CHICAGO METRO HISTORY DAY TEACHER'S GUIDE 2026

Revolution, Reaction, Reform in History

CHICAGO METRO
HISTORY DAY

NHD
NATIONAL HISTORY DAY

CHICAGO HISTORY MUSEUM

Illinois History Day
Everyone Belongs in History
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CMHD 2026 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 contribution to add to this guide, don't hesitate to contact us at historyday@chicagohistory.org. More detailed information is available in our History Day Methods course, held every fall.

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

Sincerely,

Crystal Johnson, CMHD Manager
Paige McCoy Niendorf, History Learning Specialist

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Chapter 1

History Day Administration

This chapter focuses on the decisions and planning necessary to implement History Day in your classroom. The Dates and Deadlines are critical. 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.

Chapter 1 provides guidance on how to select entries to advance from your school to the regional contest. Be sure to check out the Project Allocations to see how many projects from your school are permitted to compete at the regional contests!

2026 Chicago Metro History Day
Dates and Deadlines

	Project Registration Due in zFairs*	Project Submission Due**	Contest Date (In Person)
CMHD Senior Division (Grades 9-12)	Friday, February 13	Thursday, February 19	Saturday, February 28 at UIC
CMHD Junior Division (Grades 6-8)	Friday, February 13	Thursday, February 19	Saturday, March 7 at UIC

Teachers must also complete an Intent-to-Participate Form and a School Preregistration Form each year. The **Intent-to-Participate Form** tells CMHD that your school is participating in the program. This form is due **December 1.** The **School Preregistration Form** tells CMHD which projects your school has selected to advance from the school level to the regional contest. We use the school preregistration forms to solve registration problems and assist students who have not yet registered in our contest management system, zFairs. The deadline for this form is **February 12th** (please let us know if you need an extension).

CMHD Awards Ceremony: Monday, March 16 (Virtual)
> Results will be posted on the CMHD website following the Awards Ceremony.
> Judge evaluations will be available as soon as possible following the ceremony.

Illinois History Day:
> **Monday, April 27** – Senior Division State History Day (gr. 9-12)
> **Monday, May 4** – Junior Division State History Day (gr. 6-8)
> Both state contests will be held at the Crowne Plaza, Springfield, IL.

National History Day: The National Contest will be held at the University of Maryland, College Park, from **Sunday, June 14, to Thursday, June 18, 2026.**

*Project Registration Due: Students must be registered in zFairs and have their project information entered by this date. Group projects should be linked into a single entry. Students must complete the necessary permissions and waivers to finalize their registrations.

**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 preregistration form due date (February 12, 2026). 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. Election week is not counted as a full week, as many students are not in school that Monday and Tuesday.) Both paces are based on a project registration due date of February 13. Projects are due (to you, the teacher) sometime around January 30, and the following week is allotted for you to grade, judge, and select which projects will advance to the regional contests (see Project Allocations).

These plans are just guides and we encourage teachers to change them however best fits their students' needs and school schedules. We highly encourage teachers to build in a 1 to 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 9/22 and 9/29	Week of 10/13
Select and Narrow Topics	Weeks of 10/6 and 10/13	Week of 10/20
Historical Research Question and Thesis	Weeks of 10/20 and 10/27	Weeks of 10/27 and 11/3 (election week)
Research and Analysis	Weeks of 11/3 (election week), 11/10, 11/17, (Thanksgiving), and 12/1	Weeks of 11/10, 11/17, (Thanksgiving), and 12/1
Argument and Student Voice	Weeks of 12/8 and 12/15 (followed by winter break)	Weeks of 12/8 and 12/15 (followed by winter break)
Building the Project	Weeks of 1/5, 1/12, 1/19, and 1/26	Weeks of 1/5, 1/12, 1/19, and 1/26
Final Projects Due to Teachers	Sometime around 1/30 or early the following week	Sometime around 1/30 or early the following week
School Contest/ Regionals Selections	Week of 2/2 (or 2/9 to 2/11)	Week of 2/2 (or 2/9 to 2/11)
School Preregistration Form Due to CMHD	2/12	2/12

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 preregistration form due date (February 12, 2026). 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. Election week is not counted as a full week, as many students are not in school that Monday and Tuesday.) Both paces are based on a project registration due date of February 13. Projects are due (to you, the teacher) sometime around January 30, and the following week is allotted for you to grade, judge, and select which projects will advance to the regional contests (see Project Allocations).

These plans are just guides and we encourage teachers to change them however best fits their students' needs and school schedules. We highly encourage teachers to build in a 1 to 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 10/6	Week of 11/3 (election week) or 10/27
Select and Narrow Topics	Weeks of 10/13 and 10/20	Week of 11/10
Historical Research Question and Thesis	Week of 10/27	Week of 11/17 (followed by Thanksgiving)
Research and Analysis	Weeks of 11/3 (election week), 11/10, 11/17, (Thanksgiving), and 12/1	Weeks of 12/1, 12/8, and 12/15 (followed by winter break)
Argument and Student Voice	Weeks of 12/8 and 12/15 (followed by winter break)	Week of 1/5
Building the Project	Weeks of 1/5, 1/12, 1/19, and 1/26	Weeks of 1/12, 1/19, and 1/26
Final Projects Due to Teachers	Sometime around 1/30 or early the following week	Sometime around 1/30 or early the following week
School Contest/ Regionals Selections	Week of 2/2 (or 2/9 to 2/11)	Week of 2/2 (or 2/9 to 2/11)
School Preregistration Form Due to CMHD	2/12	2/12

History Day School Partners Fee and Project Allocations

CMHD School Partners Fee

Chicago Metro History Day does not charge contest registration fees for individual students; instead, schools pay a CMHD School Partners Fee each year. The fee for the 2025-2026 school year is $475. New schools receive a 100% discount. Second-year schools receive a 50% discount. This fee gives your school permission to use the History Day program in your classroom and covers contest fees associated with the regional competitions. It also allows CMHD to provide professional development events, Research Paloozas, classroom visits, coaching sessions, and 1:1 teacher consultations free of charge.

Project Allocations

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.

Each participating school is permitted the following number of projects to compete at the CMHD regional contests:

SENIOR DIVISION (GR. 9-12)	JUNIOR DIVISION (GR. 6-8)
• 8 research papers • 8 exhibits • 8 performances • 8 documentaries • 8 websites	• 4 research papers • 4 exhibits • 4 performances • 4 documentaries • 4 websites

Bonus Slots

In addition to the above base allocation, your school may also be entitled to additional bonus slots. **High Participation Bonus Slots** allow schools with unusually high numbers of students participating in History Day to advance additional entries, commensurate with their higher participation. **Category Swap Bonus Slots** are flexible spaces that can be used in any category. **Equitable Learning Bonus Slots** are designed to encourage schools to advance more students with disabilities to the regional competition.

Learn more about Bonus Slots on the next page...

	SENIOR DIVISION (GR. 9-12)	JUNIOR DIVISION (GR. 6-8)
High Participation Bonus Slots	If your school has more than 120 projects, you may add +1 additional entry for each 40 projects. (120 projects at the school level = +1 regional slot; 160 projects = +2 regional slots; 200 projects = +3 regional slots)	If your school has more than 60 projects, you may add +1 additional entry for each 40 projects. (60 projects at the school level = +1 regional slot; 100 projects = +2 regional slots; 140 projects = +3 regional slots)
Category Swap Bonus Slots	If you have not used all 40 slots in your base allocation, you may swap up to +4 additional projects in any category. (For example, if you don't have any performance registrants, you can add +4 slots in exhibits or documentaries.)	If you have not used all 20 slots in your base allocation, you may swap up to +2 additional projects in any category. (For example, if you don't have any performance registrants, you can add +2 slots in exhibits or documentaries.)
Equitable Learning Bonus Slots	To encourage more schools to advance students with disabilities to the regional competition, we have reserved additional spaces for students with IEP or 504 accommodations that affect their History Day learning. We encourage you to use these bonus slots to advance additional entries commensurate with your school's overall disability representation. For example, if 15% of your school's students have IEP or 504 accommodations and you are sending on 20 projects, you would be entitled to +3 additional Equitable Learning bonus slots, for a total of 23 advancing projects (20 x 0.15 = 3) – with at least 3 of those advancing projects representing students with disabilities.	

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 classwide and/or schoolwide 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, administrators, Board members, and parents.

Although schools often send their "best" projects on to the regional contest, note that schools have discretion in which projects represent the school at the regional contest. **In addition to project quality, schools may consider other factors to ensure that all grade levels, classrooms, ability levels, etc., are represented. The choice is yours.** History Day welcomes all. If any students require disability accommodations to participate in the contest, please include the accommodations request in the project registration and email historyday@chicagohistory.org in advance of the contest so that we can make suitable arrangements.

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 by the deadline. Be sure to leave enough time after selecting your projects to complete the registration form 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 ALL 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. Put this date on your school calendar as soon as possible to reserve space and avoid conflicts.

Organizing the Projects:
You will need to find a system that allows judges to view, evaluate, and rank (if applicable) 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 projects 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 and viewers? Where will students perform? Do you have sufficient table space for exhibits?

JUDGING CONSIDERATIONS
Decide early how you will select the projects that will advance to the regional competition and what role the school History Day event will play in that process. We've included a handout (p. 10) with information and suggested questions for judges, parents, or anybody else interested in attending your school's History Day.

Judge Training and Project Evaluation:
We strongly encourage schools to use the NHD guidelines and evaluation rubrics (see Appendix A), even at the school level. Following the same criteria and evaluation at the classroom level prepares your students for the regional contests. You can find the current evaluation rubrics on our website (www.chicagohistoryday.org). We also encourage you to provide a judging orientation so that your judges understand History Day expectations. Email historyday@chicagohistory.org for an orientation template.

Selecting Projects to Advance:
All teachers who are involved in History Day should discuss how advancement decisions will be made at your school. Each school's History Day dynamics are different. Teachers should choose an advancement plan that works best for your school's needs and leads to the long-term health of the program in your school.

We recommend at least two judges for each project. Judges are typically assigned 5-7 projects to evaluate. Judges should evaluate the projects according to the NHD judging criteria and provide thoughtful comments about what the students did well and where their projects could be improved. This feedback is especially important for projects that are moving on to the regional contest. Consider the following questions when setting up judging:

- How will projects be selected to advance? Will independent judges rank the projects, or will teachers make decisions? Will you send on a particular number of entries from each class/each teacher?
- Will decisions be based exclusively on project quality, or will other factors be considered? (e.g., Will all grade levels be represented? Will all classes/teachers be represented? Will all ability levels be represented?)
- Will judges use the NHD evaluation rubric?
- Will you need "run-offs" to make decisions in large categories?
- How much time will be needed to finish judging? (It may take several days to judge and tally projects in schools with large numbers of participants.)
- How will your judges confer?
- It is important to try to mitigate biases, to create the fairest possible outcomes. We suggest covering the students' names and keeping this in mind when separating projects into groups, if appropriate.

Start recruiting judges as soon as dates are decided!

RECOGNITION AND AWARDS
Create 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 types of strengths: best design, best use of primary sources, most scholarly process paper, most dynamic title, outstanding entry in African American/women's/labor history, etc.

INVITATIONS AND 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 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.

Remember these are just suggestions. <u>You are in charge</u> and, as the teacher, you have the final say in how your projects are selected! Contact teachers should plan with additional teachers on how students will be selected to ensure schoolwide representation.

Chicago Metro History Day is a project-based inquiry program that empowers students to become historians who conduct research and share their conclusions. Working individually or collaboratively, students in grades six through twelve choose their own topics connected to an annual theme, and then conduct research, analyze sources, make an argument, and finally produce a project to show their work. Students make websites, performances, documentaries, papers, and exhibits, which are evaluated by community volunteers at annual competitions in the Chicago metro area. This rigorous and rewarding program prepares students for high school and college expectations and helps young people become informed, engaged citizens. Chicago Metro History Day is an affiliate of the international National History Day program.

Suggested questions to ask History Day participants about their projects:

- Why did you select this topic? What gave you the idea to do this topic?
- As you did your research, what surprised you most about this topic?
- What did you find most difficult about doing the research for your project?
- How did you find primary sources?
- Was there a really interesting or helpful source that you used?
- Was there one source that you were really proud of finding?
- How did your understanding of the topic change throughout the creation of your project?
- Did your thesis or argument evolve throughout the development of your project?
- What were the biggest obstacles you experienced in doing this project?
- Why is this topic significant in history?
- What is the most important takeaway that you want someone to know about your project?

Chapter 2

Rules and Categories

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. The NHD Rule Book is also available in Spanish.

Project Categories*

Exhibit
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.

Performance
A performance is a 10-minute dramatic portrayal of your historical argument, research, and interpretation of your topic's significance in history.

Website
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/

Documentary
A documentary is a 10-minute 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.

Paper
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.)

All project types have category-specific rules and regulations. These can be found in detail in the NHD Rule Book. NHD has a selection of sample projects for students and teachers to browse. If you would like to see more samples from a particular category, please contact Chicago Metro History Day.

*CMHD will pilot a very small podcast category in the 2025-2026 school year. This category is invitation-only and limited in size. Contact historyday@chicagohistory.org if you want to be considered for this new category.

Key Rules

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

CATEGORY-SPECIFIC RULES

<u>**Paper:**</u>
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 (with notes and appendices, if applicable), and annotated bibliography.

<u>**Performance:**</u>
Maximum length: 10 minutes
During your performance, you may not interact with or require participation by the audience.

<u>**Website:**</u>
Word limit: No more than 1,200 student-composed words. <u>This handout</u> helps students identify which words count in the word limit.
Homepage: You must have a homepage that includes the 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, which includes audio and visual (combined)
Process Paper and Annotated Bibliography: Must be in PDF format. They must be embedded in the site (no links) and included in the navigational structure.

<u>**Documentary:**</u>
Maximum length: 10 minutes
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 in the same collection can be combined into one credit.
The credits must be readable, and the credits count towards total documentary time.

<u>**Exhibit:**</u>
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 and 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 a lack of experience with research and citation. When plagiarism is identified, the goal is to use this is 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. 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 it will have on a project's ranking.
- Projects with significant plagiarism are ineligible to advance to the next level of competition. Judges will strive 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.

Please see Appendix C for National History Day AI Policy, Guidance for Students, Guidance for Judges

Chapter 3

Theme, Topics, and Research Questions

History Day students are allowed to choose any topic that interests them, provided it connects to NHD's annual theme and meets any other requirements set by their teacher. The 2025-2026 theme is "Revolution, Reaction, Reform in History."

NHD has many resources on this year's theme available for students and teachers. You may also wish to download the Minnesota History Day Theme PowerPoint.

Teachers and students should also investigate the Chicago Metro History Day Topics Guide to identify topics and collections in local history that may be appropriate for History Day research. Chicago history topics are not required by CMHD, but many teachers encourage their students to look locally due to the accessibility of primary sources.

History Day and You:
Beginning to Find a Topic, Part One

1. What are your hobbies, after-school 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, such as family members, neighbors, or teachers. What exciting or important events have happened since they've been alive? Were they active in any groups or organizations? What passion or expertise do they have?

6. Look at the *Encyclopedia of Chicago* and use the timeline or keyword search functions. Are there important topics that may match your interests?

History Day and You, Part Two:

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

☐ Work individually   ☐ Work in a group

8. 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.				
I like to make websites.				

9. 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 by scope (individuals, families, institutions, occupations, classes, ethnic groups, communities, etc.) or time period:

3. How does this topic connect to the 2025-2026 theme, *Revolution, Reaction, Reform in History?*

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

4. My working title is:

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

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

7. Why should people care about this topic? What is your topic's historical significance, impact, or change over time? *(This topic is important because...)*

Developing a Research Question

Asking questions about your topic is an important step in the research process! Research questions help direct your research and keep you on track.

Research questions are not the same as your topic, but they're connected to it. Your topic is the subject (person, place, event, idea) that you are learning more about. Your research question helps you to dig deeper into something specific about your topic.

You won't be able to write research questions right away. You first need to learn the basics – who was involved, what happened, when and where it took place. You will answer these questions with pre-research, or information gathering.

Good research questions are:
- **Debatable** (can't be answered with a yes or no question or simple facts)
- **Narrow** (don't take on a research question that covers too much ground or is too open-ended)
- **Significant** (strives to understand larger themes in history and the consequences of historical events)
- **Researchable** (can find both primary and secondary sources related to the question)

In a National History Day project, you may also want to consider research questions that **connect to the annual theme.**

Characteristic	Instead of...	Try...
Good research questions are **open-ended.** Think why and how, not who, when, or where.	*Who was Rosa Parks? Where did she live? What did she do?*	*How did non-violent protest strategies impact public support for the Montgomery bus boycott?*
Good research questions need to be **answered by analysis, not just a few facts.**	*How did women fight for the right to vote?*	*How did global events influence the suffrage movement in the United States?*
Good research questions are **the right size for your project.** Not too <u>broad</u>.	*How has women's fashion changed over time?*	*How did women's changing roles during WWII impact US women's fashion?*
Good research questions are **not biased.** They don't include the answer or a set point of view in the question.	*How did the foolishness of the captain of the Titanic cause it to hit an iceberg and sink?*	*How did safety precautions influence the building and use of the Titanic?*
Good research questions are **knowable.** There is historical evidence to help you answer it.	*What is the meaning of life?*	*How did the 1925 Scopes Trial impact the teaching of science and evolution?*
Good research questions are **historical.** Avoid moral or ethical questions. Avoid current events.	*Was it right for the United States to drop an atomic bomb on Japan during World War II?*	*How did the first use of the atomic bomb impact future military conflicts?*
Good research questions are **not "what if history."** There's no way to know the answer to these questions.	*What if Abraham Lincoln didn't issue the Emancipation Proclamation in 1863?*	*How did the Emancipation Proclamation change the Civil War and public opinion about it?*

Credit to National History Day in Minnesota and *Making History: A Teacher's Guide to the National History Day Program*

Chapter 4

Research and Analysis

Chapter 4 provides guides and organizers for students to use as they conduct their historical research. This stage of the History Day process takes the most time. Allow several weeks for students to complete their research and analysis.

The **Secondary Source Trail** helps students understand which sources to use at which points in the research process. Stanford History Education Group's **Historical Thinking Chart** is an excellent tool for helping students approach new sources. Students in need of more resources can use our **Online Resources** list and visit the Chicago Metro History Day Topics Guide Website for even more links to great collections. Source analysis worksheets are provided to facilitate deeper thinking.

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 research, you 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	• Encyclopedias (general and specialized, esp. historical) • Textbooks	• Books on your topic • Historical books accessible to the general public • Popular history magazines and basic periodicals • Biographies • Text in museum exhibits • Documentaries	• Scholarly books and dissertations • Scholarly articles • Interviews with scholars and other experts
Typical Questions	• 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?	• 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?	• What key questions do historians have about this topic in history? • What are the core issues and themes one must understand to make sense of this subject? • Why does this topic matter? What story are you going to tell? • 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, books found in library catalogs, finding aids, essays included in digital collections written at an accessible reading level.	JSTOR, Journal of American History, and other specialized journals. May use more scholarly language. Best to use these resources after preliminary research.

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• 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?	• 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	• 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	• 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?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• 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	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• 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?	• 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	• 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 . . .

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 Library – 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? Is the source credible?

    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:

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 develop their argument?

    c. 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:

        i.

        ii.

        iii.

    b. Did the author mention other historians' interpretations on this topic? What sources should you check out next?

    c. 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:

Understanding the Document

6. Describe the purpose of the document or its intended audience. Why was it written?

7. Select some direct quotes from the document that help explain its purpose:

Using the Document

8. List the most important pieces of information conveyed by the document:

9. What questions does the document suggest?

10. How does this document connect to or deepen what you already know about this topic?

11. Where would you look for additional documents that provide a contrasting perspective?

Evaluating the Document

12. Is the document reliable? List any errors or misleading statements.

13. How could this document be used as evidence for your argument?

Chapter 5

Developing a Historical Argument

As students' research progresses, it is important to develop a working thesis statement. The thesis statement is the heart of the project's historical argument. Students should begin to think about their thesis statement early on, and continue to refine the thesis as their research progresses.

A strong thesis statement will:

☐   Summarize and present the project's argument in one to three sentences.

☐   Take a stand. It must give the student something to argue with evidence. It must be

      debatable.

☐   Connect to the National History Day theme – *Revolution, Reaction, Reform in History.*

☐   Have a narrow and specific focus.

☐   Explain why the topic is historically significant.

☐   Provide a roadmap to the project.

☐   Be written as a statement, not a topic or a question.

☐   Present *historical* analysis – not a statement about current events.

☐   Evolve over time with more research.

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 argument about the historical impact of the person, event, or idea you are studying. The point you make is also called a thesis statement. A thesis statement is not the same as a topic. Your thesis statement expresses your conclusions 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 **four** things:

- Addresses a narrow topic
- Connects to the annual theme
- Makes an argument
- 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 dozens 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 offers 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. It also doesn't explain the connection to the NHD theme. What effects did this change of building materials have? How was this change revolutionary?

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. The rebuilding process revolutionized architecture, leading to a distinctive 'Chicago Style' which influenced buildings and shaped skylines around the world."
We have a winner! This thesis looks at a narrow topic, expresses an opinion, connects to the theme, 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 argument based on evidence. 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 1-3 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 learn? 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 interpretation of the topic. What is the issue or concern? Make sure it's arguable. Let your thesis statement evolve when you find new evidence.

- *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 were architecture and electricity. The Fair led to the creation of new buildings in innovative architectural 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 *The Jungle* make an impact on the foods we eat?			
The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there are economic motives and political will.			

Rewrite two of the weak statements to make them stronger.

Argumentation Plan

Revised Thesis: (1. Clearly state topic. 2. Use the theme. 3. Make it an argument. 4. Demonstrate historical significance.)

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? How does it set the stage for the theme?

Arguments: We need 4-6 claims that support and help you prove your main thesis. This is your reasoning. Some complex 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 <u>MUST</u> support your claims with evidence. Consider visuals (photographs, video clips), documents, letters, speeches, and quotations. Try to use three to five pieces of evidence for each claim

Evidence for Claim 1:	Evidence for Claim 2:	Evidence for Claim 3:
• • • •	• • • •	• • • •

. **Analysis:** Your initial claims should help the viewer understand what happened. What actions shaped these events? Consider including multiple perspectives – what did people at the time think, say, and do? What is your project's connection to the NHD theme?

Analysis 1:	Analysis 2:	Analysis 3:

Arguments (continued): Write three more claims that support and help you prove your main thesis. Later claims help us understand the "So what?" question. Why should we care about these events in history? What changed over time? Keep these claims short, 1-2 sentences each.		
Claim 4:	Claim 5:	Claim 6:

Evidence: You <u>MUST</u> support your claims with evidence. Consider visuals (photographs, video clips), documents, letters, speeches, and quotations. Try to use three to five pieces of evidence for each claim.		
Evidence for Claim 4: • • • •	Evidence for Claim 5: • • • •	Evidence for Claim 6: • • • •

Analysis: Consider historical significance. What were the short-term and long-term impacts? What "big picture" lessons do these events reveal about the past?		
Analysis 4:	Analysis 5:	Analysis 6:

Conclusion (1. Restate your argument. 2. Remind the viewer how your topic connects with the theme. 3. Demonstrate historical significance.)

Chapter 6

Required Written Materials

Once students have completed their research, it's time to present their findings in a History Day project! Every History Day project must have the following Required Written Materials: a Title Page (or homepage 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.

The Title Page and Process Paper

The Title Page

The Required Written Materials begin with a Title Page (or homepage 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. Sample title pages are available in the NHD Rule Book, p. 18-19.

The Process Paper

The second element of the Required Written Materials is the 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?

What This Means for Your Project Category

Websites: The homepage 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. Your process paper will be uploaded within the website, along with your Annotated Bibliography.

All other categories: Your Required Written Materials (title page, process paper, and annotated bibliography) should be combined into a single PDF file. You will upload this file in zFairs during registration and bring print copies to the competition.

Tips
- Focus on answering the five parts of the Process Paper clearly and directly.
- Look at sample 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 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. Update your annotated bibliography throughout the research process. It is challenging to try to remember how you used sources several weeks or months later.

NHD EXHIBIT

HISTORICAL QUALITY - 80%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

STRENGTHS & AREAS FOR IMPROVEMENT

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	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Exhibit is consistently clear in structure and organization.	☐ Exhibit is mostly clear in structure and organization.	☐ Exhibit is somewhat clear in structure and organization.	☐ Exhibit has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Exhibit is ≤ 40″ wide x 72″ tall x 30″ deep or 30″ in diameter or diagonal.   ☐ Yes   ☐ No

Exhibit contains no more than 500 student-composed words.   ☐ Yes   ☐ No

Visuals and quotes are credited on the exhibit.   ☐ Yes   ☐ No

Media devices (optional) total run time is ≤ two minutes.   ☐ Yes   ☐ No   ☐ Not applicable

Process Paper is submitted.   ☐ Yes   ☐ No

Process Paper word count is listed on the Title Page.   ☐ Yes   ☐ No

Annotated Bibliography is submitted.   ☐ Yes   ☐ No

Annotated Bibliography is separated into primary and secondary sources.   ☐ Yes   ☐ No

Annotations do not exceed two to three sentences.   ☐ Yes   ☐ No

NHD
NATIONAL HISTORY DAY®

DOCUMENTARY

HISTORICAL QUALITY - 80%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

STRENGTHS & AREAS FOR IMPROVEMENT

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CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
AUDIO AND VISUALS	☐ Audio is consistently appropriate and easy to understand. ☐ Visuals are consistently appropriate and support the narrative.	☐ Audio is mostly appropriate and easy to understand. ☐ Visuals are mostly appropriate and support the narrative.	☐ Audio is somewhat appropriate and easy to understand. ☐ Visuals are somewhat appropriate and support the narrative.	☐ Audio is appropriate in limited instances or impedes understanding. ☐ Visuals are appropriate in limited instances.	☐ ☐
TECHNICAL	☐ Narration is consistently free of mechanical or grammatical errors. ☐ Volume of audio components is consistently even.	☐ Narration is mostly free of mechanical or grammatical errors. ☐ Volume of audio components is mostly even.	☐ Narration is somewhat free of mechanical or grammatical errors. ☐ Volume of audio components is somewhat even.	☐ Narration contains major grammatical or mechanical errors that impede understanding. ☐ Volume of audio components is mostly uneven.	☐ ☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Time is ≤ ten minutes.   ☐ Yes   ☐ No

Entry is student-produced.   ☐ Yes   ☐ No

Entry includes source credits at the end.   ☐ Yes   ☐ No

Process Paper is submitted.   ☐ Yes   ☐ No

Process Paper word count is listed on the Title Page.   ☐ Yes   ☐ No

Annotated Bibliography is submitted.   ☐ Yes   ☐ No

Annotated Bibliography is separated into primary and secondary sources.   ☐ Yes   ☐ No

Annotations do not exceed two to three sentences.   ☐ Yes   ☐ No

NHD PERFORMANCE

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL QUALITY - 80%					
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
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HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

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CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
PERFORMANCE	☐ Dramatic arc consistently advances the historical argument.	☐ Dramatic arc mostly advances the historical argument.	☐ Dramatic arc somewhat advances the historical argument.	☐ Dramatic arc has limited connection to the historical argument.	☐
	☐ Characters and scenes are consistently developed and connected to the historical argument.	☐ Characters and scenes are mostly developed and connected to the historical argument.	☐ Characters and scenes are somewhat developed and connected to the historical argument.	☐ Characters and scenes are limited in development and connection to the historical argument.	☐
TECHNICAL	☐ Speech is consistently clear, effective, expressive, and appropriately paced.	☐ Speech is mostly clear, effective, expressive, and appropriately paced.	☐ Speech is somewhat clear, effective, expressive, and appropriately paced.	☐ Speech is limited in clarity, effectiveness, expressiveness, and pacing.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Time is ≤ ten minutes.   ☐ Yes   ☐ No

Media devices (optional) are student operated.   ☐ Yes   ☐ No   ☐ Not applicable

Process Paper is submitted.   ☐ Yes   ☐ No

Process Paper word count is listed on the Title Page.   ☐ Yes   ☐ No

Annotated Bibliography is submitted.   ☐ Yes   ☐ No

Annotated Bibliography is separated into primary and secondary sources.   ☐ Yes   ☐ No

Annotations do not exceed two to three sentences.   ☐ Yes   ☐ No

NHD WEBSITE

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL QUALITY - 80%					
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

STRENGTHS & AREAS FOR IMPROVEMENT

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OVER

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
WRITTEN MATERIAL AND VISUALS	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Website is consistently clear in structure and organization.	☐ Website is mostly clear in structure and organization.	☐ Website is somewhat clear in structure and organization.	☐ Website has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Website contains no more than 1,200 student-composed words. ☐ Yes ☐ No

Multimedia (optional) total run time is ≤ three minutes. ☐ Yes ☐ No ☐ Not applicable

Visuals and quotes are credited on the website. ☐ Yes ☐ No

Website contains no links to external content (exempting the Annotated Bibliography). ☐ Yes ☐ No

Process Paper is integrated into the website as a PDF. ☐ Yes ☐ No

Annotated Bibliography is integrated into the website as a PDF. ☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources. ☐ Yes ☐ No

Annotations do not exceed two to three sentences. ☐ Yes ☐ No

Home page contains required information. ☐ Yes ☐ No

OVER

NHD PAPER

NATIONAL HISTORY DAY

HISTORICAL QUALITY - 80%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	**PROFICIENT**	**DEVELOPING**	**NOVICE**	**NOT EVIDENT**
WRITTEN MATERIAL	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
TECHNICAL	☐ Citations are consistently written in an NHD-approved format. ☐ Citations consistently credit quotations and paraphrased information.	☐ Citations are mostly written in an NHD-approved format. ☐ Citations mostly credit quotations and paraphrased information.	☐ Citations are sometimes written in an NHD-approved format. ☐ Citations sometimes credit quotations and paraphrased information.	☐ Citations are not written in an NHD-approved format. ☐ Citations rarely credit quotations and paraphrased information.	☐ ☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Paper is 1,500 to 2,500 words. ☐ Yes ☐ No

Entry includes citations. ☐ Yes ☐ No

Process Paper is submitted. ☐ Yes ☐ No

Process Paper word count is listed on the Title Page. ☐ Yes ☐ No

Annotated Bibliography is submitted. ☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources. ☐ Yes ☐ No

Annotations do not exceed two to three sentences. ☐ Yes ☐ No

Any included appendices are cited in the body of the paper; appendices are limited. ☐ Yes ☐ No ☐ Not applicable

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 *Contest Rule Book.*
	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: o The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high. OR o 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: o The media runs for no more than a total of two minutes and does not loop continuously. o The media does not include dramatic or narrative student involvement. o Judges are able to control the media device with clearly visible and accessible on/off and volume controls. o The media device fits within the size and word limits of the exhibit. o 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

√	Requirement:

	My/our written materials begin with a title page containing the following:
	    o Title of the exhibit
	    o My/our name(s)
	    o Junior OR Senior Division
	    o Individual OR Group Exhibit
	    o Number of student-composed words in the exhibit
	    o Number of words in the process paper
	No other information (school, state, teacher, course) is contained on this page.

	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:
	    o How did you choose your topic and how does it relate to the annual theme?
	    o How did you conduct your research?
	    o How did you create your project?
	    o What is your historical argument?
	    o In what ways is your topic significant in history?
	My/our process paper does not include quotes, images, or captions.

	My/our annotated bibliography contains the following:
	    o A complete list of all sources used to create this project
	    o Annotations for each source
	In addition:
	    o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.
	    o The annotations describe how I/we used the source and how it helped to understand the topic.
	    o If I/we used several items from the same collection, they are combined into a single citation.
	I/we did **not** attach primary or secondary materials to the annotated bibliography.

	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.

	My/our written materials are assembled in the following order and stapled/clipped in the top left corner:
	    o Title page
	    o Process paper
	    o Annotated bibliography
	I/we did **not** enclose these materials in a binder or folder.

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.

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

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 *Contest Rule Book.*
	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 *existing* 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

√	Requirement:
	My/our written materials begin with a title page containing the following: ○ Title of the documentary ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Documentary ○ Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words: ○ 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? My/our process paper does not include quotes, images, or captions.
	My/our annotated bibliography contains the following: ○ A complete list of all sources used to create this project ○ Annotations for each source In addition: ○ 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. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	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.
	My/our written materials are assembled in the following order and stapled/clipped in the top left corner: ○ Title page ○ Process paper ○ Annotated bibliography I/we did **not** enclose these materials in a binder or folder.

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.

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

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 *Contest Rule Book.*
	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

√	Requirement:

	My/our written materials begin with a title page containing the following:
	   o Title of the performance
	   o My/our name(s)
	   o Junior OR Senior Division
	   o Individual OR Group Performance
	   o Number of words in the process paper
	No other information (school, state, teacher, course) is contained on this page.

	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:
	   o How did you choose your topic and how does it relate to the annual theme?
	   o How did you conduct your research?
	   o How did you create your project?
	   o What is your historical argument?
	   o In what ways is your topic significant in history?
	My/our process paper does not include quotes, images, or captions.

	My/our annotated bibliography contains the following:
	   o A complete list of all sources used to create this project
	   o Annotations for each source
	In addition:
	   o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.
	   o The annotations describe how I/we used the source and how it helped to understand the topic.
	   o If I/we used several items from the same collection, they are combined into a single citation.
	I/we did **not** attach primary or secondary materials to the annotated bibliography.

	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.

	My/our written materials are assembled in the following order and stapled/clipped in the top left corner:
	   o Title page
	   o Process paper
	   o Annotated bibliography
	I/we did **not** enclose these materials in a binder or folder.

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.

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

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 *Contest Rule Book.*
	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 *existing* 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.

√	Requirement:

	My/our website begins with a home page containing the following elements:
	   o Title of the website
	   o My/our name(s)
	   o Junior OR Senior Division
	   o Individual OR Group Website
	   o Number of visible, student-composed words in the website
	   o Total length of multimedia
	   o Number of words in the process paper
	   o A navigational menu to access the other parts of the website
	The home page must not include the name of your teacher or your school.

	My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words:
	   o How did you choose your topic and how does it relate to the annual theme?
	   o How did you conduct your research?
	   o How did you create your project?
	   o What is your historical argument?
	   o In what ways is your topic significant in history?
	My/our process paper does **not** include quotes, images, or captions.

	My/our annotated bibliography is integrated into the website. It contains the following:
	   o A complete list of all sources used to create this project
	   o Annotations for each source
	In addition:
	   o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.
	   o The annotations describe how I/we used the source and how it helped to understand the topic.
	   o If I/we used several items from the same collection, they are combined into a single citation.
	I/we did **not** attach primary or secondary materials to the annotated bibliography.

	The annotated bibliography and process paper are integrated into the website.
	   o The annotated bibliography and process paper are provided in PDF format.
	   o 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.

√	Helpful Tips:
	Each page title corresponds with the page title provided in the navigation menu.
	Any hyperlinked navigational buttons (Next, Previous, etc.) are hyperlinked and take the viewer to the correct page.
	In order for all images to appear on your website pages, all uploaded files are located in the File Library.

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.

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

Signed: _____   Date: _____

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 *Contest Rule Book.*
	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: ○ 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:

	My paper has a title page containing the following:
	    o Title of the paper
	    o My name
	    o Junior OR Senior Division
	    o Historical Paper
	    o Number of words in the historical paper
	    o Number of words in the process paper
	No other information (school, state, teacher, course) is contained on this page.

	Following my title page is a process paper. My process paper addresses the following questions in no more than 500 words:
	    o How did you choose your topic and how does it relate to the annual theme?
	    o How did you conduct your research?
	    o How did you create your project?
	    o What is your historical argument?
	    o In what ways is your topic significant in history?
	My process paper does not include quotes, images, or captions.

	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).

	My annotated bibliography contains the following:
	    o A complete list of all sources used to create this project
	    o Annotations for each source
	In addition:
	    o My annotated bibliography is separated into two sections—one for primary sources, another for secondary sources.
	    o My annotations describe how I used the source and how it helped me understand my topic.
	    o If I used several items from the same collection, they are combined into a single citation.
	I did not attach primary or secondary materials to my annotated bibliography.

	My paper is assembled in the following order and stapled/clipped in the upper left corner:
	    o Title page
	    o Process paper
	    o Historical paper (with foot/endnotes or internal documentation)
	    o Appendix (optional)
	    o Annotated bibliography
	I did **not** enclose these materials in a binder or folder.

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: _____

GUIDANCE FOR STUDENTS

Artificial Intelligence (AI) and Your National History Day® (NHD) Project

NHD students develop projects based on historical research related to an annual theme and present their conclusions. If you participate in NHD, you agree to present work that is your unique academic product. Academic integrity is at the core of NHD.

- You are encouraged to use tools such as library databases, computer programs (e.g., word processing, graphic design, web builders, video editing software, etc.), and the internet to complete your project.
- Artificial Intelligence (AI) is an emerging technology and tool. Like any tool, it has its limitations.
- Students are not required to use AI tools (e.g., chatbots, video generators, art generators, code generators, text generators, etc.) to participate in NHD.
- If you are going to use AI, you need to use it properly.

Ways You May Use AI

- ☑ Brainstorming topic ideas
- ☑ Brainstorming key words to research a topic
- ☑ Looking for resources you can find in a school or local library
- ☑ Reviewing your writing for grammatical and punctuation mistakes
- ☑ Simplifying the language in a source to make it more understandable

You can use an AI chatbot to begin your research.
For example, if you are interested in WWII, you could ask a chatbot to help you brainstorm topic ideas and keywords for your research.
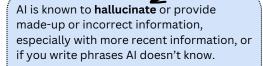
Questions:
- What are several important battles during WWII?
- What keywords should I use when researching the Battle of Midway?
- What libraries and archives have primary sources on the Battle of Midway?
- What historians have written about the Battle of Midway?

Ways You May Not Use AI

- ⊗ Letting AI create elements of your project for you. For example, do not use AI to write text or create charts, graphs, images, or video for your project.
- ⊗ Letting AI do your topic analysis for you. Your analysis and the wording of your analysis should be uniquely your own.
- ⊗ While AI tools can recommend sources, they cannot provide accurate evidence or quotations. AI tools often **hallucinate** when asked to do so.

AI is known to **hallucinate** or provide made-up or incorrect information, especially with more recent information, or if you write phrases AI doesn't know.

For example:
Question: What is the world record for crossing the English Channel *entirely on foot*?
Chatbot: As of my last knowledge update in September 2021, the world record for crossing the English Channel *entirely on foot* was held by Sarah Thomas, an American open-water swimmer.

You can't cross the English Channel *entirely on foot* - it's a body of water.

NHD Contest Rules That Relate to AI

Rule 4: Student Research
"You must complete the research, design, and creation of your project on your own…" (NHD Rule Book pg. 14)

Rule 10: Reasonable Help
"You are responsible for the research, design, and creation of your entry. Objects created by others specifically for use in your entry violate this rule" (NHD Rule Book pg. 17).

Additionally, review the rules for your category as they address original work.

When registering for an NHD contest, you agree that your project is original.

If you use AI, you need to cite it properly.
- Explain how you used AI tool(s) in your process paper.
- Add a citation to your annotated bibliography. Include the tool(s) and date(s). In the annotation, explain how you used it. Both MLA and *The Chicago Manual of Style* include annotations for AI tools.
- AI tools are secondary sources.

NHD NATIONAL HISTORY DAY.

Jan 2024

GUIDANCE FOR JUDGES

Artificial Intelligence (AI) and National History Day® (NHD) Judging

Artificial Intelligence (AI) is part of our world. As delineated here, NHD students may use AI in ways that they might also consult with people, such as brainstorming keywords to research their topics. Students may **not** use AI in ways that violate <u>NHD Contest Rules</u>, particularly by letting AI write text or generate images, videos, or graphics for them.

The challenge for the judging process lies in discerning whether elements of a project are student-created or AI-generated. While AI detection tools continually evolve, **there are no tools that are 100% effective at identifying whether content is created by AI or a human.** Unlike plagiarism, where judges could find a source that a student copied without citation, there is **no way to be completely sure that a student used AI inappropriately.**

The best approach is to ask questions during the interview, as you would for other aspects of a project. Interviews are your opportunity to **ask open-ended questions** to clarify your understanding.

Examples of Interview Questions

☑ How did you create your project?

☑ How did you conduct your research?

☑ How did you put your written materials together?

Please believe what students say during the interview.

If they volunteer the use of AI in a way that violates NHD contest rules, **please address this on the written evaluation form with constructively-worded criticism** that offers guidance and mentoring, and avoids punitive language.

A statement like "Did you copy from AI?" will come across as an accusation without evidence. Instead, write something like, **"I was not always sure which parts of your project were your own words or the words of others. ..."**