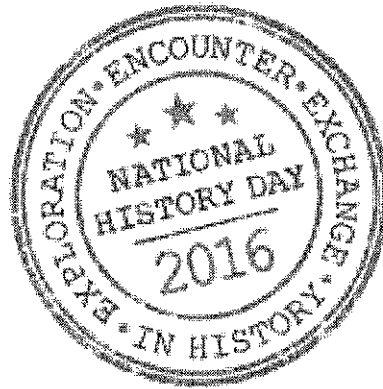


Introducing



NATIONAL HISTORY DAY!

Almost everything you need to know
to get started on your History Day adventure

Chris Shelnett
8th Grade Georgia History
St. Luke School

Adapted from Tim Hoogland, coordinator, National
History Day in Minnesota

What is National History Day?

- A long term project
- A chance to really dig deeply into a topic you are interested in
- You will choose a topic that fits this year's theme, *Exploration, Encounter, Exchange in History* and also relates to Georgia history
- Research – Research – Research
- Choose how to present your newfound expertise – Website, Documentary, Exhibit, Historical Paper, or Performance
- Present your project to your classmates and other St. Luke students
- A chance to compete in Regional, State, and National Competitions with your project

Table of Contents

Research

Research is the most important part of creating a History Day entry.

History Day Theme	4
Selecting a Topic	5
Narrowing Topic.....	6
Worksheet: Narrowing Funnel.....	6
Finalizing Your Choice	7
Group Size.....	8
Finding Information	9-11
Primary and Secondary Sources	12
Finding Sources	13-14
Research Questions	15
Worksheet: Research Questions	15
Worksheet: Research Strategy	16

Analysis

Once you've located your materials, it's time to figure out what it all means.

Analysis Overview	17
Worksheet: Thesis Statements	18
Worksheet: Historical Context	19

Presentation

Once you have completed your research you need to design an effective entry for your category.

Choosing a Category20
History Day Rulebook	20
Category: Exhibit.....	21-24
Worksheet: Planning Your Exhibit.....	25
Category: Documentary.....	26
Worksheet: Documentary Organization.....	27
Category: Performance.....	28
Worksheet: Performance Planning	29
Category: Website	30-31
Worksheet: Website Organization	32
Category: Research Paper	33
Process Papers and Bibliographies.....	34

PART ONE

RESEARCH

The Annual History Day Theme

Each year National History Day selects a theme. Every student who participates in History Day has to pick a topic connected to this theme. Themes are designed to be very broad. You can pick topics connected to local, state, national, or world history. **Why do we need a theme?** The theme unites all History Day students around the country and world. The annual theme will also help you to see the connections between your topic and bigger issues in history. Your History Day project will be about more than dates and facts. It will be about the historical significance of your topic.



National History Day 2016: Exploration, Encounter, Exchange in History

This year students will examine topics connected to exploration, encounter and/or exchange. You will see that topics in many different areas of history will have connections to these ideas, from ancient to modern, from local to world history. Remember: You are not required to discuss all three theme words (exploration, encounter, and exchange) in your project. You should, however, look for connections to all three ideas and discuss them in your project if they connect to your topic in a

meaningful way. **Your topic must connect to at least one of these theme word and you should try to include this word in your thesis statement.**

Definitions

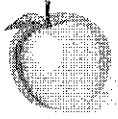
Before looking for topics, take a closer look at the definitions of key words, provided in the National History Day 2016 theme sheet:

- **Exploration** is when someone goes out seeking something, and usually not by accident.
- **Encounter** is a coming together of two or more things, ideas, or people. Something happens because of an encounter.
- **Exchange** is to give and receive. An exchange could include intangible items, such as ideas, or physical items such as people, money, or objects.

How are these ideas connected?

To pick a good topic for this year's theme, go beyond just the topics you think of first, like the explorers Christopher Columbus or Lewis Clark. Be creative as you look for the many ways that these words work together to help you understand your topic.

- **Exploration** can take place in many different areas of history, from physically exploring a new place to understanding a new concept in science.
- In exploring new ideas or places, historical figures have come into contact, or **encountered**, both they physical (such as groups of people or a geographic feature) but also encountered the intangible, such as ideas or challenges.
- Both exploration and encounter will naturally result in **exchange**, as the historical figures involved interact and have an impact on each other. This exchange could be physical items, such as money or goods, but it could also result in an exchange of ideas, beliefs, or customs.



Deciding on a “peach” of a topic!

Selecting a Topic

The key to an effective History Day entry is the combination of a good topic with good sources. Here are some questions to think about when you select a topic to research:

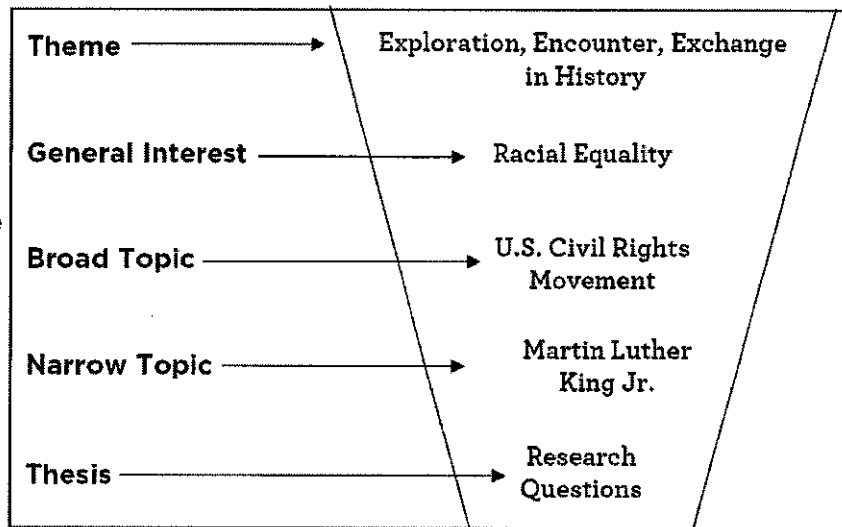
- Does it fit the theme for the year?
- Does the topic interest you? (Remember, you will spend a lot of time researching this topic.)
- Can you find sources to document the topic?
- Why is this topic important in history? (What will people learn from your presentation?)
 - Read the History Day theme you have in your binder. This will help you identify what the annual theme is and how topics might connect to this theme. Your topic **must** relate directly to this theme.
 - Review the list of suggested topics in your binder. Your topic must have a Georgia connection. Pick out several that interest you. If you have another Georgia related idea that is not on the list, please see me.

NARROWING YOUR TOPIC

Once you know your interest, the next step is to narrow your general ideas into a more focused topic. **Why?** History Day projects aren't huge. If you pick a topic that's too big, you're not going to have enough space or time to include all the information you want in your project.

Consider this example. Your group is interested in **racial equality movements**, but realizes that this topic needs to be narrowed down. Because it is an election year you decide to research "**U.S. Civil Rights Movement.**" However, this topic is still too broad. You have not defined the "where" and "when" for your study.

At this point one of your group members decided it would be best to focus on Martin Luther King Jr.'s involvement on Civil Rights in the United States. After doing some research, you find out that this happened in the mid-1960's and that Martin Luther King Jr. was a major leader of the movement. Your group decides to focus on **Martin Luther King Jr.'s** impact on Civil Rights.



Your narrowing won't stop there. As you dig into this topic you will come up with **research questions** to address. How did Martin Luther King Jr. become a leader for Civil Rights in the United States? How did his leadership style differ from other leaders? How does this topic fit the History Day theme?

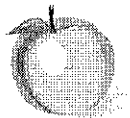
WORKSHEET: THE TOPIC NARROWING FUNNEL
 Using the funnels below, try narrowing down two of your general interests into more focused topics.

Exploration, Encounter, Exchange in History

Exploration, Encounter, Exchange in History

Finalizing Your Topic Choice

1. Complete the History Day Topic Search assignment. This is a preliminary search on 3 possible topics.
2. Complete the Initial Proposal and Research assignment. Use the following information in your research.



Choose a topic you love! You'll be spending a lot of time on it!

WORKING ON YOUR OWN OR IN A GROUP

Working On Your Own

There are some advantages to taking your History Day journey on your own. Working alone is less complicated and presents fewer potential distractions than you might encounter in a group. There is no confusion over who is responsible for meeting deadlines. With no one else to depend on, the success or failure of your History Day project is your own.

Working in a Group

Becoming part of a group has some distinct advantages. You and your fellow group members can share the work. Each member will bring a different set of skills and interests to the group. From deciding who will do what and agreeing on the interpretation of your research, to big-picture design decisions, your History Day journey will be one of compromise.

Be careful when choosing your group members. Remember, working with your best friend is not always the best idea. When selecting group members, ask yourself the following questions:

- What type of people do I like to work with?
- What skills will each group member bring to the project?
- What qualities make someone a good group member?
- What traits in people do I want to avoid when picking my partners?
- If you need to work outside of class, will you be able to get together?

WORKSHEET: CATEGORY AND GROUP CHOICES

Use this worksheet to explain your choices about category and working alone or in a group.

1. Which category do you want to select? _____

2. Why is this the best category for you and your topic? _____

3. Do you plan on working individually or in a group? (Circle one) Individually Group

4. Fill out the questions below for whichever group size that you plan on selecting for History Day.

Working Alone

A. What will be some of your responsibilities if you work alone?

Working in a Group

A. What will be some of the challenges you face when you work in a group?

B. Why is working alone the best choice for you?

B. Why is working in a group the best choice for you?

Finding and organizing Information

Research Strategy

As you start to gather information it is important to have a **research strategy**. A good research strategy has two parts:

1. Finding sources of information

Textbooks, the Internet, encyclopedias, and other books you can find in your school library are a great place to start. Other sources of information may include city and college libraries, historical societies, national or local archives, and interviews.

2. Keeping track of notes and sources

Information is only valuable if you can record it and use it later. One way to organize your research is to use note cards. Use one set of cards to record **notes and quotes** that you find in your sources. Use another set of cards to record the information about your sources that you will need for your **annotated bibliography**.

You can buy index cards at office supply stores or discount stores. Look for the large cards (5 inches x 8 inches) that have lines for writing. You can buy more than one color to help keep your cards organized.

Sample Note Cards

Here are examples of index cards for a bibliographic entry and research notes about a women's rights crusader from Minnesota named Clara Ueland.

Bibliography

Secondary Source

Book

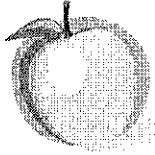
**Gilman, Rhoda R. Northern Lights: The Story of Minnesota's Past.
St. Paul: Minnesota Historical Society Press, 1989.**

This book contained a profile of Clara Ueland and her efforts to win voting rights for women. It also described the history of the suffrage movement in Minnesota. Illustrations in this book included a picture of Clara Ueland, a suffrage poster, and a picture of women voting for the first time in 1920.

Important Pages: 171-175

Figure 1: Bibliography Card

Once you have copied down the important information about your source, you can begin to take notes. Get a new card and write a brief description of the information on the top. Write the source and page number for these notes in the upper right hand corner. In order to avoid **plagiarism**, make sure you note when you have copied down the author's words exactly. In most of your notes you will **paraphrase** the author's text. This means you will write down a short summary of the author's ideas in your own words.



Stay organized by
color-coding your note
cards!

☞ Use one color for bibliography cards, another for note cards, and a third (usually red) to keep track of great ideas or really important quotations.

Clara Ueland's early career and suffrage ideas

Gilman, P. 172

Clara Hampson Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

“For years women had said that it was only fair for them to help to make the laws that they had to obey.” (Gilman)

As president of the Minnesota Woman Suffrage Association in 1914, Clara Ueland declared that, “Mothers, from the beginning, have been the force that makes for better homes and higher civilization. This concern for home should be expressed in government.” (Clara Ueland)

Figure 2: Note Card

Research Sources

When historians study a topic they try to gather a wide variety of **sources** during their research. Historians use sources like a lawyer uses evidence – they both need information to "make their case." But not all sources are the same.

Historians classify their sources in two categories: **Primary** and **Secondary**. History Day participants are asked to separate their bibliographies into primary and secondary sources as well. The following descriptions should help you decide how to classify your sources.

Secondary Sources

Secondary sources are usually published books or articles by an author who makes a personal interpretation about a topic based on primary sources. **The writer is not an eyewitness to, or a participant in, the historic event.** Most library books are secondary sources, as are encyclopedias and websites. Secondary sources are useful because they provide important background information about your topic. The footnotes and bibliographies of secondary sources will also lead you to primary sources.

Another thing to remember is that the "facts" of history can be interpreted many ways. Many secondary sources will present different ideas about the same topic. Just because someone has written a book does not mean that his or her interpretation is the only correct view. Use your research to draw your own conclusions.

Examples of secondary sources:

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

Primary Sources

Primary sources are materials directly related to a topic by time or participation. **They provide a first-hand account about a person or an event because they:**

- ☞ Were written or produced in the time period you are studying.
- ☞ Are eyewitness accounts of historic events.
- ☞ Are documents published at the time of specific historic events.
- ☞ Are later recollections by participants in historic events.

Examples of primary sources include:

- Diaries
- Manuscript collections
- Interviews with participants
- Autobiographies
- Newspapers from the era
- Historic objects
- Government records
- Letters
- Photographs
- Original film footage
- Music of the era

Finding Sources

The best place to begin your search for sources on your topic is in your school or local library. An encyclopedia is a good place to find basic information about your topic, and the articles usually list books for further reading. Searching the Internet may also lead to some primary and secondary sources. It is important to find other sources of information and not depend exclusively on encyclopedias and the Internet. One of the best resources for finding information on your topic is a **LIBRARIAN or MEDIA SPECIALIST**. Librarians and media specialists are professional information-gatherers and are very helpful in suggesting ways to go about your research.

You will also discover that the first few books you find will also help you in your search. Books containing footnotes or a bibliography can provide you with listings of many other sources, both primary and secondary, relating to your topic. Be sure to write these listings down in a notebook so that you can try to find them later.

Once you have collected the basic information and sources on your topic, you may want to try to locate some unique sources. At this stage in your research you will be looking for primary sources. Here are some places to go:

Municipal, County or College Libraries

Municipal, county and college libraries have many more resources than school libraries. These libraries are especially helpful because they have primary sources (such as old newspapers) on microfilm that you can use there or make copies to take with you. If you cannot check out books, be sure to bring money for copying!

Get started at the Lagrange College NHD mentoring page.

<http://www.lagrange.edu/academics/history/nhd/students.html>

Historical Societies

If your topic is on Georgia history, a historical society may be helpful. State and local historical societies specialize in collecting information about Georgia and local communities. Letters, diaries, photographs and documents are examples of the many materials available for your research. There may be special rules on how you may use these materials. It is best to check the historical society's website first to learn if the society's collections include information about your topic and to understand the rules for using the collections.

Interviews

If people connected to your topic are still living, you can conduct oral history interviews with them. Contact your interview subject to set up a time and place to meet. Write your questions in advance and be prepared to take notes or record the interview. If you cannot meet in person you can send them questions in the mail, by e-mail or over the phone. (Your teacher will give you a handout about finding, contacting, and interviewing subjects.)

Using the World Wide Web for History Day Research

The Internet is an extraordinary resource for research of all kinds – including History Day. The Internet provides several advantages to web-savvy students, but it is not the answer to all your History Day research challenges. A good place to start your online research is the links page of the Lagrange College NHD mentoring website:

<http://www.lagrange.edu/academics/history/nhd/students.html>

What the Internet can do for you...

- ☞ Along with reference books at your school library, the Internet is a great place to start your research. Use Internet searches to find basic information about your topic – or even to help you narrow down a topic.
- ☞ The Internet can even make your research trips to libraries more efficient! Because many libraries provide online access to their catalogs, you can save valuable research time at the library by finding the library's available resources before you go.
- ☞ There are a growing number of sites that provide web access to primary sources. Once you narrow your topic, check to see if there are any primary sources available online.

Caution! Caution! Caution!

- ☞ Beware of questionable Internet sites– remember, anyone can post information on the web! A site hosted by the Library of Congress is more likely to have accurate information than a site hosted by “Jane the Civil War buff.” Evaluate the authenticity of Internet sites just as you would other types of sources.
- ☞ Only a small percentage of source material is available on the Internet. Online research should be done in combination with more traditional historical research, not instead of it.

RESEARCH QUESTIONS

Successful research involves more than just finding all the information out there about a topic. You will never be able to find—or read—all this information. Having a narrow topic will help you to keep their projects to a manageable size, but you can focus your research and project even more by developing research questions.

Writing Research Questions

Good historical research questions will allow you to investigate 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 or actions affect future choices? What has changed?

- **Research questions are different than information-seeking questions.** Information-seeking questions help you to understand the basic facts about your topic. When was the 19th amendment passed? Who was the first president of the United States? How does a bill become a law? You will likely answer these questions just by reading an encyclopedia article about your topic.

WORKSHEET: WRITING RESEARCH QUESTIONS

Brainstorm a variety of questions about your topic. Try selecting the most interesting two or three questions to guide your research.

Category	Sample: Rosa Parks	Your Topic
Cause and Effect What were the causes of past events? What were the effects?	Why did the city of Montgomery have these policies? Why did Rosa Parks and others decide that it was a good time to take a stand? What impact did the bus boycott have in and beyond Montgomery?	
Through their Eyes How did people in the past view their world?	What motivated Rosa Parks to take a stand against segregation? What were the motivations of city officials in Montgomery for arresting her?	
Change and Continuity What has changed? What has remained the same?	How did the city of Montgomery and government policy change during the course of the Civil Rights Movement?	
Turning Points How did past decisions or actions affect future choices?	How was the Montgomery Bus Boycott a turning point in the Civil Rights Movement? How were things different in Montgomery and the Civil Rights Movement after this event?	

Question categories adapted from "Thinking Like a Historian," by Bobbie Malone and Nikki Mandell, published by the Wisconsin Historical Society.

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 words will help you to search for information. Remember to check spelling!

2. What types of secondary sources might exist about your topic? From the list below, circle the types of sources you think you could find about your topic.

- | | | |
|------------------------|-------------------|--------------|
| Book | Media documentary | Encyclopedia |
| History textbook | Biography | Website |
| Interview with scholar | | |

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

- | | | |
|----------------------------|-----------------------|--------------------------------|
| Diary | Manuscript collection | Government records |
| Interview with participant | Autobiography | Newspaper from the time period |
| Original film footage | Music of the period | Photographs |
| Historic objects | 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 of the following you plan on using for your research.

- | | | |
|----------------|----------------------|----------|
| School Library | Public/Local Library | Internet |
|----------------|----------------------|----------|

C. What other places can you go? Brainstorm nearby college or university libraries and list below.

D. Is there a Research Roundup you could attend? Check <http://www.lagrange.edu/academics/history/nhd/students.html> If so, write the date.

PART TWO

ANALYSIS

Now that you've done your research, it's time to figure out what it all means. In this phase of History Day, you are going to be making an argument about the significance of your topic in history. This argument, also called your thesis statement, is the central focus of your entire History Day project!

Thesis Statements

Your thesis statement is the essential element of your History Day project. It will be the centerpiece of any project. It should be clearly included in your website or exhibit. Your thesis should be woven into the beginning and the end of your performance or documentary script. The thesis should make an appearance within the first two paragraphs of a research paper.

Using your thesis as a guide, you will decide what information you need to include in the rest of your project as supporting information and evidence. Everything you include in your project should directly support to your thesis.

Writing a thesis statement can be hard work. You should go through several drafts of your thesis. Don't expect it to be perfect the first time. The worksheet on the following page will give you a few ideas about how to get started.

Remember when we talked about **research questions**? They can also come in handy when writing your thesis statement. The answer to well-written research questions can form the basis for a good thesis statement. Check out the example below about Rosa Parks.

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 initiated a non-violent encounter with segregation by refusing to give up her bus seat to a white passenger in Montgomery, Alabama. Her arrest allowed Dr. Martin Luther King, Jr., to explore non-violent protest strategies during the 381 day bus boycott, which put him in the national spotlight as a civil rights leader.

Remember Your Theme Connection



As you are thinking about developing your thesis statement, it's important to revisit your theme connection. The strongest History Day projects will weave the central ideas of the theme into the thesis as well as the project itself.

You are not required to discuss all three theme words (exploration, encounter, and exchange) in your project. You should, however, look for connections to all three ideas and discuss them in your project if they connect to your topic in a meaningful way. **Your topic must connect to at least one of these theme word and you should try to include this word in your thesis statement.**

Historical Context

Nothing in history happened in isolation. Every topic was influenced by people, ideas, or events that came before it. The impacts of every topic went on to influence other people, ideas, and events. This relationship of a topic to the environment surrounding it is called **historical context**.

In order to have a full understanding of your topic, you have to investigate its historical context. The chart on page 13 gives you some guiding questions to help figure this out.

WORKSHEET: THESIS STATEMENTS

SAMPLE TOPIC: Rosa Parks and the Montgomery Bus Boycott

WHO: Who was involved? Who was affected? Rosa Parks, Citizens in Montgomery, Civil Rights Movement leaders, Montgomery's government officials

WHAT: What happened? Rosa Parks refused to give up her bus seat to a white passenger, which violated a law enforcing segregation on Montgomery city buses. She was arrested and went to jail. Civil rights leaders, including Martin Luther King, Jr., organized a boycott of buses and challenged the law as unconstitutional.

WHERE: Where was/were the place(s) it took place? Montgomery, Alabama

WHEN: When did it happen? How long of a time period was it? Rosa Parks was arrested on December 1, 1955. The boycott started on December 5 and lasted for 381 days.

WHY: Why did it happen? What caused it? Civil Rights Movement leaders wanted to overturn segregation laws. Rosa Parks attended training for non-violent protest at the Highlander Folk School.

WHY: Why is it important? What were the outcomes? The boycott forced change in Montgomery and succeeded in overturning the law requiring segregation on public transportation. This success inspired other Civil Rights Movement protests and helped Martin Luther King, Jr. develop nonviolent strategies to fight segregation.

THEME CONNECTION: Exploration, Encounter, Exchange in History What meaningful connections have you found between your topic and any of the three elements of this year's theme?

- **Exploration:** Parks explored a new form of non-violent protest by refusing to give up her bus seat for a white passenger, which sparked a successful boycott of the bus system.
- **Encounter:** Rosa Parks deliberately encountered segregation enforced under the Jim Crow laws while riding a bus in Montgomery.
- **Exchange:** The idea of non-violent protest was exchanged nationwide from the Montgomery Bus Boycott to other parts of the Civil Rights Movement.

Put it all together into a thesis statement.

In 1955, Rosa Parks initiated a non-violent encounter with segregation by refusing to give up her bus seat to a white passenger in Montgomery, Alabama. Her arrest allowed Dr. Martin Luther King, Jr., to explore non-violent protest strategies during the 381 day bus boycott, which put him in the national spotlight as a civil rights leader.

TOPIC: _____

WHO: Who was involved? Who was affected?

WHAT: What happened? What was the main event?

WHERE: Where was/were the place(s) it took place?

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

WHY: Why did it happen? What caused it?

WHY: Why is it important? What were outcomes?

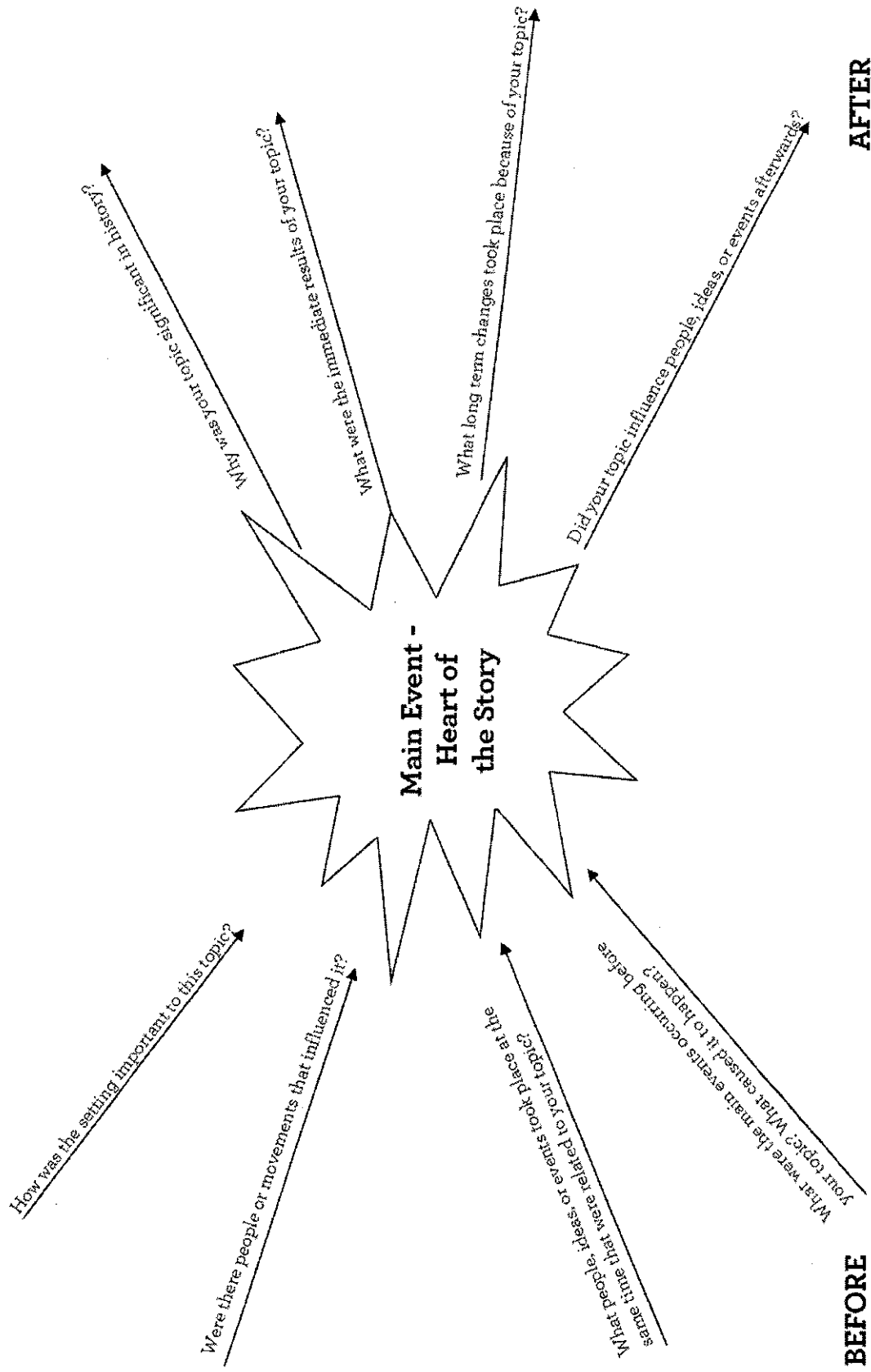
THEME CONNECTION: Exploration, Encounter, Exchange in History What meaningful connections have you found between your topic and any of the three elements of this year's theme?

- **Exploration:**
- **Encounter:**
- **Exchange:**

Put it all together into a thesis statement.

WORKSHEET: HISTORICAL CONTEXT

Historical context means understanding how your topic influenced and was influenced by other people, events, and ideas. When you think about historical context, you have to consider what happened both before and after the main events of your topic.



Part Three

Presentation

The third part of this guide offers suggestions on how to present your research in one of the following History Day categories:

☞ 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. 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 contest entries.

Choosing a Category

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

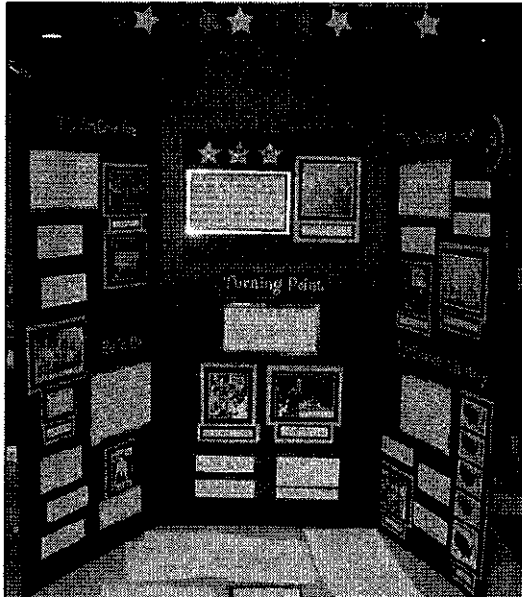
- Which category best fits your interests and skills (or the talents of group members)?
- Will you have access to the equipment or materials you need to present your entry? (This is especially important for documentaries and websites!)
- Does your research fit one category better than another? (For example,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

Once you have selected a category, try to look at examples created by other students. 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/academics/history/nhd/students.html> and click on the rulebook link.

CATEGORY: EXHIBIT



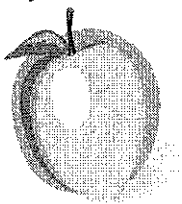
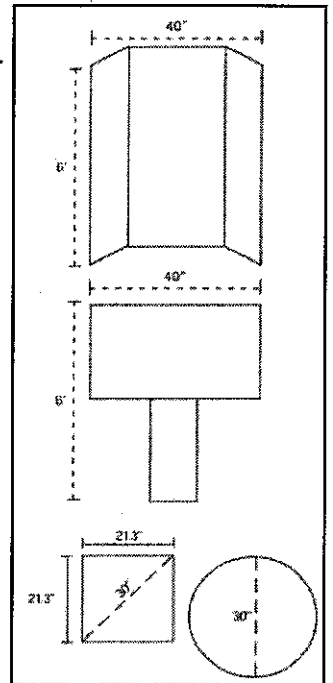
Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

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, these do **not** count towards your word limit. If you use a media device, you are limited to three minutes of audio or video.



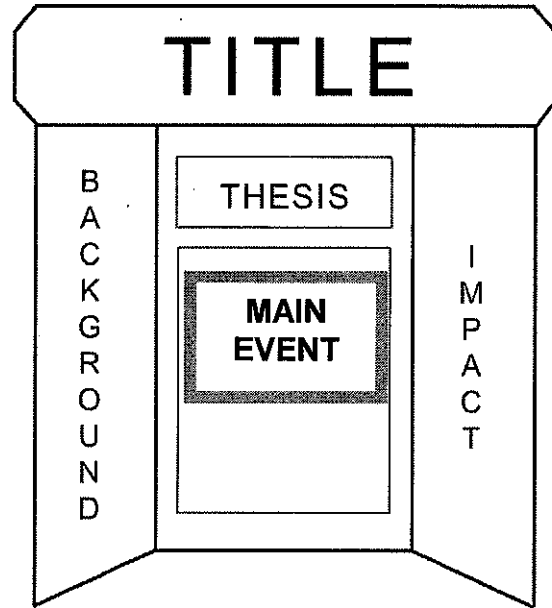
Visiting a museum will
help you get ideas for
creating your History
Day Exhibit

Common Exhibit Types

Three-panel Exhibit

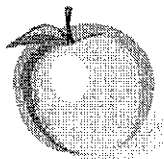
The most common form of exhibit entry is a three-panel display similar to the illustration at right. This style is the least complicated to design and build, but is still a very effective way to present your information. Here are some tips for this style:

- Be sure your title is the main focus of the center panel.
- Also use the center panel to present your main ideas.
- Remember that you read from left to right, so your exhibit should be in chronological 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.

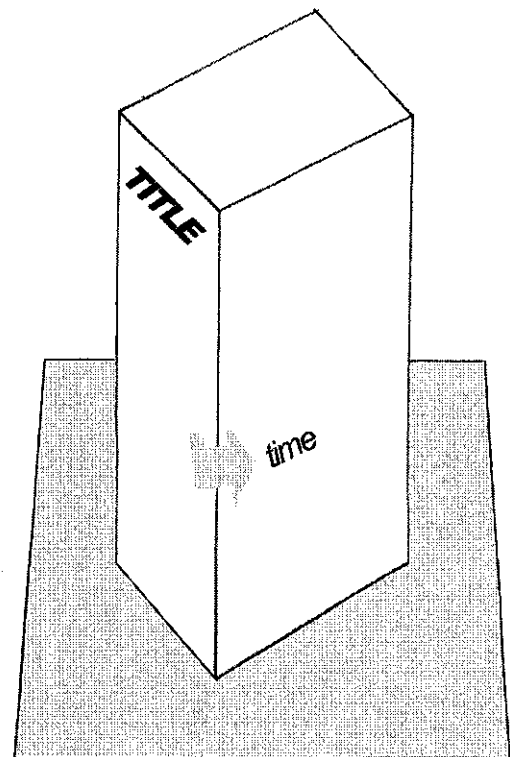


Three-dimensional Exhibit

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.



Be sure to design your exhibit so people know where to begin reading.

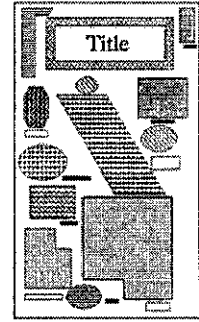


Planning Your Exhibit

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 this, there's too much stuff!



Plot it Out 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 B4, pages 24-25)

- 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 **credit** is **required** 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 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.

Labeling

The labels you use for your title and main ideas are very important because they direct the viewer's eye around your exhibit.

One way to make your labels stand out is to have the writing on a light-colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Black lettering makes your labels easier to read. Photographs and written materials will also stand out more for the viewer if you put them on backgrounds as well.

Make sure the font size increases as you move from text, to subtitles, to main titles!

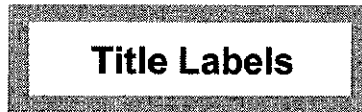
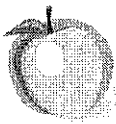


Exhibit Design

Although you will be able to answer questions about your exhibit during the initial judging, a successful exhibit entry must be able to explain itself. 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.

It is always tempting to try to get as much onto your panel boards as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your project boards. Clarity and organization are the most important goals for a project.



*Sometimes "less is more" for
an effective exhibit design!*

WORKSHEET: PLANNING YOUR EXHIBIT

Plan out what ideas you want to include in each section. Be sure to come up with creative titles for each section on your exhibit.

TITLE

Background

Put your topic into historical context.

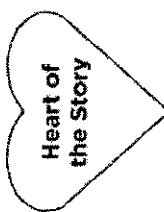
- What was taking place before or at the same time as your topic that have influenced it?
- What outside people, ideas, or events were going on to influence your topic?
- What other information does your viewer need to know to understand the background of your topic?

Build-Up

Give more specific information related to your topic than the "background" section. You can also think of this as "**the spark**" that set the main event into action.

- Who are the main players and what are they doing to prepare for the main events of your topic?
- What are the events leading up to the main event(s)?
- What was life like before the main event(s) of your topic?

THESIS



Heart of the Story

The "Heart of the Story" or "Main Events" describe the key details of your topic.

- Give the major details about the main event(s) in your topic. What actually happened?
- Include specific details about the most critical people and events related to your topic.
- This section generally covers a smaller time period (several months to several years).

Short-Term Impact

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

- What are some of the reactions to the main event, shortly after it happened? Be sure to consider both positive and negative reactions.
- Did anything change right away? New laws? New ways of thinking?
- Who was affected by the event?
- Where there intended/unintended consequences?

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!

- How are things different because of your topic?
- What is the long-term significance?
- Did your topic influence other historical events?
- Why is this topic important in history?

Theme Connection: There is no requirement for where you should discuss "Exploration, Encounter, Exchange in History" in your exhibit. You should try to work these ideas into your project in the section where it makes the most sense, based on your theme connection and thesis statement. Remember: You should look for connections to as many theme words as possible, but do not need to discuss all of them in your project. Circle the theme words that are connected your topic and draw an arrow to where you plan on discussing them in your exhibit.

Exploration

Encounter

Exchange

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

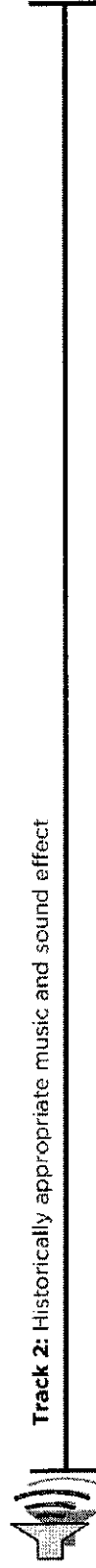
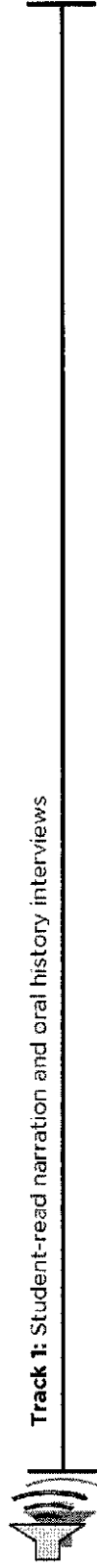
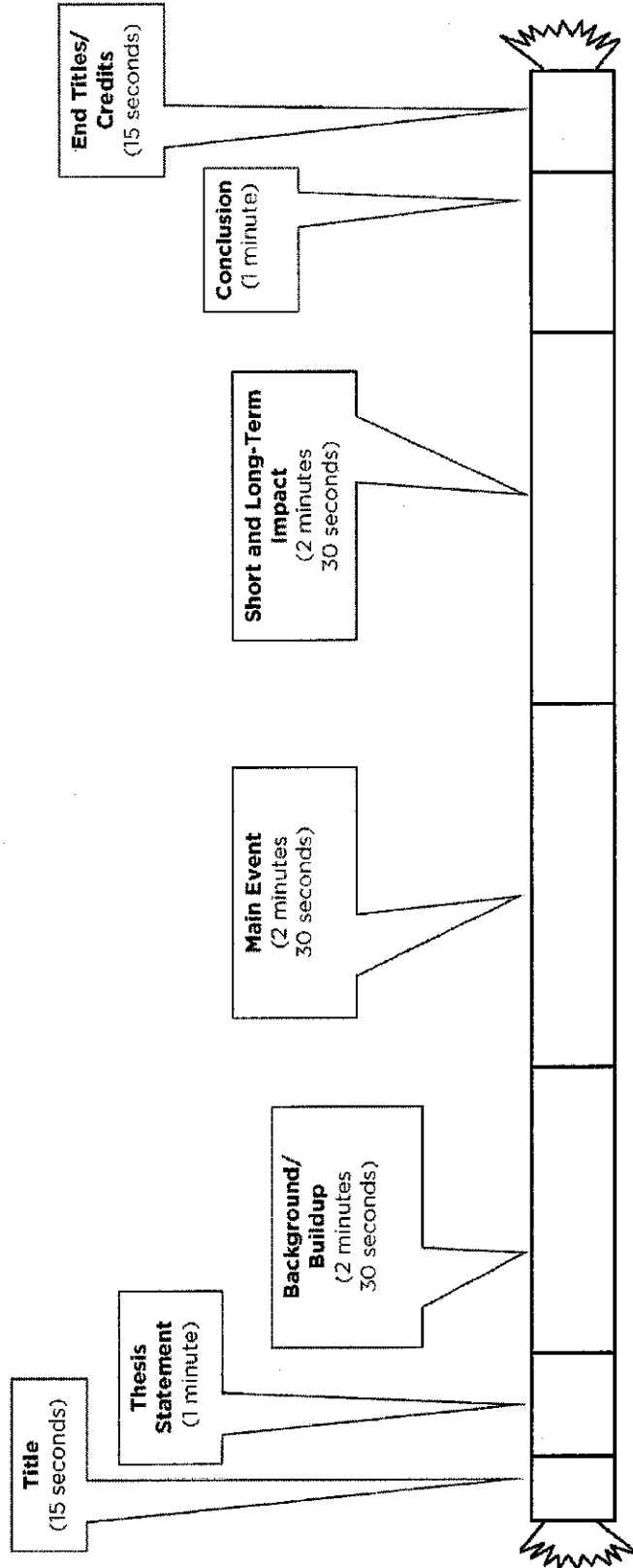
Regardless of what type of documentary you decide to create, a storyboard is a great tool that helps you combine the audio and visual elements of your project. It will also save you time when you go to create your final product.

You can make a storyboard form by creating a three-column table similar to the one shown on the right. 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>U.S. Dakota War of 1862</u>
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	 * Wood Lake Camp Illustration	On September 26, 1862, the Dakota surrendered their captives at Camp Release, near present day Minnetonka, 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 animals were taken from them. So they were definitely the losers in that war."

THE DOCUMENTARY ROLL

It's 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. **Remember:** These are just ideas. As long as your project is organized you can create it however you want!



WORKSHEET: PLANNING 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!

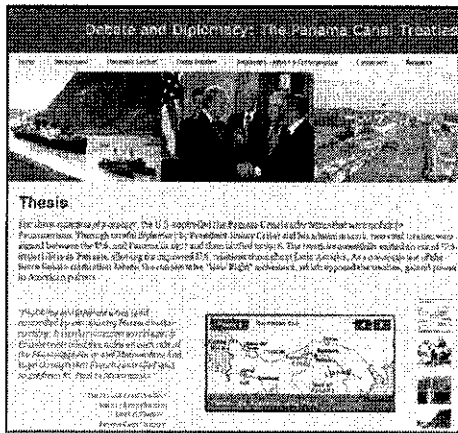
DRAFTING YOUR SCRIPT	
What	Key Questions and Elements
Intro (1 minute)	<ul style="list-style-type: none"> Set the scene. Who are you? When is this taking place? Where are you? Introduce your thesis
Historical Context/ Background (2 minutes)	<ul style="list-style-type: none"> What happened before your 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)	<ul style="list-style-type: none"> Key events and issues related to your topic
Short and Long -Term Impact (3 minutes)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Reinforce your thesis Conclude your character's actions

SCENARIO BRAINSTORM
Brainstorm at least two different scenarios, using different characters in each. Which one is the best approach for presenting your ideas?
Scenario #1
Character(s) (historical figures, composite characters, narrators): _____
Setting: _____
Timeframe: _____
Describe Scenario: _____ _____ _____ _____
Scenario #2
Character(s) (historical figures, composite characters, narrators): _____
Setting: _____
Timeframe: _____
Describe Scenario: _____ _____ _____ _____

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.

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.

The NHD Website Editor

Students creating a website **must** built their site using the NHD Website Editor, a free, online web-building tool. You can access this at <http://nhd.weebly.com>.

Students can save and edit their website throughout the History Day year, though you will be locked out of editing your website while judging is taking place. At the end of the school year, you can save or convert your website before they are cleared from the system on August 1.

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 4 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.
- 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...

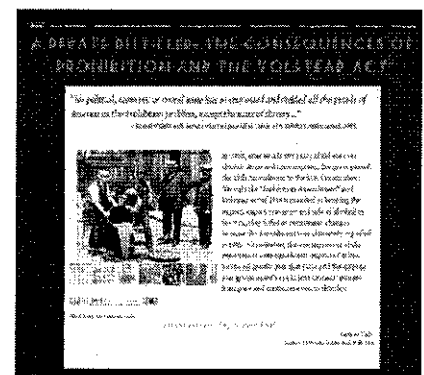
The most successful websites are more than just a paper on a computer screen. This category gives you the opportunity to share your ideas in a variety of engaging formats, including multimedia clips, images, and primary sources within your website. As you decide which elements to include, remember to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

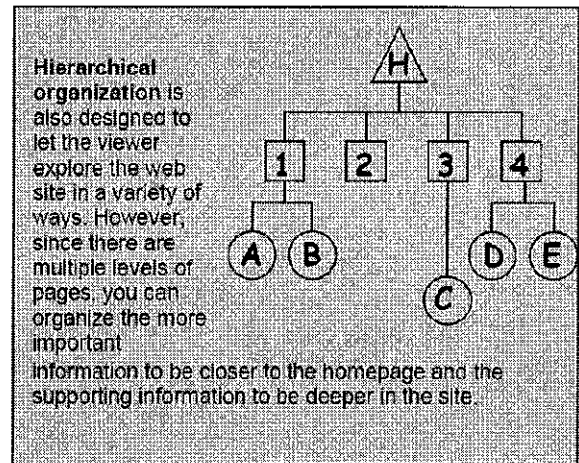
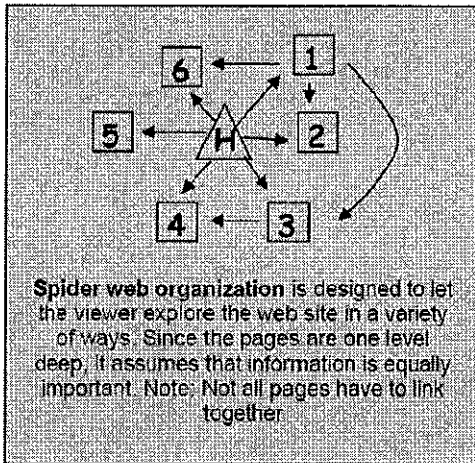
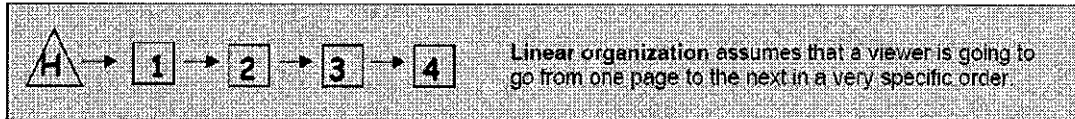
Example Projects

If you would like to see some examples of other History Day websites, visit <http://education.mnhs.org/historyday> and select the Students page.



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.



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 four minutes. Clips are no longer limited to just 45 seconds each. 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 E4, page 32*)

- 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 - E. Website, E5, page 33*)

- 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.



Check out the example on page 16 to see the different between a caption and a credit.

WORKSHEET: WEBSITE ORGANIZATION

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 few pages as you want as long as you're organized.

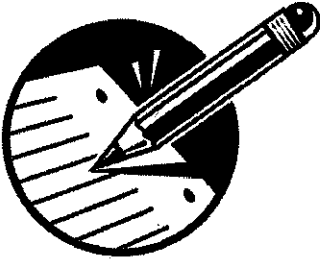
Home

Process Paper & Bibliography

Thesis Statement

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.

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.



Quotations count towards the word limit in research papers!

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

NHD NATIONAL HISTORY DAY		EVALUATION		COMMENTS
ANSWERING CRITERIA	CRITERIA	1	2	
Historical Quality				
1. Accuracy of facts				
2. Depth of research				
3. Use of primary sources				
4. Balance of research				
5. Interpretation of facts				
6. Historical context				
7. Significance of topic				
8. Clarity of presentation				
Connection to Theme				
1. Clearly relates topic to theme				
2. Demonstrates significance of topic in history				
3. Draws conclusions				
Clarity of Presentation				
1. Uses the category effectively to explain ideas				
2. Clear organization				
3. Clear writing				
Rules Compliance				
1. Project follows general guidelines for History Day				
2. Project follows category-specific rules				

Evaluating 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.

- **60% Historical Quality:** Historical accuracy, analysis and interpretation, historical context, wide research, uses available primary sources, research is balanced.
- **20% Connection to Theme:** Clearly relates topic to theme, demonstrates significance of topic in history, draws conclusions.
- **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.

PROCESS PAPER AND ANNOTATED BIBLIOGRAPHY

All students must create and submit additional supporting materials with their projects. All categories must submit an annotated bibliography. All categories except papers must submit a process paper as well.

Title Page

The title page includes the following information. Do not include any additional information or illustrations on the title page.

- Title of the entry
- Name(s) of the student(s) who developed the entry
- Age division and category of the entry
- Word count
 - **Exhibit:** Include the student-composed word count for the exhibit and the total word count in the process paper
 - **Documentary and Performance:** Include the total word count in the process paper
 - **Paper:** Include the total word count in the paper.
 - **Website:** Include this information on the homepage of your website. Include the student-composed word count for website and the total word count in the process paper

It is important to come up with a good title for your entry. A good title will quickly introduce your topic, but also adds wording that helps the viewer understand your point of view.

Title	Title	Title	Title
Name Junior Division Historical Paper Paper Length: 2,234 words	Names Junior Division Group Exhibit Student-composed Words: 489 Process Paper: 410 words	Name Senior Division Individual Performance Process Paper: 425 words	Name Senior Division Individual Documentary Process Paper: 410 words

Process Paper

Students creating entries in the exhibit, documentary, performance, and website categories must also write a process paper. It is important to do a good job on this part of your entry because it is the first thing that people look at when evaluating History Day entries. The research paper category requires a title page and annotated bibliography, but does not include a process paper.

The process paper is not a summary of the topic, but an essay that describes the process of how the students developed the entry. This paper is no longer than 500 words, usually 4-5 paragraphs addressing:

- How did you get the idea for this topic?
- Where did you go for your research? What types of sources (newspapers, documents, interviews, etc.) did you use?
- How did you put your presentation together? What skills did you learn?
- How does your topic relate to the theme? Why is this topic important in history?

Annotated Bibliography

A bibliography is an alphabetized list of the sources used in developing a historical project. An annotated bibliography not only lists the sources, but also gives a short description of each source and how you used it in your entry. A History Day bibliography should be separated in to primary and secondary sources. For guidelines on bibliographic style refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or the style guide of the Modern Language Association of America (MLA).