

# ***TEACHER HANDBOOK***



## ***National History Day in New Hampshire***

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# *National History Day In New Hampshire Teacher Handbook (2005)*



This manual is based upon the “National History Day in Minnesota Teacher Handbook” (2001) which itself is based on the “National History Day in Washington State Teacher Handbook” (1990) All copies, revisions, and appendices are used with permission.

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National History Day in New Hampshire.

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## *To our Teacher Colleagues*

National History Day is a nationwide co-curricular enrichment program for students in grades 6-12. The History faculty at Case Western Reserve University in Cleveland, Ohio, created the program in 1974 and has grown into a national program with over 700,000 participants. The goal of History Day is to promote the study of history in schools by offering an exciting enrichment opportunity for students and professional resources for educators.

Students participating in History Day may develop entries in any one of seven categories: historical papers, individual or group exhibits, individual or group performances, and individual or group documentaries in two age divisions: Junior (grades 6-8) or Senior (grades 9-12). Soon there will be a web-based category.

After developing their entries, students are evaluated by professional historians. A teacher provides the initial feedback. A school may also use historians to select the top projects to compete at States. Around April 1 of each year, Plymouth State University hosts the state competition. At PSU history professors, museum curators, documentarians, research librarians and other professional historians provide more feedback and present awards to the best three entries in each of the fourteen categories. First and second place winners at this event are eligible to compete at National History Day, held on the University of Maryland campus near Washington, D.C. in June.

National History Day promotes excellence in education. It is a program that works. History Day participants develop skills in research, writing, critical thinking, and communication. Working individually or cooperatively, students learn how to define a historical question, locate source material, take notes, analyze information, and present it in an effective manner. They learn about scholarly devices such as thesis statements, footnotes, and bibliographies.

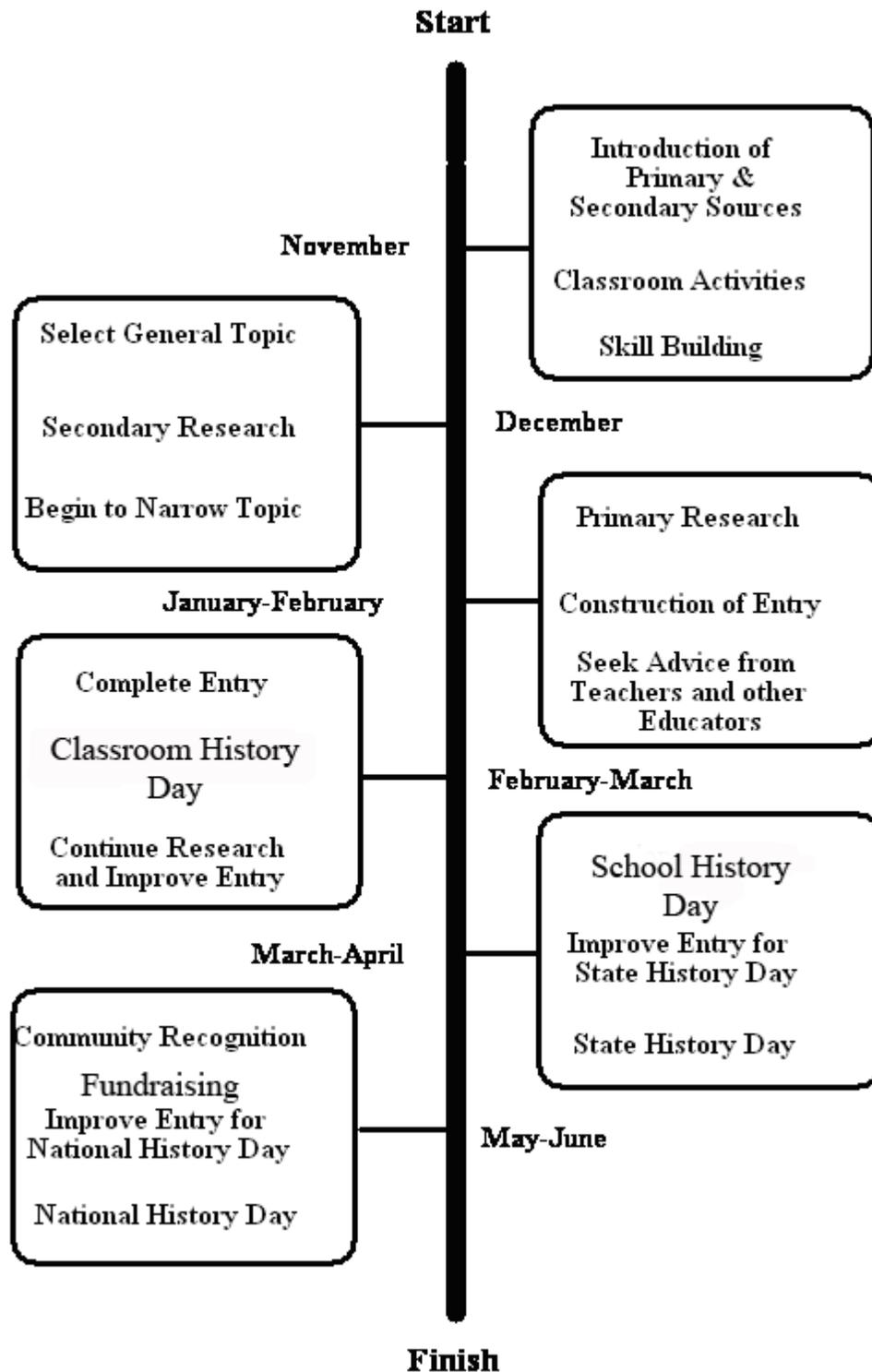
Developing these skills is challenging but rewarding. The events and public recognition of History Day provides the motivation that keeps students at their intellectual task. History Day fairs are the culminating activities that make the learning process more effective and demonstrate to parents, colleagues, and administrators the achievement of your students.

The public recognition given to those who participate in History Day events communicates to students that our society values historical study and excellence in academic achievement. The History Day process reinforces the instruction provided by the classroom teacher. The judges at regional, state, and national History Days become part of the instructional team. In addition, students learn from one another at these events as they talk together and view one another's entries. Above all else, the students find that learning is fun!

## *About this Handbook...*

This handbook has been designed to provide *suggested examples* of strategies and forms to use when employing History Day in the classroom. These materials have been developed by teachers who have had long experience with the program, but should not be considered the *only* approaches to be used. Teachers are encouraged to apply the suggestions in this handbook that suit their school calendar, teaching style, and classroom environment. History Day also welcomes any suggestions you may have on teaching strategies, supplementary materials, handouts, or school programs. Please forward anything you would like to share to the state coordinators.

## Suggested History Day Timeline



## ***National History Day's Mission Statement***

The Mission of National History Day is to improve the teaching and learning of history in elementary and secondary schools so that students become better prepared, knowledgeable citizens. More on National History Day can be found at <http://www.nationalhistoryday.org>

## ***History Day Events***

There are three levels to the History Day program; preliminaries, state, and nationals.

### ***1. Preliminary History Days***

#### ***In the Classroom or as a Club***

Should NHDNH be run inside the classroom, this event allows students to engage a part of the year's curriculum through an NHD project. Because the State accepts two entries *for each of the fourteen categories* from each school in NH, this is the first step after finishing the project. The goal here is to create recognition for the work of all participating students and to select the finalists eligible to participate in the school-wide event. If there is to be a school-wide or district-wide run-off, selection should be made close to the date of the larger event.

#### ***School-wide and District-wide History Day:***

The State accepts two entries *for each of the fourteen categories* from each school in NH. Should there be multiple classrooms or a combination of classroom-and-club winner, the school should hold a run-off. The run-off should aim to display with pride the work that students have done in the school. It is acceptable if the cases exist that every participating student goes to States. Preliminary fairs usually take place one to two weeks prior to the regional event. These fairs provide students with valuable experience on handling the judging process and information for improving their work. Students are allowed to improve their work at any and every stage. Students are encouraged to improve upon their work prior to the State History Day.

### ***2. State History Day:***

New Hampshire's National History Day event is held in early April. It takes place on the campus of Plymouth State University. The top two winners in each category are eligible to enter National History Day, with third place winners serving as alternates. In addition, we are developing special awards to be made for entries in a variety of historical subject areas. For a current list of awards, contact the state coordinator.

### ***3. National History Day:***

National History Day is held on the campus of the University of Maryland, just outside Washington, D.C.. Here over 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.

## *Starting A School History Day*

Starting a school History Day Fair is one of the best ways to encourage a History Day program. A school fair can raise student, parent, and administrator awareness and excitement for history. It will give the student an opportunity to experience History Day rules and judging while on familiar ground, and also provide them with the guidelines and time necessary to improve their entries for the regional fair. A school fair is an excellent way to publicly show the school in a positive manner, and demonstrate achievement.

The following suggestions are intended as guidelines to help teachers with preparing a school History Day. These guidelines should not be viewed as the best or only ways to institute a school History Day.

1. **Contact your State Coordinator.** Let him/her know that you want to start a school History Day. S/he should be able to provide you with copies of the judging criteria, the number of students that should graduate to the regional History Day, and other useful ideas and advice.
2. **Set the date of your History Day early.** School calendars fill quickly. See the administration early to discuss the program and possible dates. When picking a date, remember to coordinate it with the Regional Fair. You will want to give your students enough time to improve their projects as a result of the evaluations they will receive.
3. **Secure independent judges early.** It is important, especially if awards are given, to try and solicit judges from outside the school. Historical societies and teachers from other districts or buildings are possible sources. Make sure to send the History Day rules and judging criteria to the judges early, and to have more judges than you think you will need. Many schools conduct their History Days totally “in-house” by using faculty colleagues and administrators as judges.
4. **Publicize your History Day.** To publicize awareness of the school History Day, contact the local media several weeks before the event. The school newspaper and district newsletter may also want to print stories about the event. Be sure to follow up on the progress of students who advance to the regional and state History Day fairs.
5. **Outside Assistance.** The more the school can involve the community, the better the chance for success. Historical Societies, civic organizations, and businesses may be willing to provide resources for awards, judges' expenses, etc. Remember, it is very important to publicly acknowledge any support received.

# *History Day As An Activity*

It is often helpful to form a History Day club if you plan to use Associated Student Body monies. This group may assist in fund-raising, provide support and help to increase the community's awareness of this activity. One such club's constitution is provided as an example.

## *History Day Club Constitution*

### **Article I**

**Section 1.** The name of this organization shall be the (your school) History Day Club.

**Section 2.** The purpose of this club shall be to create an enthusiasm for the study of history, to promote leadership and involvement in "History Day."

### **Article II**

**Section 1.** Membership in this club shall be based upon academic initiative, character, attitude and citizenship.

**Section 2.** To be eligible for membership in this club, a student must be currently enrolled at (your school).

**Section 3.** To participate in club activities, members shall maintain the minimum grade-point average defined by the faculty and school advisers.

### **Article III**

**Section 1.** The school principal shall appoint members of the faculty who will serve as the club's advisers.

**Section 2.** All activities of the club shall be subject to the approval of the faculty advisers.

**Section 3.** All meetings shall be open meetings and shall be held under the supervision of the faculty advisers.

### **Article IV**

**Section 1.** The officers of the club shall be a president, vice-president, and secretary/treasurer.

**Section 2.** Officers shall be elected at a regular meeting in the first quarter of each school year by the members present.

### **Article V**

**Section 1.** This constitution may be amended by a two-thirds vote of the membership, provided that the proposed amendment has been approved by the advisers.

## ***History Day Learner Outcomes***

History Day requires the students to master many skills. Many of these skills dovetail with current Learner Outcomes defined by the State Department of Education. Students participating in History Day will also meet many of the proposed competencies for Outcome Based Education. For a publication on how National History Day meets national standards, please contact a state coordinator.

### ***Through participation in History Day the student will:***

***Demonstrate understanding of history*** by creating a History Day entry on a specific topic and understanding its relationship to other events.

***Develop and use skills involved in critical thinking*** in these areas:

#### **Comprehension**

- identifying events in sequence
- discriminating between facts and opinions
- recognizing cause and effect
- drawing inferences and reaching conclusions
- recognizing attitudes and emotions

#### **Decision making**

- develop objectivity & open-mindedness
- defining problems
  - considering alternatives
- drawing conclusions
- clarifying values

***Develop and use creative ways to solve problems by:***

- identifying the central problem
- locating sources of information and evaluating their reliability
- organizing, analyzing, and interpreting information
- using information to test hypotheses, draw conclusions, and offer solutions

***Use library resources effectively by:***

- organizing and classifying related facts
- using primary and secondary sources
- using the dictionary, map atlas, and almanac
- skimming for information
- using a glossary and an index
- developing work and study skills

***Place his/her project in an historical context*** by finding out what happened before and after his/her topic.

***Present a balanced interpretation*** by critical use of available resources.

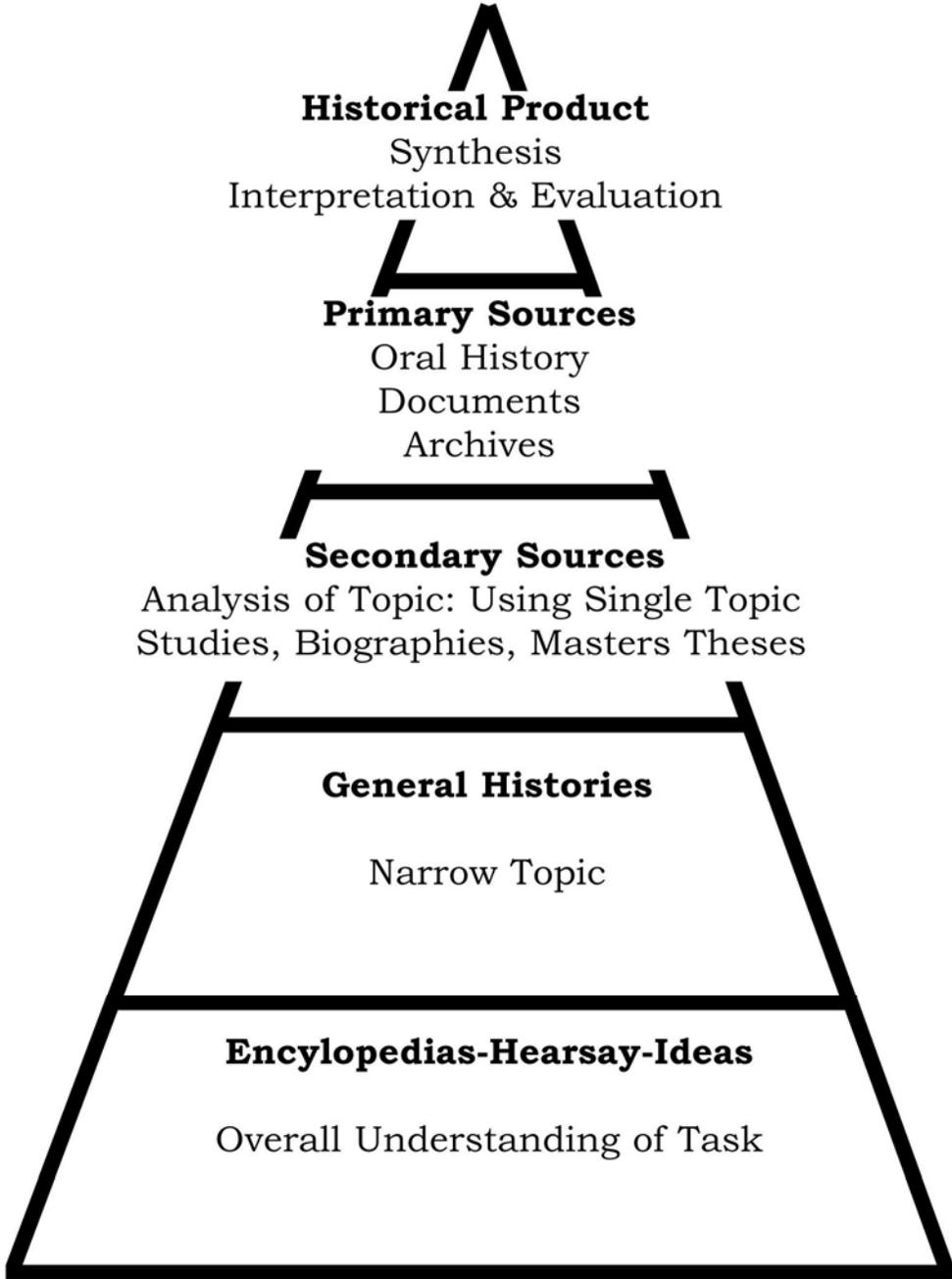
***Demonstrate an understanding of writing mechanics by:***

- using clear, grammatical, and correctly spelled written material
- building an annotated bibliography
- outlining the topic's presentation
- learning effective essay/paragraph writing

***Develop personal and interpersonal skills by:***

- developing an efficient method of time management for independent study
- learning to work with others as a team to produce an entry
- developing methods of presenting self and information in an effective manner

*The History Day Research Journey*



## *The Beginning - Selecting Topics*

Research should begin with the students selecting a general topical area, and narrowing their topic. (You may also refer to *topic selection* in the “Introductory Project Guide”) In choosing a topic:

1. Make sure it fits the theme. Consult with your teacher or History Day coordinators.
2. The topic should be narrow enough to be researched thoroughly in the time available.
3. The topic should be significant. The students should be able to explain why it is important for everyone to know about this topic. Topics in local history often have significance beyond their locality. They illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.
4. To ensure a topic fits the yearly theme, answer the following question: “The topic is related to (the theme) because ....?”

## *The Research*

### **What Are Sources?**

Documents, buildings, people, recordings or any other provider of information used to interpret a topic are *sources*. It is your job to select the most valuable and important sources for your research. A long list of sources is not valuable unless the historian uses them to explain a point of view. Use your sources to interpret how and why events occurred. Don't assume that your sources contain the “truth” about an event. Historians need to be skeptical of information provided. Why was a book written? What was the purpose of the information? Remember, the interpretation of history and descriptions of events depend upon the individual. Determine the reason any source was created or its purpose. This will help you make critical use of the information you gather in your research.

### Primary Sources

Archival documents, manuscript collections, diaries, personal collections, and photographs are all primary sources. So are newspaper, magazine, or journal articles of the era if they are first hand accounts written or taken at the time of the event. A primary source is information created by the event, or in the process of the event. The writer must be an eyewitness or participant in the event.

### Secondary Sources

Books, articles, interviews, media productions or any other historical source that seeks to explain and interpret an event after the fact are all secondary sources. The writer is not an eyewitness to, or a participant in the event.

<i>Example Sources</i>	<i>Classification</i>
Newspaper articles of the era.	Primary
Magazine/journal articles of era <u>if</u> written by an author who witnessed the event. Must have by-line (author listed).	Primary
Autobiographies.	Primary
Authorized biographies.	Secondary (Because it was probably written with the intent to influence history.)
Manuscript collections.	Primary
Archival documents.	Primary
History textbooks.	Secondary

## ***Topic Selection Worksheet***

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

**History Day theme:** \_\_\_\_\_

\_\_\_\_\_

**My general area of interest is:** \_\_\_\_\_

\_\_\_\_\_

**Preliminary topic idea:** \_\_\_\_\_

\_\_\_\_\_

**List of issues or questions to be explored in my/our research:** *(Look for ways to compare, contrast, or interpret using your own ideas about your topic)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Working title and subtitle:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thesis Statement:** *(My History Day project will examine / compare / discuss / show...)*\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ***Research Strategy Worksheet***

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

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

---

---

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

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**What materials will you look at to begin your research: \_\_\_\_\_**

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**Make a list of the types of primary sources you think might exist for your topic: \_\_\_\_\_**

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

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---

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## *Collecting Sources*



Information may be found in many unlikely places. The first place to start is the school or local library. Once local sources have been exhausted and the topic narrowed, there are many ways to gather information.

Research is like detective work. Good detectives are always looking for clues to help them answer questions. Your History Day topic is like a mystery needing to be solved. As a historical detective you will need to gather information and ask questions in order to draw conclusions. You may be surprised where you find your best information. The key is to keep looking and finding new sources of information on your topic.

Primary sources may be found in:

- Archives
- Museums
- Historical Societies
- Attics/Personal Collections
- Churches
- On microfiche and microfilm In major libraries
- Recorded Oral History Interviews
- Governmental Offices
- Corporations/Businesses
- Interviews

## *Specific Sources*

Here are some places where you will be able to find source material for your project. In Most cases librarians will not be able to answer specific questions about your topic over the phone. Be sure to find out information about library hours, directions, parking, reference staff times, and whether this would be the best place to find information about your topic.

### **Libraries:**

What does your school and community have?

Plymouth State University \*\*

Tuck Library, Concord \*\*

Dartmouth College Library \*\*

\*\* These libraries have welcomed NHDNH students in the past. Please call ahead to discuss how to coordinate visits.

**The New Hampshire Historical Society, Concord** (They may bring materials to you.)

**Your community's historical society.** (Lots of primary sources here!)

**Other University and College libraries** (most are open to the public)

Remember -- books are not your only possible sources. Try using interviews, letters, artifacts, photographs, films, and videos.

# *History Day Agreements*

## *Individual Contract*

Name \_\_\_\_\_

General Topic \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

Date Project Is Due \_\_\_\_\_

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

Student signature: \_\_\_\_\_

I have received the History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to enter History Day.

Parent/guardian signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

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

# *History Day Agreements*

## *Group Contract* (Maximum of 5 students)

Names \_\_\_\_\_

General Topic \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

Date Project Is Due \_\_\_\_\_

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Choose your groups carefully.

The group agrees to share equally in all work and in all expenses. Money may not be spent unless all members are consulted. All prize monies will be split evenly among the students.

We agree to work together to complete our History Day entry. We have reviewed the History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

Student signature: \_\_\_\_\_

I have received the History Day rules and regulations and have reviewed it with my student. S/he has my permission to enter History Day.

Parent/guardian signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

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



# *History Day Student Checklist*

## *“How Am I Doing?”*

*Circle the response which most nearly describes your progress so far.*

- |     |   |     |           |    |
|-----|---|-----|-----------|----|
| 1.  | I am working as hard as I can and am making excellent progress.   | Yes | Sometimes | No |
| 2.  | I am about where I think I should be.                             | Yes | Sometimes | No |
| 3.  | I am finding it easy to locate secondary sources for my entry.    | Yes | Sometimes | No |
| 4.  | I am finding it easy to locate primary sources for my entry.      | Yes | Sometimes | No |
| 5.  | I understand my topic.  | Yes | Sometimes | No |
| 6.  | I understand why I chose my topic.                                | Yes | Sometimes | No |
| 7.  | I understand the issues related to my topic.                      | Yes | Sometimes | No |
| 8.  | I understand the period in history in which my topic takes place. | Yes | Sometimes | No |
| 9.  | I am meeting my deadlines.  | Yes | Sometimes | No |
| 10. | I am confident I will complete my entry on time.                  | Yes | Sometimes | No |
| 11. | I am working well with other members of my group (if applicable). | Yes | Sometimes | No |

*Fill-in the blanks to complete the following questions.*

I have read \_\_\_\_ background sources.

I have taken notes from \_\_\_\_ sources.

I have located a total of \_\_\_\_ sources.

I need help on \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## *Completing the Entry (Paper)*

Historical papers must be typed (double spaced) and between 1,500 and 2,500 words. Notes, annotated bibliography, illustrated captions, and supplemental appendix material do not count in that total. The paper must be footnoted (or use endnotes). See the rules booklet for exact rules.

Historical papers are due at the University of Minnesota four weeks before the state History Day so that they may be judged. Check with the History Day coordinator for the date papers are due.

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

<i>Item To Be Completed</i>	<i>Date Completed</i>
1. Notecards from primary and secondary sources.	_____
2. Develop outline.	_____
3. Rough draft of paper including:	_____
Interesting title.	_____
Diagrams, charts, or documents footnoted.	_____
Appendix.	_____
4. Final draft of paper.	_____
5. Rough draft of bibliography.	_____
6. Final draft of bibliography.	_____
7. Paper checked for proper margins and rules compliance.	_____
8. Paper and bibliography proofread.	_____
 <i>Event Checklist</i>	
1. Four copies of paper and bibliography mailed to University of Minnesota	_____
2. Title page lists name, grade, category, division. (No school or teacher names.)	_____
3. Annotated bibliography.	_____

## *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, chart, or model. Overall size must be no larger than 40 inches wide, 30 inches deep and 6 feet high. See the rules booklet for exact rules.

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:

<i>Item To Be Completed</i>	<i>Date Completed</i>
1. Rough drawing of project.	_____
2. Selection of construction materials. (plywood, foam, etc.)	_____
3. Cut out or buy lettering.	_____
4. If using photos, take pictures and have developed early.	_____
5. Mount pictures / visuals.	_____
6. Write captions for pictures / visuals.	_____
7. Type final draft of captions.	_____
8. Mount visuals on project. (Allow ample time.)	_____
 <i>Event Checklist</i>	
1. Four copies of the process paper for event.	_____
2. Title page lists name, grade, category, division. (No school or teacher names)	_____
3. Annotated bibliography.	_____
4. Prepare emergency kit for event. Scissors, tape, pens, glue, extra copies of paper, extension cord, light bulbs, etc.	_____
5. Prepare a cover for the project to protect it while transporting it to the event.	_____

## ***Completing the Entry (Documentary)***

Documentary entries include videotape presentations, slide shows and computer programs. VCRs/monitors, and projection screens will be available at the event. Students must supply all other equipment. Be sure to check and understand the rules concerning the use of media equipment by students.

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

If using slides, discuss the project with a camera shop or photographer to make sure the correct film is used.

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

<b><i>Item To Be Completed</i></b>	<b><i>Date Completed</i></b>
1. Write tentative script, outline, or storyboard for the presentation.	_____
2. Decide on location shots, interviews, still pictures from books, magazines, etc.	_____
3. Buy slide film or video tape. (After checking type and price!)	_____
4. Take pictures or videotape.	_____
5. Write script to go with each visual scene.	_____
6. Record script (may include music and sound effects).	_____
7. Synchronize script with music and visuals.	_____
8. Check entry for compliance with all History Day rules.	_____
<b><i>Event Checklist</i></b>	
1. Four copies of the 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 extra copy of paper, extra carousel for slides, spare video tape, spare sound tape, extension cords, and any other materials that may break or not work.	_____

## ***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.

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

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

<b><i>Item To Be Completed</i></b>	<b><i>Date Completed</i></b>
1. Write tentative script, or outline of presentation. Include characters, times, location, thesis statement, supporting ideas and conclusion.	_____
2. Prepare costumes to reflect the time, mood, theme, and place.	_____
3. Prepare setting / scenery.	_____
4. Write dialogue using story outline.	_____
5. Block performance to go with setting and script.	_____
6. Write final draft of script.	_____
7. Video tape performance to critique entry. (A good suggestion.)	_____
<b><i>Event Checklist</i></b>	
1. Four copies of the 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 event. Include spare script, items that may be needed to repair the set, extension cords, safety pins for ripped costumes, thread, and any other breakable items.	_____

# *Process Paper*

Each entry in the Exhibit, Documentary, and Performance categories must be accompanied by three copies of the process paper. The process paper consists of three parts: a title page, research description and an annotated bibliography. Paper entries are not required to have a “description of research,” but must include a title page, footnotes (or endnotes), and the annotated bibliography.

## **Title Page**

This should include **only** the following (any other information will cause a loss of points!):

- Title of entry
- Students' name/names
- Category
- Division (Junior or Senior)

## **Research Description**

This is a 1 to 2 page description (no more than 500 words) of the ways in which you researched and developed your project. Here is an outline with some questions that may help you write this description:

### *Introduction*

- What is your entry about? (present your thesis statement)
- How did you get the idea for your topic and how does it relate to the national theme?
- How did you end up participating in History Day?

### *Research Description*

- Where did you go to find research sources?
- What were your most valuable sources?
- How did your ideas about your topic change as you did your research?
- What choices did you make about what information to include in your entry?
- How did you put your entry together?
- What were some problems you overcame?

### *Conclusion (final paragraph)*

- Why is it important to study your topic? How does it relate to changes in history?
- What conclusions have you drawn from your research?
- How has this been a valuable learning experience for you?

## **Annotated Bibliography**

Put “Annotated Bibliography” at the top. Separate your sources into “Primary” and “Secondary” and list them alphabetically under these headings. Briefly describe how you used your sources underneath each entry. Be sure to write in full sentences.

## **Some more hints:**

- Write on only one side of the page.
- Type, word-process or print the document with double-spacing.
- Use only black or blue ink in the document.
- Staple document in the upper left hand corner, **don't use binders or any other cover!**

## ***Hints for Checking the Final Product***

Complete the following guide by filling in the blanks. Examples are provided in italics. You may want to use this as a guide to completing your entry.

This year's theme is \_\_\_\_\_

I am not presenting a story of a particular (*person/event*), but rather an explanation of how and why (*your specific topic*) \_\_\_\_\_

has gained an important place in history. (*your topic*) has affected society by \_\_\_\_\_

\_\_\_\_\_

The history of (*your topic*) \_\_\_\_\_

fits into the larger picture of (*your general area*) \_\_\_\_\_

and history by \_\_\_\_\_

\_\_\_\_\_

Changes that have come about as a result of (*your topic*) include \_\_\_\_\_

\_\_\_\_\_

Collect primary and secondary source material to help you answer and analyze these questions.

Remember, what is interesting is not necessarily important. When you are putting your entry together, keep asking yourself, "Is this important? Will it help people understand the main ideas of my topic?" If you cannot think of a good answer, you might want to use the space or time for more important information.

Double check your product several times. Read your paper, captions, or presentation out loud to a friend. Can s/he understand it? Are your sentences clear?

Make sure your annotations say something. Do not write, "The book gave me interesting information." Instead write, for example, "This author explained the Civil Rights Movement before Martin Luther King and helped me identify important Black leaders. The book also had pictures I used on my project."

All pictures, music, documents, ideas, and interpretations that are not developed by students must be attributed to the source in your bibliography, footnotes, picture credits, music credits, or captions.

## ***History Day Evaluation***

Every History Day category has a judging form specifically designed for that category. Copies of the judging forms may be requested from the state coordinator. Judges are encouraged to comment upon the entry and make suggestions for improvement. Each category's form is based upon the following general criteria used by all judges.

- (A) *Historical Quality* .....60% of Total
1. Is the entry historically accurate and authentic, or does it have serious omissions?
  2. Does the entry demonstrate a grasp of the subject within the historical context of the era? The students' knowledge and analysis should extend beyond a very narrow topic to its overall importance.
  3. Does the entry provide an analysis of the historical data, or is it just a description of an event/topic? Remember, history is not the past, it is the past explained.
  4. Is there a wide use of primary and secondary sources? Is the research balanced, does it demonstrate an analysis of all points of view?
  5. Does the presentation demonstrate the balance of viewpoints?
- (B) *Adherence to Theme*.....20% of Total
1. Does the entry clearly relate to the History Day theme? The judges may look at the entry's content, its title, and the analysis of the event.
- (C) *Quality Of Presentation*.....20% of Total
- These criteria are designed for each specific category. In general the judges will look for:
1. Clarity.
  2. Organization.
  3. Creativity.
  4. Appropriateness of historical materials, props, etc.
  5. Presentation/performance quality.
  6. Clear visuals or sound.
- (D) *Rule Compliance*
- See the National History Day Contest Guide for a complete set of rules governing History Day fairs. Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against the entry. Rule infractions should be corrected before a winning entry competes at the next level.

## ***Classroom Assessment***

The amount of work required of the student(s) participating in History Day is deserving of significant classroom credit. It is a good idea to base your classroom evaluation on the criteria utilized in History Day fairs. This evaluation will then help prepare students for these events. The following three pages are adapted and expanded versions of History Day judging forms. They are designed to allow the instructor to evaluate student work across a broad range of criteria. No assumptions are made on the method of scoring to be used in the grade boxes.

Because History Day projects are often revised as students progress through the various fairs, you may want to develop means for students to earn extra credit beyond the initial evaluation.

## *Evaluation Checklist*

### **Historical Quality:**

**Grade**

- |   |       |
|---|-------|
| 1. The thesis statement is clearly stated.  | _____ |
| 2. The entry is organized to support the thesis.  | _____ |
| 3. The entry is historically accurate and authentic.  | _____ |
| 4. The entry displays an analysis of historical data rather than a report of the facts.               | _____ |
| 5. The entry demonstrates an understanding of historical data.  | _____ |
| 6. The list of sources consulted (bibliography) demonstrates a wide use of secondary sources.         | _____ |
| 7. The list of sources consulted (bibliography) demonstrates a wide use of available primary sources. | _____ |
| 8. The entry demonstrates an evaluation and critical use of available resources.                      | _____ |
| 9. The entry displays an understanding of the historical context in which the topic occurred.         | _____ |
| 10. The entry attempts an original historical interpretation and analysis.                            | _____ |
| 11. The historical quality is demonstrated in the finished product.                                   | _____ |

### **Quality of Presentation:**

**Grade**

- |  |       |
|--|-------|
| 1. The entry clearly identifies the theme.   | _____ |
| 2. The entry uses maps, photographs, etc., to supplement the presentation where appropriate.   | _____ |
| 3. The entry uses a satisfactory number of primary and secondary sources to fully investigate the topic.   | _____ |
| 4. The bibliography is void of errors.   | _____ |
| 5. The bibliography is annotated to show an understanding of the sources used.   | _____ |
| 6. Quotation marks set off any words, phrases, or sentences that have been copied from a source, and all quotations, documents, or pictures have been footnoted. | _____ |
| 7. The entry is void of word errors: Misspellings, incorrect capitalization, wrong words, poor verb usage, and omission of words.                                | _____ |
| 8. The entry is void of sentence errors: run-on sentences, sentence fragments, misplaced modifiers, wordiness, and awkward construction.                         | _____ |
| 9. The entry is void of punctuation errors: comma, semi-colon, colon, apostrophe, and quotation mark errors.   | _____ |
| 10. The entry is complete and in a final form.   | _____ |

### **Originality:**

**Grade**

- |  |       |
|--|-------|
| 1. The entry is original and creative. | _____ |
| 2. The entry is well organized.        | _____ |
| 3. The entry is neat and efficient.    | _____ |
| 4. The entry is clear and precise.     | _____ |

- 5. The entry contains a literary and/or dramatic style that is attractive to the viewer. \_\_\_\_\_
- 6. The entry has a visual/dramatic effect which demonstrates completeness. \_\_\_\_\_

<b>Adherence To Theme And Rules:</b>	<b>Grade</b>
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- 1. The entry displays a clear relationship to the theme. \_\_\_\_\_
- 2. The entry meets all required written documentation. \_\_\_\_\_
- 3. The entry meets all established standards of time, space, required number of written words, etc. \_\_\_\_\_
- 4. The entry is in complete and legal form. \_\_\_\_\_

<b>In-Class Work/Participation:</b>	<b>Grade</b>
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- 1. The individual/group displayed the use of communication techniques with each other/the teacher. \_\_\_\_\_
- 2. The individual/group demonstrated a willingness to contribute his/her skills and gifts to the entry. \_\_\_\_\_
- 3. The individual/group contributed the necessary amount of time and commitment required by the entry. \_\_\_\_\_
- 4. The individual/group budgeted time and resources for the assignment. \_\_\_\_\_

<b>Overall strengths of entry:</b>
------------------------------------

<b>Areas for Improvement:</b>
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**Final Grade:** Superior    Excellent    Good    Needs Improvement    Score: \_\_\_\_\_

## ***Compiling a Bibliography***

Keep a record of all your sources and resources in a notebook or on index cards. The time spent will save headaches in developing the bibliography. You should keep 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.
5. Publisher.
6. City where published.
7. Name of person(s) interviewed.
8. Date of interview.
9. List the page(s) that you actually used.
10. If you have other information, keep it. It might prove useful.

### Annotations:

**It is very important that you provide an annotation for each source used.** An annotation describes the source and what you learned or gained from it. The annotation should also evaluate the source. 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 for your report, to write your play, display pictures, props, costumes, slides, narration, etc.?
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:

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press).
2. The style guide of the Modern Language Association of America (MLA).

Regardless of which manual is used, the style must be consistent. The style used to write the bibliography for this manual is Turabian's.

## *Example of a Bibliography*

### **Primary Sources**

Commager, Henry Steele, ed. Documents of American History. New York: Meredith Corporation, 1968.

Two important documents were 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; and the treaty between France and the United States for the purchase of the Louisiana Territory. Both these documents were placed on the project.

Historical Maps on File. New York: Facts on File Publication, 1984.

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.

“Thomas Jefferson's Third Annual Message,” A Compilation of the Messages and Papers of the Presidents. New York: Bureau of National Literature, Inc., 1897.

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**

Carruth, Gordon, Editor. American Facts and Dates. New York: Thomas Y. Crowell Co., 1972.

Brief entry on the Louisiana Purchase giving price paid and acreage purchased. I used this information for my list of statistics.

DeConde, Alexander. A History of American Foreign Policy. New York: Charles Scribner's Sons, 1963.

The author discussed Jefferson's policies regarding U.S. relationships with Spain, France, and England during 1800-1803. This helped me to understand Jefferson's third annual message of October 17, 1803. I used a quote from this author in a caption.

Edwards, Mike W. “Thomas Jefferson,” National Geographic, February 1976.

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 for my display.

Stokes, George. “Louisiana,” The World Book Encyclopedia, 1981, Vol. 10.

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.

Tallant, Robert. The Louisiana Purchase. New York: Random House, 1952.

This book presents detailed information on the events in Spain, France, England, and America which led up to the purchase of Louisiana by America. 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 (also magazines, journals, etc.)**

Your name: \_\_\_\_\_

Library number: \_\_\_\_\_ Author: \_\_\_\_\_

Title of article: \_\_\_\_\_ Name of  
Magazine: \_\_\_\_\_

Pages used: \_\_\_\_\_ Date published: \_\_\_\_\_

Annotations: \_\_\_\_\_

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### **Periodical Reference (also magazines, journals, etc.)**

Your name: \_\_\_\_\_

Library number: \_\_\_\_\_ Author: \_\_\_\_\_

Title of article: \_\_\_\_\_ Name of  
Magazine: \_\_\_\_\_

Pages used: \_\_\_\_\_ Date published: \_\_\_\_\_

Annotations: \_\_\_\_\_

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# *Bibliography Reference Forms*

## **Interview Reference**

Your name: \_\_\_\_\_

Person interviewed: \_\_\_\_\_ Their title: \_\_\_\_\_

Permission to quote given?: \_\_\_\_\_ Date: \_\_\_\_\_

Annotations: \_\_\_\_\_

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## **Interview Reference**

Your name: \_\_\_\_\_

Person interviewed: \_\_\_\_\_ Their title: \_\_\_\_\_

Permission to quote given?: \_\_\_\_\_ Date: \_\_\_\_\_

Annotations: \_\_\_\_\_

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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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