Dear Parents/Guardians,

We are very excited about this year’s History Day competition! The following packet was put together to help you and your child navigate the History Day project. Participating in history day has several learning opportunities for your child, including conducting research, citing sources, completing an annotated bibliography, and understanding the political, economic, and social issues of the past. Please discuss the project your child will choose and work with them to meet all requirements. This can be a wonderful time to learn and grow together.

What is it?
Each year National History Day picks a specific theme that students will focus on. This year the theme is called “Communication in History: The Key To Understanding.” Students should focus on the background and context, causes and effects, the results and consequences, and the overall significance.

Grade Level Themes/Topics:
Each grade level will have specific areas that they will focus on. Many of these topics will be directly related to what they are studying in class. Students must make appropriate arguments and refrain from vulgar or inappropriate content on their boards.

ATTENTION PARENTS
Please guide and support your child through this history project, but remember it is the student’s project. Do not do it for them. The student needs to be able to convey thorough knowledge of their inquiry project.

HOW PARENTS CAN HELP

• Take an interest in your child’s project
• Assist in finding an appropriate project topic, to be approved by the teacher
• Provide expertise and supervise your students’ work at home
• Provide transportation to a library for research
• Explain difficult ideas
• Periodically review and check required components and due dates
• Provide materials for project
PURPOSE OF THIS GUIDE

This guide is meant to provide students with the basic information and paperwork needed in preparation for completing their National History Day Project. Students should refer to it and class notes, throughout the entire process, and are expected to use it for future reference throughout the school year. Deadlines will be discussed in class.

WHY DO WE HAVE A HISTORY DAY?

Through your participation in the contest, you will experience important benefits beyond learning about interesting issues, ideas, people, and events of your choosing. You will hone your expressive abilities as you demonstrate command of your topic and present your work in one of the competition’s formats: paper, exhibit, performance, documentary, or website. At the local and affiliate competitions, you have the opportunity to meet students from other schools, exchange ideas, and demonstrate the results of your work. Your success in researching and producing an NHD entry may even take you to the National Contest.

<table>
<thead>
<tr>
<th>DEFINITIONS</th>
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<tbody>
<tr>
<td><strong>Primary Source</strong></td>
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<tr>
<td><strong>Secondary Source</strong></td>
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<td><strong>Annotated Bibliography</strong></td>
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<tr>
<td><strong>Thesis</strong></td>
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<tr>
<td><strong>Process Paper</strong></td>
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<td><strong>Bibliography</strong></td>
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- On occasion additional paperwork may be requested by the directors. If this is the case, you will be notified as soon as that information becomes available.
Expectations

A good History Day project involves the student in a journey of discovery, driven by curiosity. We will start this process in class by going over a few of the topics for each grade level. Students will then choose a topic and complete a Topic Selection Sheet. This will help organize their thoughts and ideas and give them an idea on how to find relevant sources. The student then develops a project. Please note that significant portions of this project will need to be done outside of class on the student’s own time. A certain amount of time will be provided in class for each part of the project, but if a student does not finish or is absent, it is their responsibility to complete the project.

A History Day project must include the following steps:

- Conduct background research
- Develop a thesis
- Properly cite sources
- Provide evidence to support your thesis
- Use proper grammar, spelling, and mechanics
- Create a conclusion that summarizes their project
- Demonstrate ability to present their topic through the History Day Fair via chosen project format

Interpretation: History is open to interpretation. They may choose an argument that someone else may disagree with and offer a different opinion or idea. It is important to use evidence and recognize the use of legitimate sources when conducting research.

Organization: Organization is a key to any project. There are many ways to organize your thoughts when writing, performing, or creating a product.

Take an Interest: Encourage students to develop a genuine interest in their projects. Judges will occasionally ask students why they chose to do a particular project, and it usually turns out that the best work is done by students who are motivated and inspired by their curiosity about what they are investigating. Students who developed a project simply because you expected them to do so will generally produce mediocre results.

Effective NHD entries not only describe an event or a development, but they also analyze and place it in its historical context. To help you draw conclusions about your topic’s significance in history, ask yourself the following questions:

- How was my topic significant in history in relation to the NHD theme?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic’s time period influence my topic in history?
- Why is my topic important?
Step 1: Choosing a topic (**Due by September 21st**). You must fill out the form on the next page to get teacher approval and credit for this assignment.

Think about what your interests are. Everything has history. No matter what you are interested in, there is a history of that topic. Start doing some research into the history of your fields of interest. However, there are two requirements for your topic: (1) it must relate to the subject we are studying this school year and (2) it must relate to the theme for National History Day this year. This year’s theme is Triumph & Tragedy.

<table>
<thead>
<tr>
<th>If you’re interested in….</th>
<th>Try….</th>
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<tbody>
<tr>
<td>Exploration in North and South America….</td>
<td><a href="http://www.americanjourneys.org/">http://www.americanjourneys.org/</a></td>
</tr>
</tbody>
</table>
| Colonial History                                   | [http://www.history.org/history/teaching/index.cfm](http://www.history.org/history/teaching/index.cfm)  
  [http://dohistory.org/home.html](http://dohistory.org/home.html) |
| Social History                                     | [http://ashp.cuny.edu/](http://ashp.cuny.edu/)                                   |
| Women’s History                                    | [http://www.womeninworldhistory.com/thematic-units.html](http://www.womeninworldhistory.com/thematic-units.html)                                   |
| A general overview of US History                   | [http://historymatters.gmu.edu/](http://historymatters.gmu.edu/)  
  [http://chroniclingamerica.loc.gov/](http://chroniclingamerica.loc.gov/)  
  [http://www.digitalhistory.uh.edu/index.cfm](http://www.digitalhistory.uh.edu/index.cfm)  
  [https://www.gilderlehrman.org/](https://www.gilderlehrman.org/)  
  [http://nhd.org/USHistoryPrimarySources.htm](http://nhd.org/USHistoryPrimarySources.htm) |
  [http://eudocs.lib.byu.edu/index.php/Main_Page](http://eudocs.lib.byu.edu/index.php/Main_Page)  
  [http://nhd.org/WorldHistoryPrimarySources.htm](http://nhd.org/WorldHistoryPrimarySources.htm) |
| Puerto Rican/Latino History                        | [http://centropr.hunter.cuny.edu/](http://centropr.hunter.cuny.edu/)  
  [http://www.loc.gov/rr/hispanic/](http://www.loc.gov/rr/hispanic/) |
  [http://avalon.law.yale.edu/subject_menus/ancient.asp](http://avalon.law.yale.edu/subject_menus/ancient.asp)  
  [http://guides.lib.ku.edu/c.php?g=95017&p=615733](http://guides.lib.ku.edu/c.php?g=95017&p=615733) |
Name(s): ______________________________________
Due: September 21st
(Maximum of 3 students per group)
Type of Entry: _____Historical paper (individuals only)
              _____Documentary
              _____Museum Exhibit
              _____Website
              _____Performance

This is not a firm commitment, but you should have an idea of what you’re interested in – especially if you are in a group

Proposal Description – Who / what do you want to study? – Be specific. The Civil War is too general.

Subject:

→ Why are you interested in studying this person / event / idea?

→ Describe why this person / event is important – explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level:

a.

b.

c.

→ So what? Why is this important enough for you to research and present? Convince me.

→ How does your topic relate to the theme for this year? (2021: Communication in History: The Key to Understanding)

Teacher Approval: _____ Yes _____ Yes with some changes _____ Not acceptable topic (too broad/limited)

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Decoding Communication in History: The Key
Decoding Communication in History: The Key to Understanding

Level One Teacher Prompt Questions

Step 1 - Declare a topic
- What interests you?
- Is there a time period you are interested in? How did people communicate during this time?
- Is there something you would like to know more about?
- What types of communication interest you? Are you interested in warfare or in business?

Step 2 - Define your topic's parameters
- What is the start date of your topic?
- What is the end date?
- What is the period?
- Where does your event take place?
- Is it a city or town or nation?

Step 3 - Connections and contradictions
- Who is involved in your story? Is there more than one person? What are the key events?
- Is there a group of people collaborating or competing?
- Are all the groups working in the same way?
- Do people agree or disagree?
- Are there different ways we communicate?

Step 4 - Identify forms of communication and misunderstandings
- What are the misunderstandings or miscommunications between people involved?
- How does the communication or misunderstanding start?
- What are the long term changes resulting from this communication or misunderstanding?

Step 5 - Explain your reasoning
- How does the argument you are trying to make help explain the situation?
- Why is this event important to our understanding of history?

Level Two Teacher Prompt Questions

Step 1 - Declare a topic
- Is there something that interests you in class or at home?
- What types of communication interest you? Are you interested in warfare or in business?

Step 2 - Define your topic's parameters
- How do the historical events affect the story you have chosen?
- What are the main challenges or obstacles for this story?
- Does the location of the event impact the story?

Step 3 - Connections and contradictions
- How do the events in history change the way people interact with each other?
- Are there different perspectives?
- Are there different ways we communicate?

Step 4 - Identify forms of communication and misunderstandings
- Does the communication or misunderstanding start to escalate?
- How do the misunderstanding affect the relationship between the groups?

Step 5 - Explain your reasoning
- How does this topic apply to the theme of Communication in History? The Key to Understanding?
- Why is this event important to our understanding of history?
Citing Sources & MLA Format

In order to avoid plagiarism (stealing the words from someone else!) you need to know how to properly cite sources. For History Fair you will use MLA or Chicago style as the format for citing sources.

More details on these styles are available at: www.easybib.com or www.bibme.org

We will be using Noodletools to document our sources and do our annotated bibliography. 7th grade will complete a minimum of 8 sources per student (20 sources per project is best if you want to win the fair)

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 annotation should explain the following:
- How you used the source
- How the source helped you to understand the topic

Suggested places to look for primary sources:
http://www.nationalhistoryday.org/USHistoryPrimarySources.htm
www.docsteach.org
www.loc.gov
https://seaofliberty.org/
http://www.archives.gov/research/search/
http://webpages.uidaho.edu/special-collections/other.repositories.html
http://docsouth.unc.edu/
http://memory.loc.gov/ammem/alhtml/alhome.html
http://jeffersondavis.rice.edu/
http://www.si.edu/Collections
http://www.eduplace.com/ss/hmss/primary.html
Reminder about Primary, Secondary and Tertiary Sources

**Primary Source**- The most common definition of a primary source is that which is written or produced in the time period. Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event. This definition also applies to primary sources found on the internet.

**Secondary Source**- Secondary sources are usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources, research, and study. These sources provide context for a historical event. For example, high school history textbooks, biographies, retrospective newspapers and other history books about a particular topic are secondary sources. This definition also applies to secondary sources found on the internet.

**Tertiary Source**- Tertiary sources are summaries and collections of primary and secondary sources. These sources provide ideas for topics and further investigation. Some examples are almanacs, encyclopedias, dictionaries, guidebooks, manuals, etc.

Please make sure that your sources are reliable and accurate. Do NOT use Wikipedia!!

ALL sources that you looked at MUST be included in your annotated bibliography!!!
production. To produce a documentary, you must have access to equipment and be able to operate it.

**Exhibit:**

Students can work individually or in teams up to 5 people in this category. An exhibit is a visual representation of your research and interpretation of your topic’s significance in history. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit. Sample layout below.

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**INTRODUCTION**

- Opening paragraph along with Thesis statement

**BACKGROUND**

- What was happening in the world at this time?

**CAUSE/EFFECT**

- Explain the reasons and results

**TITLE OF PROJECT**

**IMAGES**

- Picture #1
  - Explanation
- Picture #2
  - Explanation
- Picture #3
  - Explanation
- Picture #4
  - Explanation

**IMPORTANT PEOPLE**

- Who were the important

**IMPACT ON FLORIDA**

- How did this become a Turning Point in History?

**CONCLUSION**

- Summary Statement of your project

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**Website:**

Students can work individually or in teams up to 3 people in this category. The website category is the most interactive of all NHD categories. A website should reflect your ability to use website design software and computer technology to communicate your topic’s significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a website, you must have access to the Internet and be able to operate appropriate software and equipment. All websites will be created through NHD approved platform (TBA).
How Do I Choose My Category?

Do you have special interests or talents that lend themselves to a specific category? How can your material best be expressed? Answering the following questions may help you decide.

**Historical Paper**
1. Do I enjoy writing?
2. Am I more comfortable expressing myself on paper rather than in front of an audience?
3. Am I trying to convey a complex idea that requires a lot of explanation?

**Performance**
1. Do I enjoy being in front of an audience?
2. Do I like to act?
3. Can I sing or play a musical instrument? (Musical talent is not necessary, but many students incorporate music into their performances.)
4. Can my topic be expressed dramatically?

**Exhibit**
1. Do I enjoy creating things with my hands?
2. Do I have room to keep an exhibit once I create it?
3. Do I have a way to transport my project to a contest?
4. Can I tell my story primarily through pictures and artifacts instead of words?

**Documentary**
1. Do I have access to and enjoy working with media equipment?
2. Do I have access to editing equipment that I can operate?
3. Do I have a VCR, television, slide projector, tape recorder, computer, etc. that I can take to a contest?
4. Will my research be most clearly presented as a documentary?

**Websites**
1. Do I enjoy working with computers?
2. Do I have access to a laptop computer to present my entry at the contest?
3. Do I have a basic knowledge about developing websites?
4. Can I effectively present my topic in a website?

**NHD Helpful Web Resources:**

- NHD Website: Find student project examples from past years, the annual theme sheet, tips for creating different types of entries, the contest rule book and more! [http://www.nhd.org](http://www.nhd.org)

- Need research tips from a master NHD teacher? [http://www.youtube.com/embed/usfIFqsHoVk](http://www.youtube.com/embed/usfIFqsHoVk)

- Need help writing a thesis statement from a master NHD teacher? [http://www.youtube.com/embed/5728zt9ZyNQ](http://www.youtube.com/embed/5728zt9ZyNQ)
Project Plan
Due November ___

Websites: a rough plan of the website must be submitted, noting the pages, organizational structure, and document links planned out. Please plan to submit the URL to me and make sure that your thesis is clear.

Papers: 2-page detailed outline of the main topics and information to be covered. Make sure your thesis is clear.

Exhibits - a storyboard of basic images with bullets of key pieces of information to be included along with a list of graphics and images to be included. Make sure your thesis is clear.

Documentaries - a rough draft of a script or a rough cut (2-3 minutes) of the documentary must be submitted. Make sure your thesis is clear.

Performances - a rough draft of a script must be turned in. A minimum of four minutes of dialogue must be included. Make sure your thesis is clear.

All projects: Must include a title, thesis, and summary of the topic with supporting information.

Rubric:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Description</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Present, creative, gives a hint to the project, gets attention (good first impression)</td>
<td></td>
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<tr>
<td>Thesis</td>
<td>Clear, well developed, offers a unique perspective, allows for analytical thinking and development</td>
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<tr>
<td>Supporting Evidence</td>
<td>Gives evidence to support and expand the thesis; shows a variety of sources</td>
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<tr>
<td>Development</td>
<td>Shows progress and development; goes beyond the information found in typical secondary source (think World Book or Wikipedia)</td>
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<tr>
<td>Conclusion</td>
<td>Draws ideas together and shows analysis. Includes independent analysis of historical research.</td>
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Total: _________/25
FINAL PROJECT DELIVERABLES
Submit all parts on google classroom (only exceptions are checklists & exhibit boards)!!!

☐ Product – completed according to rules for your type of product
  • Research Paper, Exhibit, Documentary, Performance, Website
  • Websites
    • MUST use NHDWebCentral - https://nhdwebcentral.org/
    • Add link to the assignment in google classroom – make sure you have published your website before turning it in

☐ Process paper
  • 500 words or less that answers the questions below:
    • how you chose your topic
    • how you conducted your research
    • how you selected your presentation category (i.e., why a website)
    • how your project relates to the NHD theme

☐ Annotated Bibliography – Export from noodletools into a word or google doc file (except websites)
  • Make sure your sources are labelled primary or secondary
  • Only include those sources that you actually used to create the product
  • If you have difficulty figuring out how to do this in Noodletools, let me know, but please at least attempt it before asking.

☐ Checklist – ask for the correct one for your project – 1/group

SCHEDULE OF ACTIVITIES

<table>
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<tr>
<th>Time Line 2020-2021</th>
<th>Project Components</th>
<th>Specific Due Dates</th>
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<tbody>
<tr>
<td>August/September</td>
<td>• Research at school and home</td>
<td>DUE Sept ___</td>
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<tr>
<td></td>
<td>• Choose a topic that is narrow enough for your research</td>
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<tr>
<td></td>
<td>• Start working on process paper &amp; annotated bibliography (Keep notes on the process you went through in choosing your topic)</td>
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<tr>
<td></td>
<td>• 4 sources due in Noodletools with annotations (1/2 must be primary)</td>
<td>DUE Sept ___</td>
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<tr>
<td>October</td>
<td>• Continue working on annotated bibliography with at least 10 sources (5 primary &amp; 5 secondary)</td>
<td>DUE Oct ___</td>
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<tr>
<td></td>
<td>• Choose type of project entry you want to create</td>
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<tr>
<td></td>
<td>• 4 sources due in Noodletools with annotations (1/2 must be primary)</td>
<td>DUE Oct ___</td>
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<tr>
<td>November</td>
<td>• Final 2 sources due in Noodletools with annotations (1/2 must be primary)</td>
<td>DUE Nov ___</td>
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<td></td>
<td>• Preliminary project plan (rough draft of research paper, script for performance &amp; documentary, and planned page directory for website)</td>
<td></td>
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<tr>
<td>January</td>
<td>• Completed entry including product, process paper (if required for your category), and annotated bibliography</td>
<td>DUE Jan ___</td>
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<tr>
<td></td>
<td>• Revisions</td>
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<td>• HAMO History Day Competition</td>
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<tr>
<td>February</td>
<td>County History Day Fair:</td>
<td>Early-Mid February</td>
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<td></td>
<td>• Judging &amp; Awards Ceremony</td>
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** This is a tentative timeline and tentative outline of project requirements.