

Chicago Metro History Day 2024 Teacher's Guide



Turning Points in History



CMHD 2024 Teacher's Guide

Dear Teachers,

Welcome to our CMHD Teacher's Guide. Inside you will find information and handouts on every aspect of teaching History Day. We will continue to update this guide for each contest season. If you have questions or a suggestion or contribution to add to this guide, don't hesitate to contact us at historyday@chicagohistory.org.

We hope you find this guide useful and can't wait to see what your students create this year!

Sincerely,

Crystal Johnson, CMHD Manager
Lauren Maly, History Learning Specialist

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Chapter 1

History Day Administration

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Chapter 1: History Day Administration focuses on the decisions and planning necessary to implement History Day in your classroom. The Dates and Deadlines are critical and you should plan your school History Day process backwards from your project registration due date. The Pacing Guides provide some examples of how you might time the implementation of History Day in your classroom.

Be sure to check out the Project Allowances to see how many projects from your school are permitted to compete at the regional contests!

2024 Chicago Metro History Day Dates and Deadlines

	Project Registration Due*	Project Submission Due**	Contest Date (In Person)
CMHD Junior Division (Grades 6-8)	Monday, February 12	Wednesday, February 21	Saturday, March 9 at CHM
CMHD Senior Division (Grades 9-12)	Monday, February 12	Wednesday, February 21	Saturday, March 2 at UIC

Post-CMHD Dates (Subject to Change)

CMHD Awards Ceremony: Tuesday, March 19

Results will be posted on the CMHD website following the Awards Ceremony. Judge evaluations will be available after this time as well.

Illinois History Day: To Be Announced (now organized by the Illinois State Museum)

National History Day: Sunday, June 9 to Thursday, June 13

Teachers must also complete a **pre-registration worksheet** before their students begin registering in our online system. We will make the school pre-registration worksheet available to teachers in January. This is where you will tell us which students and projects you have approved to move on to the regional level and register for Chicago Metro History Day. We use these school pre-registration worksheets to help us solve any registration problems or recognize any students who have not registered but should have registered. **The deadline for this form is February 9th** (please let us know if you need an extension).

***Project Registration Due:** Teachers must complete their registration spreadsheet by this date. This spreadsheet shows the student names, project titles, and other information for all projects being sent to compete at the regional contest. The spreadsheet is provided by CMHD no less than 2 weeks before the registration due date.

****Project Submissions Due:** This is the date by which students must complete the upload of their projects into the registration system.

Sample History Day Pacing Junior Division

As you think about pacing the History Day process throughout your school year, the most important consideration is your school’s pre-registration form due date (February 9, 2024). That is when we need to know which students you have permitted to advance to the Chicago Metro History Day contests. You should work backward from this date to allow time not only for your students to complete their projects, but also for you to select which projects will advance from your school to the CMHD regional contests.

The following pacing guides can be used to plan 16-week and 12-week options for teaching History Day. In both cases, the “weeks” on the plan run Monday-Friday (weekends are excluded). Projects are due (to you, the teacher) sometime around January 29, and the following week is allotted for you to grade, judge, and select which projects will advance to the regional contests (see Project Allowances).

These plans are just guides and we encourage teachers to change them however best fits their students’ needs and school schedules. For the 2023-2024 school year, we highly encourage teachers to build in a 2-week “buffer” in the schedule to allow for absences, delays, and any other unanticipated challenges throughout the year.

History Day Activity	16-Week Plan	12-Week Plan
Introduce Theme	Weeks of 9/18 and 9/25	Week of 10/16
Select Topics	Weeks of 10/2 and 10/9	Weeks of 10/23 and 10/30
Historical Question and Thesis	Weeks of 10/16 and 10/23	Week of 11/6
Research and Analysis	5 Weeks: 10/30, 11/6, 11/13, (Thanksgiving), 11/27, 12/4	3 weeks: 11/13, (Thanksgiving), 11/27, 12/4
Argument and Student Voice	Weeks of 12/11 and 12/18 (followed by winter break)	Weeks of 12/11 and 12/18 (followed by winter break)
Building the Project	3 weeks: 1/8, 1/15, 1/22	3 weeks: 1/8, 1/15, 1/22
Final Projects Due to Teachers	Sometime around 1/29	Sometime around 1/29
School Contest/ Regionals Selections	Week of 1/29 and/or 2/5	Week of 1/29 and/or 2/5
School Pre-Registration Form Due to CMHD	2/9	2/9

Sample History Day Pacing Senior Division

As you think about pacing the History Day process throughout your school year, the most important consideration is your school’s pre-registration form due date (February 9, 2024). That is when we need to know which students you have permitted to advance to the Chicago Metro History Day contests. You should work backward from this date to allow time not only for your students to complete their projects, but also for you to select which projects will advance from your school to the CMHD regional contests.

The following pacing guides can be used to plan 14-week and 10-week options for teaching History Day. In both cases, the “weeks” run Monday-Friday (weekends are excluded). Both paces are based on a project registration due date of February 9. The student due date of January 29 gives you time to evaluate projects and make your school’s selections for the regional contests, if applicable (see Project Allowances).

These plans are just guides and we encourage teachers to change them however best fits their students’ needs and school schedules. For the 2023-2024 school year, we highly encourage teachers to build in a 2-week “buffer” in the schedule to allow for absences, delays, and other unanticipated challenges throughout the year.

History Day Activity	14-Week Plan	10-Week Plan
Introduce Theme	Week of 10/2	Week of 10/30
Select Topics (and narrow them!)	Weeks of 10/9 and 10/16	Week of 11/6
Historical Question and Thesis	Weeks of 10/23 and 10/30	Week of 11/13
Research and Analysis	4 weeks: 11/6, 11/13, (Thanksgiving), 11/27, 12/4	3 weeks: (preceded by Thanksgiving) 11/27, 12/4, 12/11
Argument and Student Voice	Weeks of 12/11 and 12/18 (followed by winter break)	Weeks of 12/18 (then winter break) and 1/8
Building the Project	3 weeks: 1/8, 1/15, 1/22	Weeks of 1/15 and 1/22
Final Projects Due	Sometime around 1/29	Sometime around 1/29
School Contest/Selections	Week of 1/29 and/or 2/5	Week of 1/29 and/or 2/5
School Pre-Registration Form Due to CMHD	2/9	2/9

Project Allowances

Each participating school may submit the following number of projects to compete at the CMHD regional contests.

Schools are responsible for selecting which projects will compete at the regional contests. CMHD recommends that schools hold a class-wide or school-wide History Day event to select the advancing projects.

Project Allowances

SENIOR DIVISION:

- 8 research papers
- 8 exhibits
- 8 performances or documentaries
- 8 websites

Email cjohnson@chicagohistory.org for any requests to trade slots.

JUNIOR DIVISION:

- 4 research papers
- 4 exhibits
- 4 performances or documentaries
- 4 websites

Email cjohnson@chicagohistory.org for any requests to trade slots.

**Junior division schools with more than 60 projects can add ONE additional entry for every 40 projects (60 school projects = +1 regional entry, 100 school projects = +2 regional entries). Senior division schools with more than 120 school projects can add one regional entry per 40 additional school projects (120 school projects = +1 regional entry, 160 school projects = +2 regional entries).*

Selecting Projects for Regional Contests

Participating teachers are responsible for selecting which projects will advance to compete at the regional contests. How you make the selection is up to you, and may be based on judge rankings, classroom grades, or other considerations. However you make your selection, we encourage you to hold class-wide and/or school-wide History Day events for students to showcase their work. A school event is also a good opportunity to demonstrate the value of History Day to your colleagues and administrators.

You will need to make your selections before the CMHD Registration Due Date for your division. All projects competing at CMHD Regional Contests must be registered before the due date. Be sure to leave enough time after selecting your projects to complete the registration spreadsheet before the due date.

Hosting your Schoolwide History Day

Once you and your students have done all the hard work of producing your History Day projects you will want an opportunity to present these projects to the whole school and decide which projects will represent your school at the History Day regional competitions. At the school event, keep the spirit of accomplishment high and recognize the students' achievements. Invite the school and local community to enjoy, learn from, and celebrate the students' projects too. Planning for the school History Day can begin months or weeks before the actual event.

INITIAL PREPARATION

Setting the date:

Start by finding the project registration due date for your division and work backwards from there. You will want your school contest to be complete with results decided in time for you to register your school's advancing projects by the due date.

Organizing the Projects:

You will need to find a system that allows judges to view, evaluate and rank the projects. You will also need to decide where to set up the projects so that judges can evaluate them with minimal disturbances and that the exhibits are not in danger of being knocked over or accidentally harmed by large numbers of students moving through the space. How will you make documentaries and websites available to judges? Where will performance students perform?

JUDGING CONSIDERATIONS

Decide early how you will select the projects that will advance to the regional competition and what role the School History Day will play in that process.

- how long will it take to judge?
- How will your judges confer?
- Consider how many projects you have and assume that you will need at least two judges working with each project.
- Do you have many projects? It may take several days to judge and tally the top projects, so be sure to leave plenty of room in your schedule before the History Day due date.

Start recruiting judges as soon as dates are decided!

- The judges' responsibility will be to evaluate the projects from your school so that you can choose which projects advance to the regional History Day.
- The judging process follows NHD guidelines and criteria. Judges will use the NHD Rubric style evaluations forms and then agree on a ranking of projects they have judged. We recommend at least two judges for each project and assigning the judges about 5-6 projects to evaluate.
- It is important to try and mitigate biases, to create the fairest possible outcomes, we suggest covering the students' names and keeping this in mind when separating projects into groups.
- You will take the judges' rankings and choose the top projects to enter the regional contest.

RECOGNITION & AWARDS

Produce recognition certificates for all participating students. You may want to give ribbons or another type of prize to the top projects in each category, though a class treat might be nice as well. In addition to the projects that will advance to Regionals, consider giving certificates or prizes for other type of strengths: best design, best use of primary sources, most scholarly process paper, most dynamic title, etc.

INVITATIONS & PUBLICITY

Be a show-off! Reach out to different groups to judge and or look at projects. Invite the principal and other administrators from your school, the PTA or Local School Council members and students' parents. Go into the larger community and invite the district or area officers—particularly those responsible for social studies. Ask the school newspaper or writer's club to write your press releases. Be sure to get a story in your own school's newspaper. Ask the principal or administration to announce History Day on the school's public marquee—and to congratulate the students who are advancing to the Regionals. Bring the community into your school too! Send invitations or press releases a few weeks ahead of the date of the school contest. Contact local newspapers, radio and TV stations as well as district newsletters or updates. Some of this publicity may assist you later with raising funds, sponsorship, and recruiting judges.

Do remember these are just suggestions, you are in charge and as the teacher you have the final say in how your projects are selected!

Chapter 2






Rules and Categories

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The [NHD Rule Book \(June 2020 edition\)](#) governs all Chicago Metro History Day regional, state, and National History Day projects. It contains specific rules and regulations for each project category.

Project Categories

<p>Exhibit</p> <p>An exhibit is a three-dimensional physical and visual representation of your historical argument, research, and interpretation of your topic’s significance in history. This is typically a Tri-Fold board but does not have to be.</p>	
<p>Performance</p> <p>A performance is a dramatic portrayal of your historical argument, research, and interpretation of your topic’s significance in history.</p>	
<p>Website</p> <p>A website is a collection of interconnected web pages that uses multimedia to communicate your historical argument, research, and interpretation of your topic’s significance in history. Websites must be created on NHDWebCentral: https://website.nhd.org/</p>	
<p>Documentary</p> <p>A documentary is an audio/visual presentation that uses multiple source types such as images, video, and sound to communicate your historical argument, research, and interpretation of your topic’s significance in history.</p>	
<p>Paper</p> <p>A paper is a written format for presenting your historical argument, research, and interpretation of your topic’s significance in history. (Must be done individually.)</p>	

***All project types have specific rules and regulations. These can be found in detail in the [NHD Rule Book](#).**

Key Rules and Recent Changes

ALL projects must now have an annotated bibliography separated by primary and secondary and alphabetized, a process paper (max. 500 words), and a title page (or home page for websites).

CATEGORY-SPECIFIC RULES

Paper:

Word Limit: Papers must contain between 1,500 and 2,500 words.

Words that count towards the word limit: Text that you write, including captions, words in footnotes/endnotes/internal documentation other than the citation itself, and quotes from any sources, whether primary or secondary.

Must be submitted as a single pdf in this order: Your title page, process paper, paper, and annotated bibliography.

Performance:

During your performance, you may not interact with or require participation by the audience.

Maximum length: 10 minutes

Website:

Word Limit: No more than 1,200 student composed words

You must have a homepage that includes entry title, division and category, number of visible, student-composed words in the website, total length of multimedia, number of words in the process paper, and a main menu that directs viewers to the various sections of the site.

Multimedia Limit: 3-minute multimedia limit, this includes audio and visual (combined)

Process Paper and Annotated bibliography must be in PDF format, and they must be embedded in the site (no links) and included in the navigational structure.

Documentary:

Credits are required: The last portion of your documentary must be a list of acknowledgments and credits for sources of moving footage, interviews, music, and images that appear in the documentary. These source credits must be brief—not full bibliographic citations and not annotated. Items found in the same collection can be included together in one credit.

The credits must be readable and the credits count towards total documentary time.

Maximum length: 10 minutes

Exhibit:

Word Limit: 500 student composed words

Words that count: Text that you write, including titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials.

Words that don't count: Primary or secondary materials or quotes included on your exhibit or in media or supplemental materials, source credits.

Multimedia time limit: Two minutes (cannot loop)

You may not use QR codes or anything that links outside your project.

Your exhibit must not include takeaway items for judges or others.

Plagiarism Policy

Plagiarism Identification & Investigation Process Guidelines
Adapted from Minnesota History Day

Rules and Definitions

The [NHD Contest Rule Book](#), RULE 5 Page 15: “Plagiarizing all or part of your NHD project will result in disqualification. You must give credit to the primary and secondary sources you use and provide a complete citation and annotation for all of your sources in your annotated bibliography.”

The online Merriam-Webster Dictionary defines “to plagiarize” as follows:

- To steal and pass off (the ideas or words of another) as one’s own
- To use (another’s production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source

Plagiarism includes, but is not limited to, the following examples:

- Turning in someone else’s project as your own
- Failing to put quotation marks around direct quotes and include both a source credit and a proper citation of the source
- Failing to provide proper citations for all quoted and paraphrased material
- Failing to provide the sources for audio, video, or images used in your project
- Giving incorrect information about the source of a quote

When plagiarism occurs, it is often unintentional on the part of the student, due to lack of experience with research and citation. When plagiarism is identified, the goal is to use this as a teachable moment, rather than to penalize or embarrass the student(s) and to focus on significant infractions, rather than clerical errors.

Plagiarism Identification and Procedures:

- If a judge identifies plagiarism, they should contact the event coordinator. The judges should identify the plagiarized portion of the project as well as the original source material.
- If possible, the event coordinator will discuss the issue with the teacher. The event coordinator will review the project and affirm if there is meaningful plagiarism present and the impact that will have on a project’s ranking.
- Projects with significant plagiarism are ineligible to advance to the next level of competition. Judges will do their best to provide feedback on other elements of the project.

It is very important to remember that most students are not intentionally plagiarizing. In many cases there is still confusion about what is considered common knowledge and what needs to be cited. Our main goal is to enable and promote learning.

Chapter 3

Theme and Topics

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Chapter 3: Theme and Topics is all about the NHD annual theme, “Turning Points in History” and helping students select appropriate History Day topics that are connected to the theme.

[NHD has many resources on this year’s theme](#) available for students and teachers.

History Day and You: Beginning to Find a Topic

PART ONE:

1. What are your hobbies, afterschool activities, and interests? What do you enjoy?
2. Name two things about Chicago that you want to learn more about:
3. Name three issues (social, political, cultural, world, etc.) that you care about or want to know more about:
4. What areas of history are most interesting and intriguing to you?
5. Talk with adults in your life: family members, teachers. What exciting or important events in the city have happened since they've been alive? Were they active in any groups or organizations? What passion, expertise do they have?
6. Look at the Encyclopedia of Chicago and use the timeline or keywords search function: are there important topics that may match your interests?

History Day and You, Part Two:

When you're given a choice of working in a group or by yourself, what do you normally prefer?

Individually

In a group

When you're given a choice, how do you like to express yourself?

	Least Favorite	Like It	Love It	Never done it, but it sounds fun!
I like to write.				
I like to perform.				
I like to design (artwork, photos, graphic design, etc.).				
I like to make videos.				

How comfortable are you working on a computer to...

	Not comfortable or interested	Not comfortable BUT interested in learning	Comfortable
Navigate the web			
Use Google Drive or another cloud-based system			
Build a website			
Edit video footage			

Developing a Topic

1. My general area of interest is:

2. I can narrow this general area of interest by limiting my paper to the following:
(individuals, families, institutions, occupations, classes, ethnic groups, communities, etc.)

3. Further narrowing by time span can be done by placing my research topic between the years _____ to _____.

4. A working title for my research project is: _____.

Now, further define your topic in preparation for your thesis statement:

5. Name your topic: *(I am writing about...)*

6. State your indirect question: *(I am trying to show you who/how/why...)*

7. State how your answer will help your reader understand something more important:

Chapter 4

Historical Question and Thesis

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Chapter 4: Historical Question and Thesis is all about the early stages of research: asking historical questions, gathering a breadth of primary and secondary source material, and developing a working thesis, which is the heart of the project’s historical argument. The thesis will likely be refined well into the research process, but students should begin thinking about it early on. NHD refers to the thesis statement as the **historical argument**.

Research Questions

Asking questions about your topic is an important step in the research process! Use this guide to record your questions. Answering these questions (and asking new ones) can help guide the rest of your research process!

Your topic: _____

Context	Example: Great Chicago Fire	Your Topic
Big Picture <ul style="list-style-type: none"> • what outside people, ideas or events were influencing your topic? • What was happening around the city, region, country, world in relation to your topic? • what else does your viewer need to understand the background of your topic? • What's the origin of your topic? How did it all get started? 	<ul style="list-style-type: none"> • Who settled Chicago? • What were Chicago's buildings made of in the 1870s? • Were there a lot of fires in cities in the 1870s? • How many people were killed in Chicago fires before this fire? • Did Chicago have a fire department? When did it start? How effective was it? 	
Right before <ul style="list-style-type: none"> • Who are the main players? • How are they preparing for the events of this topic? • What events led to or caused the main event? 	<ul style="list-style-type: none"> • What types of people lived in the areas around the Great Chicago Fire? • What made Chicago vulnerable to such a big fire? 	
Main event <ul style="list-style-type: none"> • What happened? • How and why? 	<ul style="list-style-type: none"> • Where/how did the fire start? • How far did it spread? • How many were killed as a result of the fire? How much property was destroyed? • How long did the fire last? 	
Right after <ul style="list-style-type: none"> • What were some positive reactions to the event? By whom? • What were some negative reactions to this event? By whom? 	Who was blamed for the fire? <ul style="list-style-type: none"> • How did people start to rebuild afterward? • Were people insured for their losses? • Did the city or state or federal government help with recovery? 	
Long after <ul style="list-style-type: none"> • How are things different today because of the topic? • Did this topic influence other historical events, people or ideas? • Why is this topic important in history? 	How did buildings/neighborhoods change to prevent this happening again? <ul style="list-style-type: none"> • Has there ever been another disaster in Chicago as bad as the Great Fire? • Did the Fire benefit Chicago in any way? How? • How has the response to other disasters been different or better than the response to the fire? What did Chicago learn?	

Developing a Thesis Statement

Adapted from National History Day in Wisconsin

History Day projects should do more than just tell a story. Every project should make a point about its topic. To do this in your project, you will need to develop your own historical argument about the historical impact of the person, event, or idea you are studying. The point you make could also be called a thesis statement. A thesis statement is not the same as a topic. Your thesis statement expresses your opinion about the impact and significance of your topic. Researchers start out with a topic and a research question, but they usually don't have a thesis statement right away. Instead, they develop their thesis over time as they learn more about their topic and make judgments about the evidence they find. A good thesis statement does **three** things:

- **Addresses a narrow topic**
- **Expresses an opinion**
- **Evaluates significance**

For a demonstration, check out the building of the thesis statement below:

Step 1: "The Great Chicago Fire."

This is not a thesis statement yet because it doesn't address a specific, narrow issue. What will the project examine? How the fire started? The emergency response? Cows? There are thousands of topics that a historian could research about the fire. This topic needs to be narrowed quite a bit.

Step 2: "The Great Chicago Fire and Chicago Architecture."

This begins to narrow the topic, but it's still not a thesis. This phrase expresses no opinion and makes no argument about the significance of the fire and Chicago's architecture.

Step 3: "Because of the Great Chicago Fire, many people in Chicago rebuilt their wooden homes and businesses with masonry and terra cotta construction."

This sentence is close to a thesis statement, but it isn't there yet. The researcher now shows an interpretation ("because") about the impact of the fire on building materials, but still doesn't tell us why the topic is significant in history. What effects did this change of building materials have? How did this change affect individuals and businesses in Chicago?

Step 4: "Because of the Great Chicago Fire in 1871, many people in Chicago rebuilt their wooden homes and businesses with masonry and terra cotta construction. This rebuilding process eventually led to a distinctive 'Chicago Style' of architecture which influenced buildings and shaped skylines around the world."

We have a winner! This thesis looks at a narrow topic, expresses an opinion, and evaluates the significance of the topic. A History Day project based on this thesis statement would discuss the new building processes and demonstrate their impact on buildings around the world.

Testing Your Thesis

A thesis statement expresses an informed opinion. To test the strength of your thesis, think about what an opposing opinion might be. If someone could argue that your topic is not significant in history, or that it is significant for a different reason, how would you argue against their interpretation? Why is your view stronger? Consider the strength of each argument. Do you need more evidence to support your thesis statement? How will you deal with evidence that supports opposing arguments? Thinking about questions like these can help you decide what the next step in your research process should be.

How To Write A Thesis Statement

What is a Thesis Statement?

A one or few sentence summary that explains what the project is trying to prove or analyze.

How do I write a Thesis Statement?

Start with a Research Question. What do you want to find out about? Some examples are below. Notice how each question would take some research to answer.

- *How did the Great Chicago Fire change the city of Chicago?*
- *What lasting Effect did the World's Columbian Exposition of 1893 have on the city of Chicago?*
- *What happened to the Juvenile Court system to bring it to the crisis point?*

Research enough to be able to take a stand. Add your opinion about the topic. What is the issue or concern? Make sure it's arguable.

- *In response to The Great Chicago Fire, city officials and builders completely changed the way buildings in the city of Chicago were constructed, transforming a city of wood into a city of brick, glass, and metal that directly contributed to its status today as a city of iconic architecture.*
- *The World's Fair was an elaborate show of great technology and inventions from around the world. Two aspects that had a great impact on Chicago was architecture and electricity. The Fair led to the creation of new buildings in innovative architecture styles. The fair also led to advancement in electricity as electrical companies competed to supply the fair with power.*
- *The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.*

Evaluate the thesis statements on the following page. Ask these questions for each thesis:

1. Is it clear what the project will be about?
2. Is it arguable? Is there something that must be proven?
3. Will research be necessary to prove the thesis?
4. Is there only one main idea?
5. Is it about something in the past that is important?

Thesis	Strong	Weak	Reasoning
Richard J. Daley died in 1976.			
Artists of Chicago: 1890-1990			
The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.			
Pesticides kill thousands of farmworkers and must be stopped			
German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".			
Before Title IX, there were few female basketball players.			
How did <i>The Jungle</i> make an impact on the foods we eat?			
The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there are economic motives and political will.			

Rewrite two of the weak statements to make them stronger.

Chapter 5

Research

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Chapter 5 provides guides and organizers for students to use as they conduct their main historical research, which will take up the bulk of their time on their History Day projects.

The Secondary Source Trail helps students understand which sources to use at which points in the research process. SHEG’s **Historical Thinking Chart** is an excellent tool for helping students approach new sources. Students in need of more sources can use **our Online Resources** list and visit our website for even more links to great resources.

Following the Secondary Source Trail

	Step One: What? When? Who?	Step Two: Figuring Out the Story: Information Gathering	Step Three: A “Conversation” with Historians
Purpose	In the beginning stages of your research, you are trying to find out what happened and when, who the key people are, what important events happened, etc. At this stage in your research, you might still be determining the exact focus of your research and narrowing your topic.	In the middle stages of your research, you will begin to understand your topic in more depth. By now, you go beyond what happened and when and begin to ask questions like why? how? what was the impact? what was the context? You have a working thesis.	When you reach the advanced stages of historical research, you seek to understand the perspectives, questions, and debates that historians have about your subject and its significance in history so that you can offer your own interpretation.
Types of Sources	<ul style="list-style-type: none"> • Encyclopedias (general and specialized, esp. historical) • Textbooks 	<ul style="list-style-type: none"> • Books on your topic • Historical books accessible to general public • Popular history magazines and basic periodicals • Biographies • Text in museum exhibit • Documentaries 	<ul style="list-style-type: none"> • Scholarly books and dissertations • Scholarly articles • Interviews with scholars and other experts
Typical Questions	<ul style="list-style-type: none"> • What happened? When? • Who are the key people involved? • What’s happening around the same time that might help you understand why things happened as they did? • What are the keywords that will lead you to other sources? 	<ul style="list-style-type: none"> • Why did these events happen? • What are the causes and effects? • What were the various motivations, perspectives, and concerns of the people involved? • How does this story fit into the big picture? 	<ul style="list-style-type: none"> • What key questions do historians have about this topic in history • What do you think matters about this topic? What story are you going to tell? • What are the core issues and themes one must understand to make sense of this subject? • Why does this topic matter? • What is the long-term historical significance of this topic?
Examples	Encyclopedia of Chicago, History Database, Gale Virtual Knowledge, Biography in Context	Articles found through EBSCO, Encyclopedia of Chicago, Chicago History Magazine. The articles themselves and the books referenced are vital. Finding Aids and essays included in digital collections are important sources that are of a less academic reading level.	J-Stor: Journal of American History and other specialized journals.

Historical Thinking Chart

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> • Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> • Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> • The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> • When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> • Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> • Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> • What do other documents say? Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable? 	<ul style="list-style-type: none"> • Establish what is probable by comparing documents to each other • Recognize disparities between accounts 	<ul style="list-style-type: none"> • The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> • Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> • I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

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Online Resources

Chicago Public Library–[Archives and Special Collections](#) (HWLC)

See also: [Digital Collections](#)

Loyola University Chicago–[Archives and Special Collections](#)

See also: Loyola’s [Digital Collections](#), [Women and Leadership Archives](#)

University of Illinois Chicago–[Special Collections and University Archives](#)

University of Chicago–[Special Collections](#)

See also: [Digital Collections](#)

The Newberry-- [Digital Collections](#)

Northern Illinois University– [NIU Digital Library](#)

Northwestern University–[Visit](#)

See also: [Digital Collections](#)

The Field Museum [Library and Archives](#)

Field Museum Library [Digital Collections](#)

Chicago History Museum--[Abakanowicz Research Center](#)

[The Oral History Collection](#)

[Digital Chicago \(Lake Forest College\)](#)

[Encyclopedia of Chicago](#)

[CHM Images](#)

Other Helpful Digital Resources:

[Chicago Collections Consortium](#)

[Black Metropolis Research Consortium](#)

[Digital Public Library of America](#)

[CARLI Digital Collections](#)

[Illinois Digital Archives](#)

[Chronicling America \(LOC\)](#)

[BlackPast](#)

[EBSCO and JSTOR](#)

[Library of Congress](#)

[TeachingHistory.Org](#)

[Harvard Digital Collections](#)

Analyzing a Secondary Source

1. Identify the source and author:
 - a. Who is the author and what are their credentials?
 - b. Who is the audience?
 - c. Give the full citation.
2. Check it out!
 - a. Check out the table of contents:
 - i. Are there chapters that might relate to your topic?
 - b. Check out the index:
 - i. Who are the key people?
 - ii. What are the key events?
 - iii. What are the key subjects?
 - c. Check out the citations:
 - i. Are they based on primary sources or mostly other secondary sources?
 - ii. Name one primary source collection the historian uses:
 - iii. Name one primary source and one secondary source used that might help your research:

Analyzing a Secondary Source, Page 2

3. Figure out the Argument:

- a. Read the introduction and conclusion. Find the sentence(s) in which the author states their thesis and note the page number, then restate it in your own words.

- b. How does the author build their argument?

- c. If the author discusses others' interpretations of the topic, who are the key scholars included?

- d. How does the author place their book/article in the "big picture"? What is the big historical question the work is addressing?

4. Use it!

- a. How might this book/article help your own research? State three specific ideas:

- b. What new questions about your topic did this source raise?

Analyzing a Document

Identifying the Document

1. Author or Source:
2. Title:
3. Date Published:
4. Type of Document:
5. Proper Bibliographic Citation:

Putting the Document in Context

6. Suggest two or three appropriate titles for this primary source:
7. Describe the purpose of the document or its intended audience. Why was it written?
8. Select some direct quotes from the document that help explain its purpose:
9. Where would you look for additional documents of this type?

Using the Document

10. List the most important pieces of information conveyed by the document:
11. What questions does the document suggest?

Evaluating the Document

12. Is the document reliable? List any errors or misleading statements.
13. Make a statement about how useful this document is for your particular interests.

Chapter 6

Argument and Student Voice

CONTENTS

Argumentation Plan 31

Chapter 6 moves from information gathering to evaluating the weight of the gathered evidence and beginning to synthesize the student’s own historical argument.

Many more resources will be added to this section in future updates to this guide!

Argumentation Plan

Revised Thesis: (1. Clearly state topic, 2. Define Parameters, 3. Use the theme, 4. Make it an argument.)

Background/Context

What is happening in the US at this time (related to your topic)?

What is happening in the city and state at the time?

What is the problem / situation / issue that reflects the theme?

Arguments: We need six claims which support and help you prove your main thesis. This is your reasoning. Some projects might even have more claims to support their argument! Keep these short - 1 or 2 sentences each.

Claim 1:

Claim 2:

Claim 3:

Evidence: You MUST support your claims with evidence. A project without evidence is a failure. Try to use three to five for each claim.

Evidence for Claim 1:

-
-
-
-

Evidence for Claim 2:

-
-
-
-

Evidence for Claim 3:

-
-
-
-

Analysis: "So What?!" Why does this claim matter? What's the point of the argument you're making? Conclude and hit a convincing home run! For example, "Because of (this claim), the great injustice would have continued." or "Without (this claim), nothing would have changed."

Analysis 1:

Analysis 2:

Analysis 3:

Reminder, what's your thesis?		
Reminder, Background/Context (and how it relates to your analysis of change):		
Arguments (continued): Write three more claims which support and help you prove your main thesis. Keep them short, 1-2 sentences each.		
Claim 4:	Claim 5:	Claim 6:
Evidence: You <u>MUST</u> support your claims with evidence. A project without evidence is a failure. Try to use three to five for each claim.		
Evidence for Claim 4:	Evidence for Claim 5:	Evidence for Claim 6:
• • • •	• • • •	• • • •
Analysis: "So What?!" Why does this claim matter? What's the point of the argument you're making? Conclude and hit a convincing home run! For example, "Because of (this claim), the great injustice would have continued." or "Without (this claim), nothing would have changed."		
Analysis 4:	Analysis 5:	Analysis 6:

Chapter 7

Building the Project

CONTENTS

Required Paperwork: Process Paper and Title Page 34
Required Paperwork: Annotated Bibliography 35
NHD Project Checklists Appendix B

Once students have completed their research, it's **time to present their findings in a History Day project! Every project must include a Title Page (or home page for websites), a Process Paper, and an Annotated Bibliography.** National History Day provides checklists to help students ensure their projects are fully compliant with the rules.

More will be added to this section in future updates of this guide.

The Process Paper and Title Page

All History Day projects must include a Process Paper that explains the student or group's research process.

What is a Process Paper?

The process paper must be 500 words or fewer, and it must not include quotes, images, or captions. The process paper words are counted separately and are not part of the word count in the paper, exhibit, or website categories. A process paper must answer the following questions:

1. How did you choose your topic and how does it relate to the annual theme?
2. How did you conduct your research?
3. How did you create your project?
4. What is your historical argument?
5. In what ways is your topic significant in history?

The Title Page

Process papers must also include a title page (the home page for websites). The title page must include ONLY the title of the project, the student name(s), the contest division (Junior or Senior) and category in which the project is entered, and applicable word counts.

What This Means for Your Project Category

Websites: The home page of your website should contain the title of your entry, your name(s), the contest division (Junior or Senior), the student-composed word count of your website, and the word count of your process paper. You should also write a process paper which should be uploaded and embedded in your website along with your Annotated Bibliography.

All other categories: You will write a Process Paper with a title page that includes only the title of your entry, your name(s), the contest division (Junior or Senior), your student-composed word count (for papers and exhibits), and your Process Paper word count. These will be submitted with your other project materials as part of your project registration.

Tips

- Focus on answering the five parts of the Process Paper clearly and directly.
- Look at winning projects from last year's national contest—these projects should all have Process Papers and title pages that you can use as a model (keep in mind that these are national contest winners, so they had time to polish their drafts).
- Remember to stay under 500 words! There is no minimum word count as long as you answer all five parts of the paper.

The Annotated Bibliography

ALL History Day projects must include an Annotated Bibliography (AB) that follows these requirements:

1. Lists all sources that students consulted in developing their entry.
2. Combines photos or other materials from the same collection into a single citation (see nhd.org/annotated-bibliography)
3. Separates bibliography into two sections: one for primary sources and one for secondary sources. Sources within each section should be listed alphabetically.
4. Do NOT attach primary or secondary sources to your annotated bibliography.
5. Do NOT include your annotated bibliography in the word count.

Citation Style and Format

Per the NHD Rule Book: "Citations and bibliographic references must follow the most recent edition of one of the two permitted style guides below. Regardless of which manual you use, the style must be consistent throughout all written material."

- [The Chicago Manual of Style](#) by the University of Chicago Press
- [The MLA Handbook](#) by the Modern Languages Association of America

The NHD Rule Book notes that "Historians prefer the Chicago Manual of Style because its footnote/endnote formatting works best for historical sources. However, NHD accepts the MLA Handbook because of its widespread use in many schools."

Annotations

Each citation must include a brief annotation. The purpose of the annotation is to provide information about your research process, not to provide analysis to circumvent the word count. Each annotation must be no more than two or three sentences. The annotations should explain the following:

- How you used the source
- How the source helped you understand the topic

Use annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Classifying a source as both primary and secondary is inappropriate.

An annotation summarizes the source and describes how the source was useful to your project. Keep a working annotated bibliography during the research process because it will be challenging, if not impossible, to try and remember this information once you have finished your project. Lack of annotations can significantly damage a student's evaluation in the competition.

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
HISTORICAL ARGUMENT	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

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STRENGTHS & AREAS FOR IMPROVEMENT

PERFORMANCE

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STRENGTHS & AREAS FOR IMPROVEMENT



Project Checklist – Historical Paper

Student Name			
Paper Title			
Process Paper Word Count (Max: 500)		Paper Word Count (Req: 1,500-2,500)	

GENERAL RULES

√	Requirement:
	My topic clearly relates to the annual theme.
	I have read the <i>Contest Rule Book</i> .
	I have independently researched and written this paper in this contest year. No research was reused from previous projects, whether my own or research belonging to other students.
	This is an original entry. I have participated in only one entry. I did not share my work with other students.
	I have not used any improper assistance.
	I understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

PAPER RULES

√	Requirement:
	My paper is an original creation, showing my historical research, analysis, and argument in a written format.
	My paper is grammatically correct.
	The paper is between 1,500 and 2,500 words. My word count includes the following: <ul style="list-style-type: none"> ○ Text that I have written within the paper itself (not the bibliography, process paper, etc.) ○ Captions or words in footnotes/endnotes other than the citation ○ Quotations from primary and secondary sources The word count for my historical paper appears on my title page.
	If I have included any images, maps, graphs, or primary source materials in an appendix (this is not required), they are directly referenced in the text of the paper and cited in the annotated bibliography. Appendices are limited.
	I have chosen a method of citation (footnotes, endnotes, or internal citations) and I have credited quotes and the sources of idea or information throughout my paper consistently in either Chicago or MLA style.
	My paper is printed on plain, white 8.5 x 11-inch paper (A4 paper for international affiliates), double-sided, with 1-inch margins on all sides.
	My paper is double-spaced and is printed in 12-point font.
	Pages are numbered.
	My paper is stapled in the top left hand corner or secured with a clip. I have not enclosed the paper in a binder or cover of any kind.

WRITTEN MATERIALS for the PAPER CATEGORY

√	Requirement:
	<p>My paper has a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the paper ○ My name ○ Junior OR Senior Division ○ Historical Paper ○ Number of words in the historical paper ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my title page is a process paper. My process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My process paper does not include quotes, images, or captions.</p>
	<p>I cited the sources for quotes or other information included in my paper. Credit has been given properly using footnotes/endnotes in Chicago Manual of Style format (or internal citations in MLA format).</p>
	<p>My annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ My annotations describe how I used the source and how it helped me understand my topic. ○ If I used several items from the same collection, they are combined into a single citation. <p>I did not attach primary or secondary materials to my annotated bibliography.</p>
	<p>My paper is assembled in the following order and stapled/clipped in the upper left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Historical paper (with foot/endnotes or internal documentation) ○ Appendix (optional) ○ Annotated bibliography <p>I did not enclose these materials in a binder or folder.</p>

I certify that this National History Day project is the result of my unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

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Project Checklist – Performance

Student Name(s)			
Performance Title			
Process Paper Word Count (Max: 500)		Length of Performance (Max: 10 minutes)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this performance in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

PERFORMANCE RULES

√	Requirement:
	My/our performance is an original, dramatic production presented live, scripted based on my/our research and analysis.
	My/our performance is less than ten minutes from start to finish.
	I/we understand that the performance time begins after the title of the entry and the name(s) of the participants are announced.
	I/we can set up the performance in five minutes or less.
	I/we will be able to remove our props and participate in an interview with judges within five minutes following the performance.
	The title of the performance and my/our name(s) are the only details shared prior to the performance.
	I/we understand that projectors, mp3 players, or media devices are allowed in a performance, but I/we have to operate these devices during the performance. Only participants in the performance may be involved in the production of any media.
	I/we will not give a copy of our script to the judges.
	I/we understand that interaction with judges and audience members is prohibited.
	I/we are responsible for gathering costumes and props for the performance.

WRITTEN MATERIALS for the PERFORMANCE CATEGORY

√	<p>Requirement:</p> <p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the performance ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Performance ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

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Project Checklist – Documentary

Student Name(s)			
Documentary Title			
Process Paper Word Count (Max: 500)		Length of Documentary (Max: 10 minutes)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this documentary in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else’s work without proper credit is plagiarism and will result in disqualification.

DOCUMENTARY RULES

√	Requirement:
	My/our documentary is an original production, scripted based on my/our research.
	I/we have access to the equipment needed to create a documentary and know how to use it.
	The documentary is less than ten minutes in length. Timing starts at the first visual or sound and ends at the last visual or sound (including on-screen source credits).
	I/we can set up the documentary in five minutes or less.
	I/we will be able to remove our equipment and participate in an interview with judges within five minutes following the documentary.
	The title of the documentary and my/our name(s) are the only details shared prior to the documentary.
	I/we understand that other commentary or live narration are prohibited prior to and during the documentary.
	I/we understand that the participant(s) must provide, open, and run the file containing the documentary. Judges and other adults are not permitted to run the equipment.
	I/we understand that the documentary must run on its own. No interaction with judges or the audience is allowed.
	I/we created and produced this entry. I/we operated all equipment, including recording and editing software.
	I/we wrote and narrated this documentary. I/we have provided any narration, voice-overs, or dramatizations. The only voices or images on the documentary belong to members of the group or the people we interviewed.
	This project contains no materials created by non-participants specifically for this project. The documentary may interpret and utilize <i>existing</i> photographs, film clips, music, etc. with proper credit.
	The documentary includes brief, readable source credits for photographs, moving footage, interviews, music, and images used in the project. Source credits are included within the ten-minute time limit. All sources used in the project are cited in the annotated bibliography.

WRITTEN MATERIALS for the DOCUMENTARY CATEGORY

√	<p>Requirement:</p> <p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the documentary ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Documentary ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

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Project Checklist – Exhibit

Student Name(s)			
Exhibit Title			
Process Paper Word Count (Max: 500)		Exhibit Word Count (Max: 500)	

GENERAL RULES

√	Requirement: My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this exhibit in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else’s work without proper credit is plagiarism and will result in disqualification.

EXHIBIT RULES

√	Requirement: My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
	My/our exhibit meets the size requirements: <ul style="list-style-type: none"> ○ The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high. OR ○ If the exhibit is circular or rotating, it is no more than 30 inches in diameter.
	My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
	My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project’s message.
	I understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
	My/our exhibit does not include takeaway items for judges or others.
	Media devices or electronics (if used in the exhibit) meet the following requirements: <ul style="list-style-type: none"> ○ The media runs for no more than a total of two minutes and does not loop continuously. ○ The media does not include dramatic or narrative student involvement. ○ Judges are able to control the media device with clearly visible and accessible on/off and volume controls. ○ The media device fits within the size and word limits of the exhibit. ○ The media does not link externally (e.g., no QR codes).
	I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

WRITTEN MATERIALS for the EXHIBIT CATEGORY

√	<p>Requirement:</p> <p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the exhibit ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Exhibit ○ Number of student-composed words in the exhibit ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p>
	<p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p>
	<p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p>

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

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Project Checklist – Website

Student Name(s)			
Website Title			
Process Paper Word Count (Max: 500)		Number of Visible Words (Max: 1,200)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this website in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

WEBSITE RULES

√	Requirement:
	My/our website is an original production, reflecting my/our ability to use website design software and technology to communicate a historical argument.
	This project contains no more than 1,200 visible words. The word count includes all text that I/we have written in the website (not the bibliography, process paper, etc.) The word count appears on the home page.
	I/we have access to the internet, as well as the equipment needed to create a NHD website.
	My/our website is constructed in the NHDWebCentral™ editor.
	I/we have provided brief source credits for all materials (pictures, primary sources, multimedia) where they are placed in the website and provided full citations for all sources in the annotated bibliography.
	I/we operated all software and equipment used in the development of the website.
	All pages connect by clicking links. I/we have checked all of the links to make sure that they work.
	My/our website contains no materials created by non-participants specifically for this project. The website interprets and utilizes <i>existing</i> photographs, film clips, music, etc. with proper source credit.
	My/our website contains a home page with all elements listed under Written Materials on the next page.
	I/we have no more than three minutes of multimedia (music, audio, and video) in the entire website, including any music that plays when a page loads.
	The website contains no spoken narration or explanatory material by participants. It may contain recorded quotes or primary materials.
	If the website includes multimedia that requires software to view (e.g., Flash, QuickTime, RealPlayer), I/we provided a link on the same page to an internet site where the software is available as a free, secure, and legal download.
	All images, primary sources, multimedia, etc. are integrated into the website. There are no external links, except to the software plug-ins described above.
	I/we understand that extensive supplementary materials are inappropriate.
	The content and appearance of my/our webpages does not change. I/we have not used random text or image generators.
	I/we know the website can be viewed on multiple browsers (Firefox, Google Chrome, etc.)
	I/we have submitted the URL before the date listed for judging and understand that the website will be locked during judging.

WRITTEN MATERIALS for the WEBSITE CATEGORY

Because all required written materials are included in the website, no printed copies are required.

√	<p>Requirement:</p> <p>My/our website begins with a home page containing the following elements:</p> <ul style="list-style-type: none"> ○ Title of the website ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Website ○ Number of visible, student-composed words in the website ○ Total length of multimedia ○ Number of words in the process paper ○ A navigational menu to access the other parts of the website <p>The home page must not include the name of your teacher or your school.</p>
	<p>My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography is integrated into the website. It contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>The annotated bibliography and process paper are integrated into the website.</p> <ul style="list-style-type: none"> ○ The annotated bibliography and process paper are provided in PDF format. ○ These required written materials are included in the navigational structure. I have removed hyperlinks from all URLs listed in the source credits and bibliographic citations.

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

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