2016 TEACHER FRAMEWORK

The History Day Teacher Framework was developed by staff at the Minnesota Historical Society in collaboration with teachers in the Minneapolis Public School District, the St. Paul Public School District, the Robbinsdale School District, and DeLaSalle High School.

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Minnesota Historical Society

CLEAN WATER LAND & LEGACY AMENDMENT

University of Minnesota

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BENEFITS OF HISTORY DAY & PROGRAM OVERVIEW

The National History Day Program (NHD) is a program dedicated to academic rigor in the social studies curriculum for students in grades 6-12. For over 35 years, students around the country have participated in NHD. Begun at Case Western Reserve University in Ohio, the program took roots in Minnesota in 1980, and has grown to be one of the largest, most successful programs in the country. Students investigate various topics in history related to an annual theme, conduct in-depth research, and present the information in a variety for formats. Students from all over the state compete in school and regional level events, culminating in the statewide event in Minneapolis on the University of Minnesota Twin Cities campus. Select qualifiers then go on to represent the state of Minnesota at the National contest at the University of Maryland, College Park.

Although a competition, the Minnesota History Day program emphasizes fundamental skills like research, note taking, information analysis and synthesis, and ultimately a presentation of information in one of five categories: documentary, exhibit, paper, performance, or website. As a tool for college readiness, the History Day program teaches and reinforces the skills that students will eventually need to be successful in college. Other aspects of the History Day process incorporate time management, group decision-making, project management, and organization skills that will position History Day participants to excel in a college setting. Bibliography and citation skills, as well as knowledge of public and academic libraries and other related research resources, are skills that college students will be expected to know.

The attributes of the program listed above are not content-related. This program is not about only knowing specific information about dates and events, but more about skills that are transferable to other classes, subjects, and disciplines. While students will become experts regarding the content of a project, the skills learned will help prepare students to achieve at the next level.

From humble beginnings in 1980, participation in the History Day program as grown to more than 25,000 students across the state each year. As program staff, we hear the anecdotal stories of the benefits of History Day all the time. We hope you will see the benefit of the program as well.

TEACHER FRAMEWORK ROADMAP

History Day is a national program that encourages students to investigate a topic in history and create a project based on a nationally chosen theme. Students are the directors of the project they produce as they are in charge of researching, writing, and presenting the information on their topic. The lessons provided are intended for teachers to guide students through the different steps of creating a project.

INTRODUCTION

"Introducing History Day" and the "National Theme" are intended to provide background information for student as they make decisions for their project. The first lesson previews the whole process of History Day while inviting students to start thinking about their own project. The theme discussion in the Socratic Seminar method will get them thinking about the theme words and theme connections in the project.

TOPIC SELECTION

The next section, "Choosing a Topic," emphasizes in three lessons the fact that students will be working with this topic over a long period of time. One of the strengths of the History Day program is getting students to move from simply reporting the facts to explaining the significance of a specific event in the overall ebb and flow of history. Making an argument as to the importance of a topic in history is crucial. The three lessons involved encourage students pick one detail out of a larger picture by looking at eras and timelines. Then they hone in on what they enjoy about a particular era or event, and then develop research questions to guide the research and the first steps of their project.

RESEARCH

Research about the chosen topic is the foundation of the History Day project. Students should understand that they will be investigating a topic over a period of time in order to complete a quality, thorough, unbiased investigation of the topic. Students will be asked to gather, analyze, and present the relevant information of their topic. The lessons provided are intended to build understanding of the research process and how to effectively use research. The process is clearly outlined to emphasize identification of bias and using appropriate resources.

ANALYSIS

After students begin to understand the basic narrative of their topic, they will begin to develop their argument, or thesis statement, which describes the significance of their topic in history. In this step, students will also look at historical context, understanding how their topic is connected to larger issues in history.

PRESENTATION

When organizing the project, the writing process is structured to work through the different steps of the writing process. Starting with the development of the thesis, students will compile answers to the research questions they have been creating throughout the project. Then build the story using an outline and write the narrative. This makes the writing process in the following lesson less daunting. After they develop their final project, they are done!

A NOTE FOR TEACHERS

Teachers must remember that the steps may be similar in each classroom setting, but the time it takes to complete a step, or the time you can devote in class depends on your classroom and teaching style. This framework is intended to be adaptable to your needs.

HISTORY DAY AND THE REVISED SOCIAL STUDIES/ELA STANDARDS

Historical skills standards and benchmarks are embedded in every grade level of the revised Minnesota social studies standards. National History Day emphasizes the learning and mastering of historical skills, and engaging students in the History Day program can help teachers meet these standards at all age levels.

Historical Skills Substrands and Standards in Grades 6-12

Substrand 1: Historical Thinking Skills

- ***Standard 1***. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- ***Standard 2***. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed.

Substrand 2: Peoples, Cultures and Change Over Time

- ***Standard 3***. Historical events have multiple causes and can lead to varied and unintended outcomes.
- ***Standard 4***. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.
- ***Standard 5***. History is made by individuals acting alone and collectively

Historical Skills Benchmarks in Grades 6-12

Grade 6:

- ***6.4.1.2.1***. Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

Grade 7:

- ***7.4.1.2.1*.** Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.
- ***7.4.2.4.****1*. Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.

Grade 8:

- ***8.4.1.2.1***. Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.

Grades 9-12:

- ***9.4.1.2.1***. Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
- ***9.4.1.2.2*** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: ENGLISH LANGUAGE ARTS

The Common Core standards for English/Language Arts, adopted by Minnesota in 2010, include a section on literacy in history and social studies. These anchor standards focus on reading and writing skills. National History Day can help teachers meet these standards for students at all age levels.

ELA: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas. 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity. 10. Read and comprehend complex literary and informational texts independently and proficiently. *Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

ELA: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes. 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing Process: Production and Distribution of Writing. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

HISTORY DAY SKILLS

Throughout the process of History Day, students develop and practice skills that are important in their scholarly lives. These skills will also help to meet academic standards. Please be aware that some students excel if they learn new skills with already established content before they apply to the new content of their project. Consider introducing these skills before they start work on their History Day project.

Some of the skills that will be developed are:

Topic Selection

- Socratic Seminar
- Thinking in historical eras
- Understanding different areas of history (using acronyms such as SPRITE, PARTIES, etc.)

Research

- Notetaking
- Developing research questions
- Online and library-based research
- Verifying source integrity
- Plagiarism
- Primary vs. secondary sources
- Reading primary sources
- Reading maps
- Reading images/cartoons

Analysis

- Writing thesis statements
- Understanding historical context

Presentation

- Writing in five paragraphs (or a script)
- Project organization and planning
- Project development
- Writing a Process Paper
- Completing an annotated bibliography

SUGGESTED TIMELINE OF LESSONS

Because of the differing ability levels and classroom situations, these lessons are mostly stand-alone. However, we have a recommended sequence based on our experience in the classroom.

Introduction to History Day
Introduction to History Day - Theme

Choosing a Topic 1 – Using Historical Eras
Choosing a Topic 2 – Narrowing Topics and Developing Theme Connections
Choosing a Topic 3 – Research Questions and Contract

Research – Note-Taking
Research – Library Resources
Research – Verification and Integrity
Research – Library Visit
Research – Primary Sources

Analysis – Historical Context
Analysis – Historical Significance
Analysis – Thesis Development

Project Organization – Narrative Organizer
Project Organization – Writing for Your History Day Category
Project Organization – Build It!
Project Organization – Process Paper and Annotated Bibliography

MODELS OF HISTORY DAY PARTICIPATION

Social Studies/History Classroom Assignment

History Day is assigned as the major project for a quarter or semester. The assignment may apply to an entire grade level or selected classes. The project may culminate in a school history fair with a number of students advancing to a Regional History Day event.

- Projects usually account for 25% to 50% of overall grade for that quarter or semester.
- Students advancing to History Day events may receive extra credit for revising their entries.
- Minimum of 10 weeks to complete the assignment. For schools that intend to participate in the competitive cycle, projects are usually completed by mid to late February.
- Participation in the competition cycle is not a required part of History Day participation. Please notify us if you intend to participate in a non-competitive classroom so we can continue to send you relevant teaching materials.

Interdisciplinary Assignment (Language Arts/Social Studies)

Teachers collaborate to build upon the learner outcomes required for a History Day project. Language Arts instructors focus on research and writing skills. Social Studies teachers assist students with topic selection and research/analysis skills.

Alternative Classroom Enrichment Assignment

Students who have completed the standard curriculum, or want to substitute an in-depth research assignment for other tests and assignments, participate in History Day as an optional project. Students can work during a school day “pull-out” or after school. Support is provided by a G/T coordinator who serves as an advisor and liaison with parents and History Day staff.

Gifted/Talented Enrichment Activity

Supporting Materials

No matter how History Day is implemented, there are rich resources available to teachers, students, and parents. For sample timeframes, classroom calendars, and rubrics, visit National History Day in Minnesota’s Master Teacher Network, full of tools from actual History Day teachers across the state!

http://education.mnhs.org/historyday/master-teacher-network

HISTORY DAY VOCABULARY

Throughout this framework and other History Day communications, some unique History Day vocabulary will be used. This is also the vocabulary that will be used throughout the lessons so the students become familiar with terms while researching and putting together their projects. Hopefully the following guide will be helpful as you discover more about the program.

Theme: Each year National History Day chooses a theme for projects to be related to. For example, in 2016, the theme is “Exploration, Encounter, Exchange in History.” In the judging process, theme connection is valued at 20% of the evaluation. Ideally, each project should clearly relate to the theme. However, as each classroom and student is unique, connection to the theme can be a relative goal in your classroom.

Division: The National History Day competition is divided into two divisions, Junior (grades 6 – 8) and Senior (grades 9 – 12). Those in the Junior division only compete against other Junior division students, and students in the Senior division only compete with other Senior division students.

Category: The medium in which a student will present their project. Choices are: Research Paper, Performance, Documentary, Exhibit (Display Board), and Website.

Hullabaloo: A research day at a public or university library with History Day and library staff available to assist students with research and project development.

Process Paper: Required for every competing project except the Research Paper. The process paper describes the process that students went through to create their project. Students will answer several basic questions: How did you get the idea for this topic? Where did you go for your research? How did you put your presentation together? How does your topic relate to the theme?

Annotated Bibliography: Students must track their resources in the MLA or Turabian style. Along with proper citations, they need to annotate each source describing what the source was and how they used it. Students participating in all categories must complete an annotated bibliography.

TEACHER FREQUENTLY ASKED QUESTIONS

Why do I need to enroll as a History Day teacher?
When you enroll, you make sure you we know that you are interested or participating in History Day this year. You will get important mailings and emails about the competition, deadlines, and alerts about new and useful resources. You can enroll online: http://education.mnhs.org/historyday/get-started

Why do I need to fill out the Participation Survey?
The Participation Survey (due in mid-January) is how the History Day staff decides how many students your school can send to the Regional competition. We also need this information to plan for space needs at the competition. It's important to be as accurate as possible with this survey!

How many students can I send to the Regional competition?
The number of students you are allowed to bring to the Regional competition depends on a few factors. The number of students participating at your school, student participation at schools in your region, and space available at the Regional event all contribute to this number. Completing the Participation Survey (due in mid-January) is key for the staff in deciding how many entries each school is allowed to send in each category.

I am a new History Day teacher. Is there an experienced teacher I can get in touch with for advice?
If you are new to History Day and would like some additional help, there are many places to turn. On our website, you will find our Master Teacher Network, which contains lesson plans and guides from teachers who have taught History Day for many years. You could attend a teacher workshop led by History Day staff. Please feel free to contact History Day staff for advice at any time.

When should we hold our school event?
The Regional events take place in March so most schools hold their school events in February. Make sure to allow time for students advancing to the Regional competition to make changes to their projects. Registration forms for the regional competition are due two weeks before the event. Keep this registration deadline in mind when planning the date for your school competition.

What assistance can I get in the classroom?
History Day staff visit classrooms to discuss a variety of subjects related to History Day. Often staff introduces History Day, including a discussion of the theme, process, and sample projects. Visits can also look more closely at a specific category, discuss the research process, or address thesis statements. Depending on where your school is located, there may be a fee associated with these visits. Some grants or contracts with school districts support these visits at no cost to schools and teachers.

I don't think my school is in a "grant area" for services. Can we still have a staffer come out and introduce History Day to our classroom?
Yes. There may be a fee associated with the visit. Please contact a History Day staffer to find out more. Use the **History Day Regional Assignment Map** on page 16 to figure out who to contact.

When should I start History Day in the classroom?
The most important factor in deciding when to start is knowing the deadline that projects will need to be completed. Work backwards from the Regional competition date and factor in the registration deadline. If you are holding a school competition, you will need to give students time to turn in their forms and revise their projects. From this point, you can work backwards and plot out your year. In general, History Day recommends that you allow at least 10 weeks for students to complete a project. For actual samples of classroom schedules, visit the Master Teacher Network on the Minnesota History Day website.

How many days a week should I work on History Day in my classroom?
The amount of class time dedicated to History Day will vary in each classroom and depend on the balance of in-class and out-of-class work that you want to assign. Allowing for variances in the calendar like assemblies and vacations, many schools will have one "History Day" a week. Teachers often report that they spend more time as the final deadline – and competition – approaches.

Should History Day be done in-class or after school?
There are advantages and disadvantages to offering History Day as a classroom project as compared to an after-school or optional project. As an optional project, you can announce the project and offer this opportunity to your students without adjusting your coursework. In reality, without deadlines even motivated students will often lose interest and not complete the project.

Most programs incorporate History Day into regular coursework, often as a class assignment. This offers students the structure, deadlines, and encouragement to guide them through the process and keep them on task. Teachers can introduce skill-building activities and establish deadlines for key parts of the History Day process, earning points for the steps along the way. Students do not have to participate in the completion cycle, however, it's great if they at least participate in a school-level exposition of History Day project.

How do I run a school competition?
Check out the last section of the Teacher Framework for more information on how to run a school-level competition!

STUDENT FREQUENTLY ASKED QUESTIONS

Frequently Asked Questions of Teachers by their History Day Students

Do I have to participate in History Day competitions?
No. The National History Day program does not require students to participate in the competitive aspect of the project. Presenting the project and interviewing with judges, however, is a valuable experience. Sharing a project is the culminating activity that makes NHD an authentic learning experience and demonstrates real student achievement. Even without the competition, however, there are many fundamental skills that students will learn by participating in History Day.

As a History Day teacher, you can structure the competitive aspect of the program in the way that best suits your classroom. Even if students are not required to participate in the competition, many teachers find it beneficial to have all their students participate in a school-level showcase of their work.

How many students can be in my group?
National History Day rules say that groups can be no larger than five students. As a History Day teacher, you have the ability to limit groups to less than this number. Many teachers find that groups of two or three are more effective in keeping students accountable for their work. Some teachers make exceptions to this rule for performances, which may benefit from more group members.

When have I found enough sources?
There's no magic number of sources that students have to find for History Day. The number of sources out there is going to depend on the topic. Once students have met the guidelines that their teacher has set, they should look at their research questions. If students feel like they are missing answers, they probably need to do more research. As historians, students will soon realize that there is ALWAYS more research that they can do.

An important question to ask students who think they have "done enough research" is to look at the balance of photo and non-photo primary sources. Text-based primary sources offer researchers a deeper level of understanding about their topic. Judges will be looking to see if students looked at primary sources "beyond photos."

What does the judging sheet mean by "balanced research" and "wide research"?
History Day judges want to see that students have used a wide variety of sources in your research (books, websites, photographs, interviews, etc.). They also want to see that students have considered multiple points of view. Looking at a topic from only one perspective can lead to imbalance in the project.

The sources I'm finding are all saying the same thing!
Some students say they reach a point in their research where "all their sources keep saying the same thing." Most of the time, this happens to students who are only doing research online and relying solely on Google. There may be a lot of websites out there about your topic, but they often aren't very detailed. Taking their research in a different direction – like books or primary sources – will likely provide a deeper level of analysis and different information than what they found online.

What if I cannot fill all the holes in my research or get all of my research questions answered?
Figure out the questions you need to answer and the types of information you still need. Bring this information to a librarian and ask for help!

national history day MN

Regional Assignments

Minnesota is divided into 13 Regions for the purposes of Regional competitions and staff contacts. All students from the same school must attend the same Regional contest. Schools are encouraged to attend the same Regional from year-to-year, unless there is an unavoidable conflict for the entire school. Please contact a History Day staff member as soon as possible if you have questions about this policy or if your school needs to switch Regional events.

Greater Minesota

In greater Minnesota, Regional lines are roughly drawn along county boundaries.

Metro Area

There are several events in the Metro area for History Day students. Please read carefully or contact any History Day staff member if you are unsure which Regional event your school should attend.

- **Metro Senior**: There is one Regional event for all senior division (grades 9-12) schools in the Metro area that are not part of either the Minneapolis Public School District or St. Paul Public School District.
- **Metro Junior West, Central, and East**: These three Regional events are for all junior division (grades 6-8) schools in the Metro area that are not part of either the Minneapolis Public School District or the St. Paul Public School District.
- **Minneapolis Public School District**: This Regional event is ONLY for schools in the Minneapolis Public School District. If you are not in this district, you will attend one of the Metro Junior or Metro Senior events.
- **St. Paul Public School District**: This Regional event is ONLY for schools in the St. Paul Public School District. If you are not in this district, you will attend the Metro Senior event or one of the Metro Junior events.

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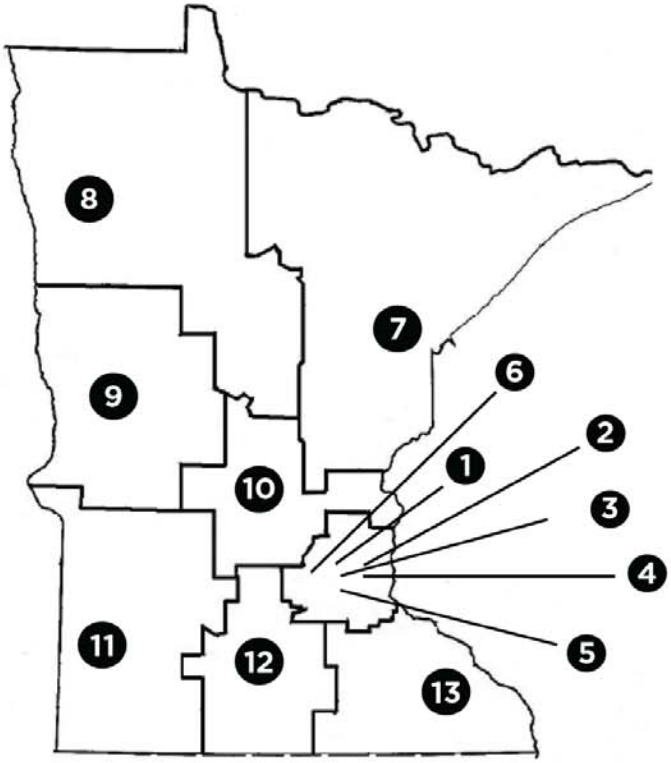

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Minnesota Historical Society

University of Minnesota

COMMUNICATIONS AND DEADLINES FROM THE STATE HISTORY DAY OFFICE – 2014/15

"Enroll" as a History Day Teacher

Enrolling as a History Day teacher lets us know that you are interested in participating this year. You will get a free Enrollment Packet and be added to the mailing list for important program deadlines. There's no obligation to participate if you enroll: education.mnhs.org/historyday/get-started

- **Deadline**: Enroll anytime before January to get information about the competition cycle. The earlier the better!

Enrollment Packet

The free Enrollment Packet contains key materials to get you started with History Day, including a rulebook, theme information, event calendar, and workshop schedule. All teachers who participated in History Day in the previous year are automatically signed up to receive this mailing. Any other teachers can get this mailing by enrolling as a History Day teacher on the Minnesota History Day website.

- **Deadline**: Enrollment Packets will begin shipping by mid-September. After the initial mailing, expect a packet within one to two weeks.

Participation Survey

The participation survey is a critical first step in planning for the History Day competition cycle. Schools let History Day know how many entries they have participating in each category/division. History Day staff uses this information to figure out how many entries each school gets to send to the Regional contest.

- **2016 Deadline**: Surveys due January 12, 2016.

School Allotment and Regional Entry Forms

Your school's allotment will let you know how many entries your school can register for the Regional contest. These numbers are calculated based on amount of space we have available at the Regional as well as then number of entries in each category at each participating school. As a rule of thumb, schools will be allotted at least three entries per category/division. If we have more space available, we will allot more entries to schools based on participation.

- **Deadline**: You will get this information from the State History Day office in mid-January.

Regional Deadline

Entry forms for your Regional contest will be send with your school allotment numbers. Regional entry forms will be due two weeks before the Regional contest. Students participating in the website category will be locked out of editing their websites one week before the Regional contest so judges can review websites in advance of the competition.

- **Deadline**: Check the Minnesota History Day website for a full listing of deadlines for each Regional.

Paper Category Deadline

Students participating in the Research Paper category do NOT compete at the Regional level of competition. These students participate through a mail-in process. Papers are due in early March and are sent via postal mail to judges. Students who advance to the final round of competition will be notified by phone and will get an interview at State History Day.

- **2016 Deadline:** Papers due at MNHS March 1, 2016. Notified by staff March 25, 2016.

State Deadline

Entry forms for State qualifiers are distributed directly to students at Regional contest awards ceremonies. State entry forms are due two – three weeks before State History Day. Students participating in the website category will be locked out of editing their websites one week before State History Day so judges can review websites in advance of the competition.

- **2016 Deadline:** Entry forms due at MNHS April 8, 2016. Website lockout April 22, 2016.

TEACHER 'MUST DO'S' FOR HISTORY DAY SUCCESS

1. Connect with the History Day staff.

The History Day staff at the Minnesota Historical Society will be there to help you throughout the process. Make sure to let them know that you are participating by filling out the online **Enrollment Form**. We will let you know which staff member is assigned to your area of the state… but remember that any of us are able to help you and your students during the year.

2. Build your support network.

In addition to the History Day staff, it's useful to begin building your support network in the school. Your English or Language Arts teacher may be able to assist with aspects of writing thesis statements or creating bibliographies. Your librarian or media specialist may be able to support the research process. Connecting with community or university libraries will help your students to access even more research resources. When it comes time to holding a school, members of the PTO, school board, or local historical societies can be great resources for judges.

3. Keep parents informed.

Letting parents know about this project, important deadlines, as well as ways that they can assist.

4. Know the deadlines.

By enrolling and connecting with the History Day staff, you will get regular updates on program and competition deadlines. Keep these dates in mind as you plan your History Day calendar.

5. Divide the project into parts.

Don't forget that this may be the first time your students have embarked on a research project of this size. By dividing the project into smaller parts, helping them to meet the smaller deadlines along the way, and awarding points for the process – not just the final project – you will help them to build time and project management skills.

6. Don't rush it.

Students may be excited and motivated by the possibility of creating the final project, but there are important steps along the way that they need to go through. Allow time for them to first understand the theme, explore topics, and conduct research before letting them put their actual project together.

7. Think about skill-building.

There are many ways to scaffold important lessons that will support the History Day project. Before you even introduce the project, there are likely important skills that you are already planning on introducing in your classroom that will feed into History Day. For example, do you have other lessons already planned to explain the difference between primary and secondary sources? How to analyze documents? Maybe the Language Arts teacher is already planning on covering thesis statements and bibliographies? These skill-building activities can do double-duty in a History Day classroom.

8. You don't have to be the expert on every topic.

Many teachers initially feel overwhelmed by the prospect of having students researching topics with which they may be unfamiliar. Remember that you don't have to be the content expert on each of your students' topics. You are the expert in the process and can guide them to where they might find those answers.

9. Know that each student will get something different out of History Day.

While the competition is an exciting part of History Day, the ultimate goal is the academic growth of the students. Not all students are going to go to the national contest. Help students to understand that even if they don't win, they have still gained important skills as historians and scholars.

10. You are the boss.

History Day can be adapted to suit your classroom. You have the ability to adapt the program to suit specific classroom needs, like limiting group size, category options, or restricting topic choice to the time period covered in your class.

LESSON: INTRODUCTION TO HISTORY DAY

Essential Questions: 1. What is History Day? 2. What is a narrative? What are the different parts of a narrative?

Objective: At the end of this lesson students will have the basic understanding of History Day and its expectations.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Computer, Internet connection, History Day sample website (listed below) or an alternative you have compiled

Procedure

Before Class: Choose a children's book or story to read to the students. Though this sounds silly for high school students, the intent is to catch their attention with a story. Try to choose a story that has a connection to the current theme so it can be referenced again in future lessons. This will also familiarize students with the theme words.

1. Read the story to the students.

2. When you have finished reading the story, have students write a few notes about what they thought: *What did they like? What stood out to them? What didn't they like? Was this a story they had heard before?* Expand the discussion to stories in general: *What is the intent of stories? Where do they encounter stories in their lives?*

3. Now have them walk through the either of the sample website: http://62437547.nhd.weebly.com. Have the students read the titles and text aloud. Have them answer the following questions:

    - *What did you like?*
    - *What stood out to you?*
    - *What did you not like?*
    - *What did you know before about this topic?*
    - *How is this like a story?*
    - *How is this not like a story?*
    - *How can we tell if this story is true or not? What is the evidence? (primary, secondary sources)*
    - *What theme connection did you recognize?*

4. Again, share thoughts on the website repeating the process with the introductory story. *What are the facts of the story? What are the characteristics of the story?*

5. Now, have the students compare the introductory story with the website. *What was alike? What was different? Is history just stories?*

6. Though it may be awkward, point out the documentation/bibliography of the story to note how sources can be checked and to make the students familiar with the terminology that will be used throughout the project.

7. Have a conversation about the following question: *What are the differences/similarities between history and a narrative/story?*

Recommended Stories:

- Ox-Cart Man by Donald Hall, illustrated by Barbara Cooney

Lesson Extension/Alternatives

Pre-Lesson: The History Day staff may be available for a “Dog and Pony” show introduction to History Day. This visit above is intended to touch on all points that will be covered throughout the rest of the History Day process. Contact the History Day office regarding the possibility and if there is a fee involved for a visit.

Lesson Alternative Introduction: (5 min. or 1 scene) Hand out the first scene of a movie script (maybe one you’ve watched in class). Have the students read parts aloud. Ask the following questions: *What do you know about the story? What are some other terms for* story? (guide them to narrative) Where do we see different kinds of stories? (narratives, tall tales, fables, etc.) What makes a narrative/story interesting? Is it the sources?

Lesson Alternative Introduction: Have a student describe a movie they have recently seen. When that student is done, ask other students to add details that were possibly left out. Ask them if what they just described is a story. Ask students, “What is a narrative?” Talk about how movies are visual narratives, and point out that what they did to describe the movie at the beginning of class was telling a narrative. Go back and try to organize the narrative of the movie. Identify background/setting, the building plot, climax, ending/conclusion.

LESSON: INTRODUCTION TO HISTORY DAY – THEME "2016: EXPLORATION, ENCOUNTER, EXCHANGE IN HISTORY"

Essential Questions: 1. What do we mean by "Exploration, Encounter, Exchange in History?" Why do we have a theme for National History Day?

Objective: At the end of this lesson students will understand the basics of the National History Day theme in relation to completing their project.

Grade Level: 6 – 12

Time Needed: 50 minutes or more

Materials: White board, markers, notebook paper, *National History Day in Minnesota Theme Narrative, National History Day Theme Narrative, Contest Rule Book*, questions to consider

Procedure

Before Class: To gain understanding of the National History Day theme for 2016, "Exploration, Encounter, Exchange in History," discussion in the form of a Socratic Seminar is encouraged. Socrates encouraged his students to continue asking questions and often relayed to them that he did not always know the answer. The discussion modeled below is built around the concept that we do not know the answer to how all topics relate to the theme, but we need to continue researching and ask questions to find the answer.

Possible questions to consider for the board: 1. Who is a leader? 2. Do leaders have to be in positions of power? 3. What is the difference between leader and leadership? 4. What is legacy? 5. What is the relationship between leadership and legacy? 6. Any other questions you would like to consider?

1. Outline the goals for the day. *What do we want to get out of this conversation?*
    - We need to understand what the theme means before selecting topics. In the end, we are going to be looking for History Day topics that have connections to the idea of exploration, encounter, exchange in history. We are going to try to understand what these words mean as well as understand the different ways that they are connected to each other.
    - The theme is a lens by which we view topics. We need to understand what these words mean in order to see how these ideas played a part in history.

2. As a group, students will share a goal they have for the day. One person shares, than the next person will share their goal, and make a connection between the goal they just heard and their own or something related in their classroom. This will hopefully build a shared desire for participation. Throughout the sharing, the facilitator will record the goals on the board next to the other questions already prepared.

3. Explain the Socratic Seminar method. *With your knowledge of the National History Day program, we are going to have an open conversation to keep you thinking about the use of the theme and the program. A Socratic Seminar is based on Socrates and his students having conversations and constantly bringing up more questions to consider. With this method, we are going to set goals of what you would like to achieve and share responses. After setting goals, we will look at the questions and add anything else you would like to consider. We will set ourselves in a circle to welcome conversation. I do not have the answers to these questions. This is a time for us to all explore the theme and History Day further to benefit your classroom.*

4. After explaining the process, read the **National History Day in Minnesota Theme Narrative.** You could also choose to use the **National History Day Theme Narrative.** Instruct students to underline, highlight, and write down questions they have regarding the reading they have done.

5. After the reading the narrative, ask students to write down some synonyms of the theme words and jot a few notes to the questions below. When they are complete, start the discussion by asking a question and having a student answer it. The questions will likely either be about the History Day process or about the definitions of the words below. Questions to consider (on the board):

Theme Connection and Process	Theme Words and Key Ideas
1. Do you have to connect your topic to all three theme words? 2. What makes a strong theme connection? 3. What does "in history" mean? 4. Will local, United States, and world history topics work with this theme? 5. Other questions?	1. What is the definition of exploration, encounter, or exchange? 2. Does exploration have to be just the exploration of land, for example a topic like Columbus? 3. Can you encounter ideas? 4. What sorts of things can you exchange? 5. Is exploration, encounter, or exchange always good? 6. Will exploration, encounter, or exchange be the same for everyone involved? (positive or negative) 7. Other questions?

6. With about 15 minutes left of class, or assigned for homework, ask: What questions were answered? Which were not? What other questions did the discussion generate for you?

7. Following the conversation, create a list of possible topics to study and to be added to throughout the next few lessons while choosing topics.

Lesson Extension/Alternative

Out-of-Class Assignment: Have the students read the theme narratives either the day before in class or as homework. Have them underline key words and write down key points they would like to remember. Have them answer the questions that will be on the board and come up with questions of their own.

Small Group Responses: Consider having the students write answers to the questions after the reading and working in small groups or pairs instead.

Theme Connection Ideas: Have students review the narratives and provide basic definitions for the ideas. Once they understand the definitions, students should be encouraged to think about how these ideas play a role in different topics. Using the samples provided – or selecting samples from relevant course content – show examples of successful theme connections. Remind students that they may not know the answers to these ideas when they pick their topic, but should look for these ideas early on in their research process.

- **Handout: Making Meaningful Theme Connections** – These sample theme connections show students that there are multiple ways to connect topics to the theme. Key questions to consider: *What do we mean by "meaningful theme connection"? Which theme connections are stronger than others? Why? When should you try to connect your topic to all three theme words? When should you avoid this?*

Group Question Generation: Read the theme narrative prior to the lesson. Mark places in the reading where questions from your students may occur. In class, explain that you are going to create a class list of questions for discussion based on the History Day theme. Read the theme narrative with your students, stopping to generate a list of questions on the board. This should include any questions that students come up with and any questions that you anticipated but did not come up during the reading. After reading the theme narratives, lead a class discussion to try to answer the questions. For each question you answer, see if you can create another question to add to the list. This can be based on the information from the question just answered, or just a general question about the theme. Essentially, you are modeling the process of generating research questions students will need to use during the research portion of the project. Explain that new information should generate more questions. Before the end of class, have students write a summary of what they understand "Leadership and Legacy in History" means to them.

Lesson Bibliography

- Socratic Seminar: http://www.studyguide.org/socratic_seminar.htm
- Additional Resources: http://www.facinghistory.org/resources/strategies/socratic-seminar
- 2016 Theme Prezi: http://bit.ly/1IAxisk or search "Exploration, Encounter, Exchange in History" by Minnesota History Day Prezi

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

Adrienne Harkness, Contest Manager, National History Day
Lynne M. O'Hara, Director of Programs, National History Day

National History Day welcomes you to explore the theme, *Exploration, Encounter, Exchange in History,* during the 2015-2016 academic year. This theme is broad enough in scope to encourage investigation of topics ranging from local to world history and across any geographic area or time period. Consider this theme an invitation to look across time, space, and geography to find examples in history of when people took a risk and made a change.

You can begin brainstorming for possible topics by thinking about subjects you are interested in, whether it is science, sports, art, travel, culture, or even specific people. Make note of any areas of interest, creating a list of possible subjects. Talking with your classmates, teachers, and parents about your list can help you narrow down your selection. Throughout this process, keep in mind that your topic must relate to *Exploration, Encounter, Exchange in History* and must be historical, not a current event.

A million ideas flood your mind when you think about exploration, encounter, and exchange, especially because they can mean many different things. So let us first look at them one at a time.

Exploration

Exploration likely conjures up visions of travelers setting out on a journey to discover new lands. Consider the voyages of Vasco da Gama, Hernán Cortéz, or Ferdinand Magellan. Certainly we can see this in Christopher Columbus' attempt to find a quicker sea route to the Indies, where spices and other desired goods could be found and then sold back in Europe. Of course, we know that while the original goal of that exploration was not achieved, Columbus and his party did succeed in transforming the Americas, Europe, and Africa forever. Can you think of other examples where exploration led to unforeseen consequences?

Exploration also can be examined in the field of science. Researchers are constantly undertaking scientific explorations to find new medications or possible cures for diseases such as cancer. How did Jonas Salk's exploration into a vaccine for polio lead to better industry standards in producing vaccines? How did the work of Francis Watson and James Crick in exploring the structure of DNA lead to cracking the code of the human genome? Consider Sigmund Freud's exploration of psychoanalysis and the developments of various theorists in the field of psychology.

The search for new modes of movement has captivated humans since the beginnings of recorded time. This form of exploration has resulted in the invention of a variety of vehicles that could make excellent topic choices. From the invention of the wheel to the development of the space shuttle and the International Space Station, there is a range of explorations, encounters, and exchanges. How did the design of the longships affect the Vikings' encounters with non-Vikings? Ships, trains, cars, airplanes, and rockets each dramatically transformed ideas about what kinds of exploration were possible. In addition, new routes, pathways, and roads played a pivotal role in helping certain transportation options grow in usefulness or popularity. How

did the Erie Canal increase encounters and exchanges between different areas within the United States? Once the interstate highways were built, how did they affect travel in the United States?

Exploration does not need to be literal—think of exploration as a new idea, concept, or theory that is tested. This idea can come from the fields of politics, economics, or military science. Consider the ways that political campaigns explored the use of radio, and later television and the internet, to introduce candidates to the public. How did the economic theory of mercantilism drive the exploration of the Americas and exploitation of the resources found there? How did new advancements in both strategy and technology influence the outcome of the Battle of the Atlantic in World War II?

Encounter

Exploration, of course, almost always leads to encounters—with different peoples, unfamiliar environments, and new ideas. Encounters are often unexpected and unpredictable, and they reveal much about those involved.

When Meriwether Lewis and William Clark began exploring western North America in 1804, Americans knew little of the vast territory west of the Mississippi River. The explorers' encounter with that region, however, was shaped in part by individuals like Sacagawea, a Shoshone woman who understood the land and its inhabitants, and served as a guide and translator for Lewis and Clark. How did she influence the expedition's encounters with other Native Americans? With the plants and animals they encountered along the way? How did Lewis and Clark's notes and drawings of the geography, wildlife, and inhabitants influence the encounters of later Americans?

Many times encounters involve peoples, plants, and animals that have not previously interacted. How did Matteo Ricci's efforts at understanding Chinese culture affect his encounter with the Chinese intelligentsia? Consider the major effects on world history resulting from the Columbian Exchange, when people, plants, microbes, animals, food, religions, and cultures moved across continents.

Often exploration leads to occupation or subjugation of other groups of people. Consider the encounters between the Romans and the Germanic tribes of Europe. How did the Mongols, Aztecs, or Incas interact with their neighbors? What factors influence whether a new encounter is seen as a positive exchange or as a disastrous occurrence? Consider the event from both sides and analyze the perspectives of both the conquerors and the conquered.

Encounters also occur between familiar parties. How did the political, social, and cultural differences between the Athenians and the Spartans, differences with which each side was familiar, affect the way the Peloponnesian Wars were waged? How do military encounters differ from environmental and cultural encounters in their consequences? How have these encounters remained the same across time, and how have they varied with changing historical circumstances? How did the horrific encounter with trench warfare in World War I lead to new strategies ranging from bombing campaigns to blitzkrieg?

Exchange

It is impossible to make a journey of exploration, encounter new ideas, and not have some ideas exchanged between the groups of people.

Encounters can lead to many types of exchanges, whether it be goods, food, ideas, disease, or gunfire. The Silk Road, a series of ancient routes connecting the lands bordering the Pacific Ocean to those of the Mediterranean Sea, formed a means of exchange between European, Eurasian, and Asian peoples for more than a thousand years. The Silk Road brought gunpowder,

the magnetic compass, printing press, and silk to the West. To China, it brought precious stones, furs, and horses. One of the road's best known travelers, Marco Polo, recorded his observations in his *Travels of Marco Polo*. But as we know, exchange is not necessarily mutually beneficial.

When Europeans were exploring the New World, they brought with them diseases such as smallpox and measles that were contracted by many members of the native tribes they encountered. Having no previous exposure to these illnesses, the natives' immune systems could not naturally fight these diseases, nor did native healers have the knowledge to treat them. As a result, many natives perished because of their encounter and exchange with the Europeans.

But exchanges do not happen only in the physical realm. The sharing of ideas, beliefs, and customs can have widespread consequences for the people and cultures involved. Consider the spread of any of the world's major religions. Sometimes the exchange of new or controversial ideas within a society can have a significant effect on how that society thinks and acts. What changes occur within the society because of that exchange? How did Charles Darwin's theory of evolution, for example, lead to the cultural conflicts of the 1920s?

Politics also can be an area of dramatic exchange. In 1971 the American table tennis team, in Japan for the world championships, was unexpectedly invited by the Chinese team to visit the People's Republic of China. At that time it had been more than 20 years since a group of Americans had been invited to China, since the Communist takeover in 1949. How did that exchange help President Richard Nixon renew diplomatic relations with China? Did it lead to future encounters and exchanges between the two countries? Establishing relationships is often a major part of new encounters and exchanges.

As you can see, all three elements in this year's theme—exploration, encounter, exchange—are closely related. Try to find examples of each in your chosen topic, though you should note that some topics will lend themselves to focus mainly on one area. You are not required to address all of these elements in your project. Remember that you are not just reporting the past, but you are investigating, searching, digging deeper into the research to thoroughly understand the historical significance of your topic and support your thesis. You will need to ask questions about time and place, cause and effect, and change over time, as well as impact. To truly grasp your topic, think about not just when and how events happened, but why they happened and what effect they had. Your project should be able to answer the all-important question of "So what?" Why was your topic important, and why should we study or understand its effects today? Answers to these questions will help guide you as you conduct your research and decide how to present your information.

national history day MN

"Exploration, Encounter, Exchange in History"
2016 Annual History Day Theme

When you look at the 2016 National History Day theme and see three words, you might start to panic: How am I going to cover three big ideas in one project? Lucky for you, the answer is that you don't have to cover all these ideas. You will most likely focus on one of the three "E" words: exploration, encounter, or exchange. *The "E" word that rises to the surface in your topic will act in the starring role in your project.*

As you do more research and learn more about your topic, you will probably find that all three ideas are connected, soy you should keep the other theme words in mind. You may be able to connect your topic to more than one. *Any other "E" words you look at will probably appear as supporting players in your project.*

DEFINITIONS

Let's take a look at the definitions of the theme words:

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

These "E" words are all actions. The result of those actions is a connection of people, places, or ideas. Exploration leads to encounter, which can lead to exchange. An encounter can inspire exploration.

FINDING A THEME CONNECTION

A single topic could have many different theme connections, depending on which "E" you choose to make your point about impact on history. For example, look at the Freedom Riders. In 1961, civil rights activists rode interstate buses into the South to challenge segregation on public transportation. Depending on which "E" word is in the starring role, your theme connection or thesis is going to change.

- **Exploration**: Civil rights activists explored a new type of resistance to segregation laws.
- **Encounter**: Civil rights activists deliberately encountered segregation so they could protest it.
- **Exchange**: The exchange between activists and Southern segregationists helped to boost the mission of the Civil Rights Movement.

In each of the examples above, we highlight the connection to only one "E" word, but there is more to consider as you take a deeper look. As you're explaining the significance of the Freedom Riders encounter in history, you will find that their success led to more exchanges between activists and segregationists. *The key is not to force connections between the three "E" words, but to pay attention to the ways they might be connected in a topic's historical context and impact. If your topic is strongly connected to more than one "E" word, you should discuss it in your project.*

PICKING A TOPIC

When you choose a topic, your mind might immediately think of geographic explorations, such as Lewis and Clark, or important encounters of two groups of people, such as the Powhatan encountering the English in Jamestown. These are good topics, but remember that explorations, encounters, and exchanges have happened in all corners of the world, for hundreds of years.

To pick a successful History Day topic, you should first consider an area of history that is interesting to you. Then try to look at that topic through a lens of exploration, encounter, or exchange to find a topic. Thinking first about an area of history and then looking for topics connected to theme will let you be creative, rather than just picking something that you have learned about many times before.

Need help picking a topic? Visit the library, talk to a teacher, or visit the Minnesota History Day website!
education.mnhs.org/historyday/

Name: _____

"Exploration, Encounter, Exchange in History"
Understanding the "E's" in the History Day Theme

1. Definitions: Using a dictionary, or your Minnesota History Day theme sheet, write the definitions for each of the theme words in the boxes below.

Exploration	Encounter	Exchange

2. Exploration, Encounter, Exchange in Your Life: Think about how the ideas of exploration, encounter, and exchange show up in your own life. For example, I explored the Grand Canyon last summer on vacation, but I also explored the idea of going to college with my parents.

What are two examples of <u>exploration</u> in your life?	What are two examples of <u>encounter</u> in your life?	What are two examples of <u>exchange</u> in your life?
1. A Place:	1. A Thing:	1. Something Physical:
2. An Idea:	2. A Person:	2. An Idea:

3. Exploration, Encounter, Exchange in History: Using your history textbook or your own knowledge, think about examples of exploration, encounter, and exchange that have taken place in the past. Try to think of examples that took place at least 20 years in the past.

What are two examples of <u>exploration</u> in history?	What are two examples of <u>encounter</u> in history?	What are two examples of <u>exchange</u> in history?
1. A Place:	1. A Thing:	1. Something Physical:
2. An Idea:	2. A Person:	2. An Idea:

Name: _____

"Exploration, Encounter, Exchange in History" Making Meaningful Theme Connections

A strong History Day theme connection is about more than just using the theme words in your project. Look for the meaningful ways your topic is connected to the theme. Remember:

- **Your topic does not have to connect to all three "E" words in the theme**. It's okay to only focus on one or two theme words if those are the best connections to your topic.
- **If your topic does connect to all three theme words** in a meaningful way, you should discuss all three in your project. Exploration, encounter, and exchange are closely related ideas and are often connected.
- Your thesis should show your theme connection and you should **include *at least* one theme word in your thesis**.
- Go beyond just using the theme words and think about what each word means. **How is the idea connected to your topic?**

Example: Rosa Parks and the Montgomery Bus Boycott

	Exploration	Encounter	Exchange
Weak	Rosa Parks explored the city as she tried to ride the bus.	Rosa Parks encountered the police officer when she refused to give up her seat.	Rosa Parks exchanged money to ride the bus.
Strong	Parks explored a new form of non-violent protest by refusing to give up her bus seat for a white passenger, which sparked a successful boycott of the bus system.	Rosa Parks deliberately encountered segregation enforced under the Jim Crow laws while riding a bus in Montgomery.	The idea of non-violent protest was exchanged nationwide between the Montgomery Bus Boycott and other parts of the Civil Rights Movement.

Sample Topic: _____

	Exploration	Encounter	Exchange
Weak			
Strong			

LESSON: CHOOSING A TOPIC 1 – USING HISTORICAL ERAS

Essential Questions: 1. What is an era? 2. What are some synonyms or other words to describe an historical era? 3. How are historical eras usually defined? 4. How do events in history relate to the History Day theme?

Objective: At the end of the lessons students will be able to distinguish the vastness in a historical era, distinguishing events within different eras, and the possibilities of interests in each era for topic selection.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: *Worksheet: Choosing a Topic 1, Worksheet; Choosing a Topic Using Historical Eras,* textbooks, encyclopedias, timelines, general history books, images, chalkboard/whiteboard, chalk/markers

Procedure

1. In a whole class setting, ask students if they are familiar with how historians break up history into eras or in the 20th century decades. For up to three minutes, discuss what a historical era is, and why it is used in history. (Dictionary.com definition: A period of time marked by distinctive character, events, etc.).

2. Make a list of eras or significant decades students are familiar with on the board (five to seven eras). With these examples, have students name ONE event/invention/figure associated with that era.
    - Renaissance – New paintings
    - Medieval – Kings and Queens
    - Colonization – Tri-corner hats
    - Early America - Independence
    - Civil War – Slavery
    - World War I – Trench warfare
    - World War II - Holocaust
    - Imperialism – Loss of indigenous culture
    - Ancient Rome – Julius Caesar
    - Ancient Greece – Olympics
    - Pre-Columbian – Native American creation stories
    - Make sure whatever era used in the introduction is also included

3. When one item is listed with each era, ask a student who did not share if that is what they would have written for that era. Ask a few other students what other item they would include in the era of their choice.

4. Explain that this illustrates the broad range of historic eras. Though we often associate one topic or idea with a certain era, there is often many other things happening also that are just as important.

5. Give the following instructions: *Today you are going to investigate three historic eras of their choice. You can take examples from opening activity, or use another textbook/timeline to discover an era. Using the worksheet provided, you will fill in the following blanks on* ***Worksheet: Choosing a Topic 1*** *about the three eras to become familiar with the time period and possibilities in each era.*
    - Social – Relating to society such as class status, friendly relations, and/or customs
    - Political – Related to the government, laws, practices, policies
    - Religion – Fundamental set of beliefs and practices
    - Intellectual – Education of society and new ideas or developments

- Technological – Advancements in technology in all aspects such as transport and agriculture
- Environmental – Interactions and appreciation of what surrounds the community

6. As a class example, pick a second era to categorize. Find a major event/or individual in an era and define which aspect of SPRITE it belongs to. Also, have students start considering how it connects to the theme as discussed in the last lesson. (Example: Era – Civil Rights Movement. Event – March on Washington. SPRITE category – political. Connection to theme – will vary)

7. Have students share their findings with one era. Remind them of the vast amount of possible topics and choices. Add the topics they recommend to the list started in the theme lesson. Keeping a running list available on the board or on a Google Doc for students to reference.

8. For the next lesson, they will need to revisit an era of their choice to further investigate for topic selection.

Other acronyms: PARTIES (Politics, Art, Religion, Technology, Intellectual, Economy, Social), BIG APPLEBED STREET.COM (Business, Individuals, Government, Art & Aesthetics, Physical Health, Psychological Health, Laws/Legal, Ethics, Boundaries, Environment, Domestic Issues, Social, Transportation, Religion, Economics, Education, Technology, Communication, Organizations/Occupations, Medicine)

Lesson Extension/Alternative

Increase or Decrease Areas of History to Brainstorm: For different learners, the number of eras required, or points of SPRITE, can be limited or expanded. For higher- level learners AP has other guides such as: PARTIES (Political, Art, Religion, Technological, Intellectual, Economic, and Social), PERSIA (Political, Economic, Religious, Social, Intellectual, Artistic), and C-GRIPES (Cultural, Geographic, Religious, Intellectual, Political, Economic, and Social).

Brainstorm Using Historical Eras: Students could also use a timeline rather than eras. Some good examples are provided in the "Lesson Bibliography" below. Students would identify particular period of time in which they are interested.

- **Worksheet: Choosing a Topic Using Historical Eras**

Begin with a Familiar Topic: Instead of choosing an era, have the students choose a topic they are familiar with, then branch out to choose the era that belongs in. Continue with the rest of the activity on a smaller scale with the one topic already related.

Lesson Bibliography

Eras:

- http://www.u-s-history.com/pages/eras.html
- http://worldhistoryforusall.sdsu.edu/bigeras.php

Timelines:

- http://www.historicaltimeline.com/default.htm
- http://www.animatedatlas.com/timeline.html
- http://www.si.edu/Encyclopedia_SI/nmah/timeline.htm

Name: _____

WORKSHEET: CHOOSING A TOPIC 1

For three historic eras of your choice, fill in the following blanks regarding major events or ideas of the time period.

Historic Era 1: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 2: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 3: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Name: _____

WORKSHEET: CHOOSING A TOPIC USING HISTORICAL ERAS

As an extension of the previous activity, choose an era from the list below and read about it. Choose an event that is significant in that era and answer the following questions.

1. Industrial Revolution in Great Britain 1770's to 1850
2. American Civil War 1861 - 1865
3. Progressive Era 1870 – 1920
4. The Enlightenment 1750 – 1800
5. The Ottoman Empire 1299 - 1923

Historic Era 1: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to leadership and legacy?

Historic Era 2: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to leadership and legacy?

Historic Era 3: _____

Event: _____

Which SPRITE category does this event belong in? Circle one.

Social Political Religion Intellectual Technological Environmental

How do you think this event connects to leadership and legacy?

LESSON: CHOOSING A TOPIC 2 – NARROWING AND CONNECTING TOPICS TO THEME

Essential Questions: 1. How do topics in history relate to the History Day theme? 2. How do you make long histories concise?

Objective: At the end of this lesson students will understand the concept of narrowing topics and deciding what is interesting and what is important.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Texts, library, computers, notes, speakers for audio, book about MN90 audio clip, or similar material, MN 90 audio clip chosen (http://www.ampers.org/history/mn90-minnesota-history-90-seconds)

Procedure

Before Class: Have a MN90 clip chosen and a book that has a similar topic or includes the topic. Choose a clip that relates to the stories that have already been discussed in class from earlier lessons. Choose a student who will feel comfortable to read in front of the class and have them read a chosen passage before class so they feel more comfortable in front of their peers.

1. Play a MN90 segment your students will be particularly interested in; something that will draw their interest into class. We recommend using something you may have already discussed, such as the story from the first lesson.
    a. There are many options and different ones can be used for different classes: http://www.ampers.org/history/mn90-minnesota-history-90-seconds.

2. When completed, ask students the following questions:
    a. What was the main topic/event?
    b. Who was involved?
    c. Why was the story interesting?
    d. Where did this story take place?
    e. When did the story take place?
    f. *What else do you know about this topic? (What else did the company/person do? What else is happening at this time period?)*

3. Ask a student to read a passage for 90 seconds. Have the students time the reader. When completed, ask the reader how much material they were able to cover in 90 seconds. Ask the students the same questions as above, and include:
    a. Can we fit the entire book into 90 seconds? What about the entire chapter?
    b. *What is missing from the story so far?*

4. The intent of the exercise is to illustrate the importance of narrowing the topic, but also the knowledge that needs to go into narrowing the focus. Continue to ask questions:
    a. What did the MN90 crew need to do to produce their Minnesota history story in 90 seconds?
    b. Where would they need to get information?
    c. What would they need to know?
    d. *Do you think they presented all of the information they found?*

5. Ask students: *From what you have discovered from the era research you did in the previous lesson, choose three topics that interest you. They can be from the same era, two eras, all three, or a mix of random topics not included in the previous research. Do preliminary research on these topics and answer the questions on the* ***Worksheet: Choosing a Topic 2.***

6. Bring students back together and ask, "*How do your three topics fit into their bigger era?"* using the SPRITE organization from the previous lesson, discuss how their topics would be a part of the bigger era in history. *How do the three topics fit with the History Day theme?*

Lesson Extensions/Alternatives

Extra Time to Explore Topics: Some students may need more time to complete this activity. For students who may not be able to navigate early topic selection, consider providing them with a few websites or pages of reading to help navigate choosing a topic. Or provide them with a list of things they can start from to select their topic.

- MN History Topics from the MHS library- http://www.mnhs.org/library/tips/history_topics/index.htm
- MN HD Topical Prize catalogue - http://education.mnhs.org/historyday/sites/default/files/Topical%20Prize%20Catalog%202015_3.pdf

Using the History Day Funnel: The History Day funnel is a great tool to help students understand the scale of topics that they are looking for in a History Day project. Once they have brainstormed topics, ask them to keep narrowing their topic into a focused topic. Look at an era, narrow by time, place, person, event, etc. Choose a potential topic and relate to the theme.

- **Worksheet: Focusing History Day Topics and Sample Topic Narrowing Funnels**
- **Worksheet: History Day Topic Narrowing Funnel**

Name: _____

WORKSHEET: CHOOSING A TOPIC 2

Topic Idea 1:_____

1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme? (Leadership and Legacy in History)
4. Why is this important in history?
5. What source did you find? Where did you find it?

Topic Idea 2:_____

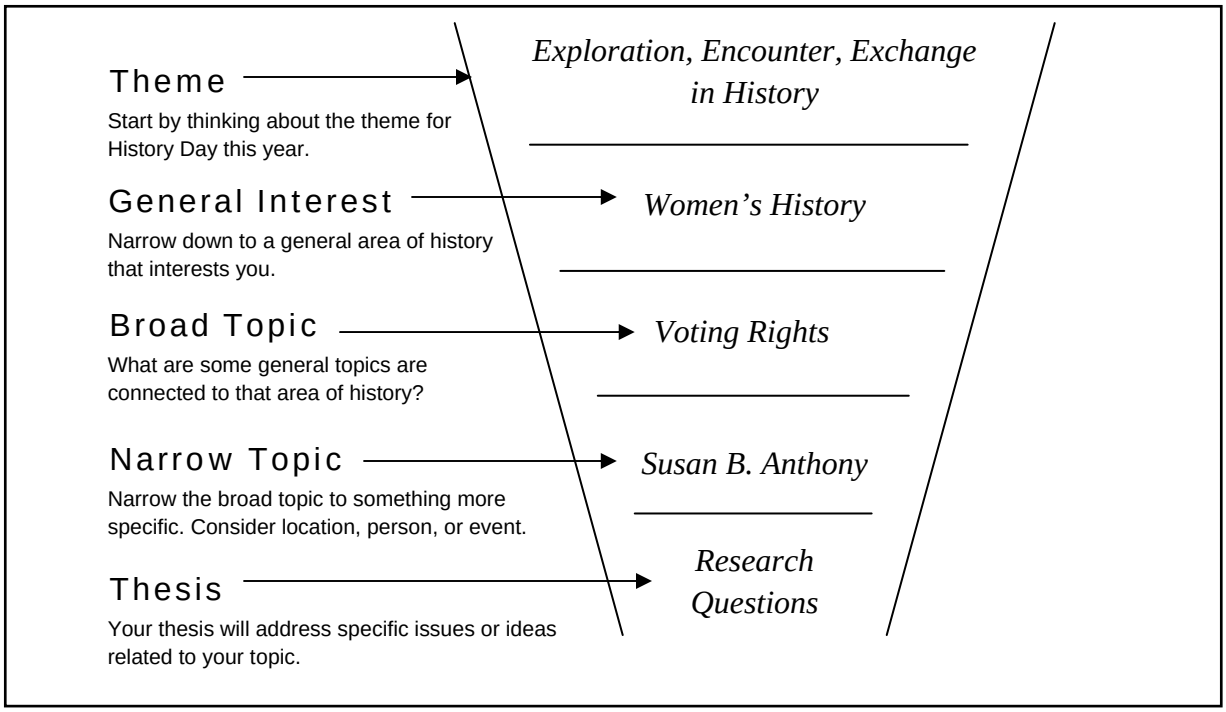
1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme? (Exploration, Encounter, Exchange in History)
4. Why is this important in history?
5. What source did you find? Where did you find it?

Topic Idea 3: _____

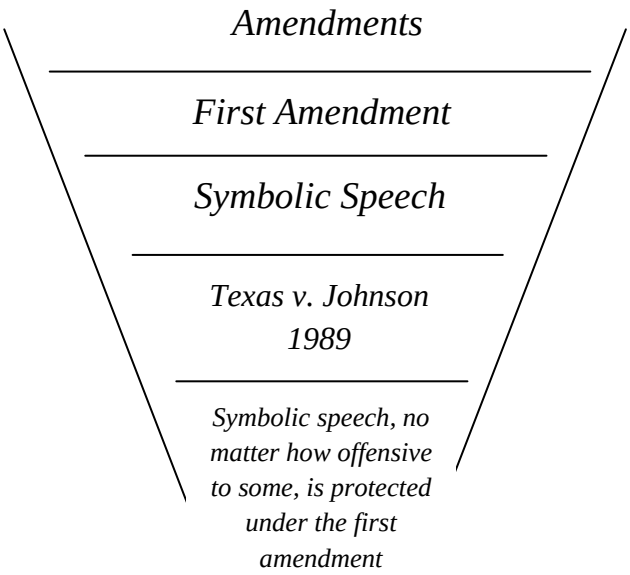
1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme? (Leadership and Legacy in History)
4. Why is this important in history?
5. What source did you find? Where did you find it?

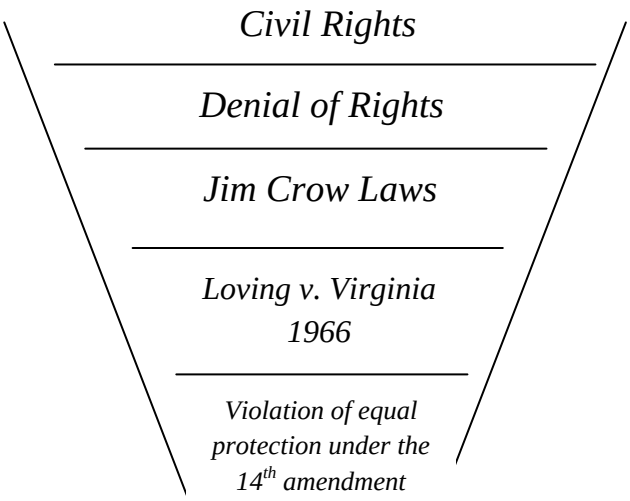
WORKSHEET: FOCUSING HISTORY DAY TOPICS

Topic choices generally start out too broad. We use the funnel to narrow our topics to more manageable ones. Remember: History Day projects are not huge. If your topic is too big, it's going to be challenging to fit everything you want into your project.



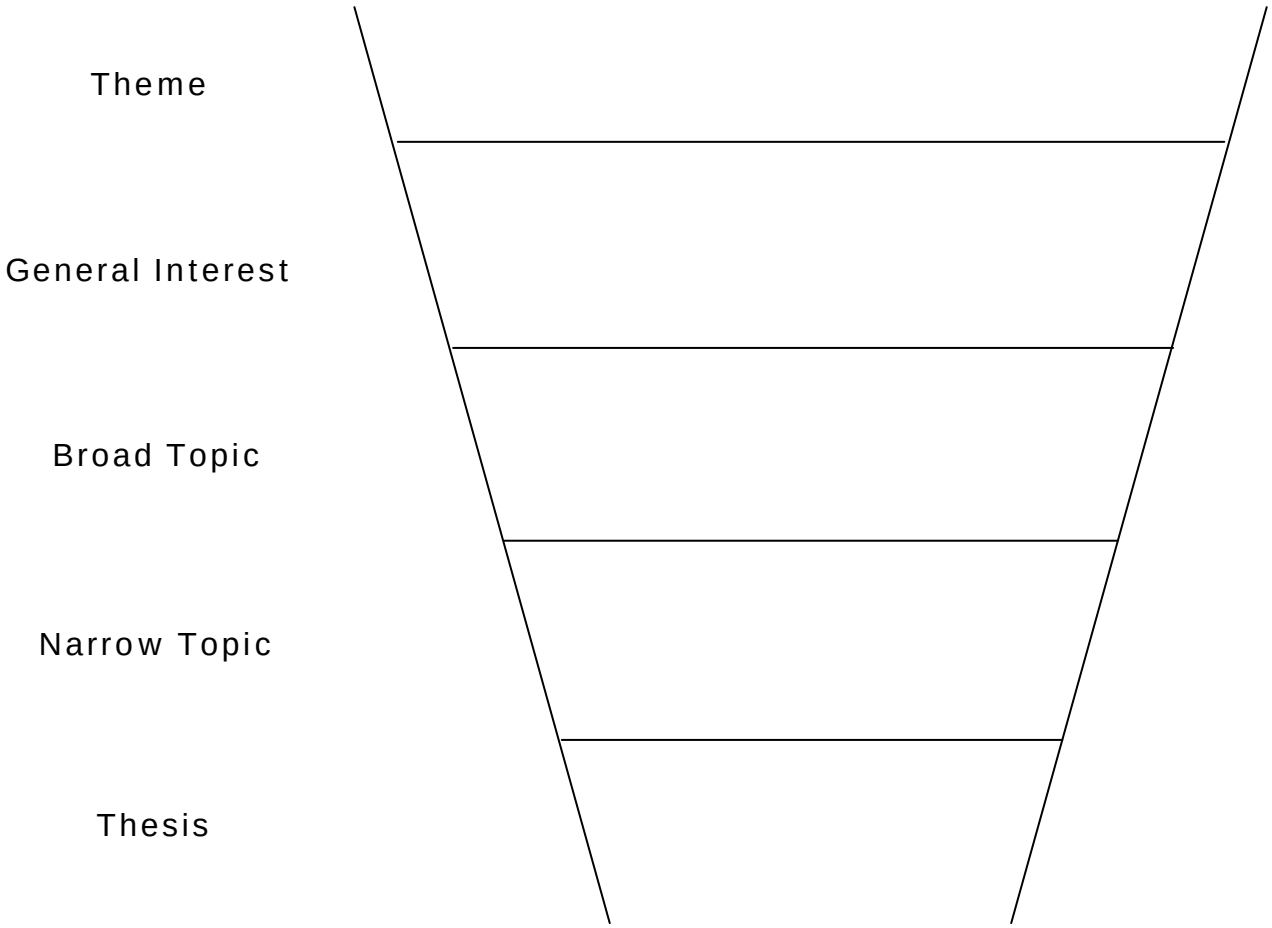
SAMPLE TOPIC NARROWING FUNNELS





Name: _____

WORKSHEET: HISTORY DAY TOPIC
NARROWING FUNNEL



LESSON: CHOOSING A TOPIC 3 – RESEARCH QUESTIONS AND STUDENT CONTRACT

Essential Questions: 1. What makes a good research question? 2. How do I develop research questions? 3. How will you be held accountable for your History Day project?

Objective: At the end of this lesson students will be able to develop guiding questions to focus their research and sign a contract to commit to their group.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: *Worksheet: History Day Self-Reflection, Worksheet: History Day Crew Contract, Worksheet: Research Questions*

Procedure

To Teachers: National History Day rules say that groups can be up to five students, or students can work individually. However, teachers may determine how large or small groups can be, or if students should work in groups at all.

1. Introduce the **Worksheet: History Day Crew Contract** to the students. Explain to them the meaning of the contract and any consequences/results from the contract. Encourage them to make smart choices about working in groups and picking topics.
    - Additional samples of contract developed by Minnesota History Day teachers are included and more can be found on the Master Teacher Network of the Minnesota History Day website: http://education.mnhs.org/historyday/master-teacher-network

2. As students are doing preliminary reading with their topics, they should begin to think about the research questions that will guide their process. This will give their research process focus, rather than trying to gather every fact they can about their topic. Explain the difference between information-gathering questions and research questions.
    a. **Information gathering questions** will help you to get the basic facts about your topic. These questions are often the "who, what, when, and where" questions.
    b. **Research questions** get at more of the "why and so what" questions, that address the significance of the topic in history. These questions will often address:
        1) Cause and Effect: What were the causes of past events? What were the effects?
        2) Change and Continuity: What has changed? What has remained the same?
        3) Through Their Eyes: How did people in the past view their world? What were their motivations for their actions?
        4) Turning Points: How did past decisions or actions affect future choices?
        5) Using the Past: How does the past help us to make sense of the present

3. Walk through the process of writing a research question together for a topic previously discussed. Use the sample questions about Rosa Parks on the **Worksheet: Research Questions** as an example. Discuss with students how these questions are more than "yes" or "no" and go beyond just finding facts. Research questions should address "why and so what" issues.

4. Students can continue to research the three topics from the previous lesson and figure out if they want to join a group or not.

5. If students would like to work together but cannot choose a topic, the following questions may be helpful:
    a. Which topic do each of you like? Why?
    b. What do you want to find out about your topic?
    c. Is there any way your topics are related?
    d. What are the benefits of working together?
    e. What are the drawbacks of working with a partner or in a group?

f. Why do you want to work together?
g. Ask individually: How flexible are you with your topic choice? Are you determined to do this topic, or can you research whatever?

6. It is important for students to be interested in their project because they will be working on this for quite some time. If they do not like a topic, or cannot find one that fits the theme, Minnesota History Day, the local library, or the History Center can supply a list of relevant, local, or interesting topics.

7. Remind students of their two tasks and why they are necessary:
    a. Discuss with an adult the project and your intent to work individually or in a group. Signing the contract means you are making a commitment to see the project through completion.
    b. Coming up with research questions will help guide reading and help you take notes. When you find something that answers a question, it is like a gold mine.

Lesson Extension/Alternative

Teacher Structuring of Project: Limit the group size or allow certain students to work together.

Framing and Guidance of Group Selection: Teachers can limit the group size or allow certain students to work together. The **Worksheet: History Day Self-Reflection** asks students to reflect on the characteristics they want in group members. The **Worksheet: Who Do I Work With – If Anyone** is a ship on the sea analogy to help students think about the benefits and drawbacks of group work.

Development of Research Questions: After explaining the purpose of research questions and modeling the writing process, students can use the **Worksheet: Research Questions** to write their own questions.

Gathering the Basic Information: Students can use **Worksheet: Thesis Development** to help figure out some of the basic facts (information-gathering questions) that they are likely starting out with about their topic. From there, use **Worksheet: Research Questions** to get students to identify more substantial research questions to guide their entire research process.

Name: _____

WORKSHEET: HISTORY DAY SELF-REFLECTION (CONFIDENTIAL)

1. How would you prefer to work? Circle one: Alone In a Group

   Why?

   _____

   _____

2. Describe two or more roles that you usually play in a group. For example: Motivator, peacemaker, cheerleader, organizer, hard worker, creativity specialist, occasional slacker, technology guru, fun coordinator, finisher, etc.

   _____

   _____

   _____

3. What types of people generally like to work with you? Why types of people do you generally like to work with? Why?

   _____

   _____

   _____

4. What qualities make someone a good group member? List at least five.

   _____

   _____

   _____

5. What traits do you want to avoid when selecting a History Day partner? List at least three.

   _____

   _____

6. Name some students you might consider working with for History Day. Please give first and last names.

   _____

   _____

   _____

Name: _____

WORKSHEET: HISTORY DAY CREW CONTRACT

Contract Due Date: _____

If you are in a group, list all group members below. Include yourself as number one. Your list MUST include the same people as each of your crew member's lists. If you are working alone, include only your name as number one.

1. _____
2. _____
3. _____
4. _____
5. _____

Type of Project: _____

Project Due Date: _____

Choose your group carefully. The group agrees to share equally in all work and expenses. Money may not be spent unless all group members are consulted. Only those students named on this form are considered group members. All members must turn in a copy of this form signed by an adult to participate as a group.

Student's Signature: _____

Each group will need a pocket folder in which to keep their research. Groups may need other supplies later, depending on how they choose to present their findings.

I understand that all students are REQUIRED to complete a History Day project. I understand that this project will be graded as a part of their Social Studies grade. All of the work will be done IN CLASS. I also understand that once groups are chosen, there will be NO switching.

Adult Signature: _____

WORKSHEET: WHO DO I WORK WITH – IF ANYONE?
The History Day Ship-on-the-Sea Analogy

This week you will begin a "journey" in History. This "journey" is called National History Day. Each of you, in a sense, is a "ship" on this journey. Before you leave the harbor you need to determine what will accompany your "ship" for the next three months.

Some of you will make good choices and bring extra "sails" for your ship. These "sails" are good partners you choose to work with. "Sails" are great to have because they represent quality people who will work hard and share the load in a way that really makes your ship faster, more efficient, and more enjoyable.

Others of your will make poor choices and instead of choosing "sails" to bring along, you will carry "anchors." These "anchors" represent people who oftentimes choose to be one of the following:

- Lazy and don't help much
- Comedians who provide a lot of laughs but little effort
- People looking for you to "carry" them through the project

These "anchors" take up room and slow your ship down. In fact, "anchors" can sink your "ship," and then you will not complete a quality History Day project. Some "anchors" can turn into sails if they are on a quality ship, but that risk is yours to take. You may offend an anchor by leaving him or her behind, but it is oftentimes the best decision to make. Stand firm, mates!

"So I should always avoid "anchors" and gather "sails," right? Well, there is one more option; you can sail alone. Sometimes a ship's sails can get tangled and not work very well together. If you decide to sail alone, there is only one sail, and it sails the boat very easily. It is not complicated, and there are few distractions to impede your progress. Students who work alone on History Day are accountable only to themselves, so there is no confusion. The project's success or failure is totally up to the individual. There is no one else to blame! Sailing alone can be very rewarding and is a fine means of travel.

Choosing the right group, or choosing to work individually, is one of the key elements of managing a quality History Day project. It is one of the first decisions you must make, and it is certainly one of the biggest. You will be able to choose your group, but in the end you "sail" or "sink" together. Once you sign the commitment sheet and leave the harbor, all your "sails" or "anchors" will be on board for the entire trip – and you cannot "throw them over the side" once you are underway. Bottom line: there will be no switching groups – period – after

_____.

Bon Voyage and smooth sailing on your History Day journey!

Name: _____

WORKSHEET: RESEARCH QUESTIONS

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

Writing Research Questions

Good historical research questions will allow you to investigate issues of cause and effect, change over time, differences in perspective, etc. What were the causes of past events? What were the effects? How did past decisions or actions affect future choices? What has changed?

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

TRY IT: WRITING RESEARCH QUESTIONS

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

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

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

LESSON: RESEARCH – NOTE TAKING

Essential Questions: 1. How do you take notes? 2. How do you keep track of sources for a bibliography?

Objective: At the end of this lesson students will be able to understand the purpose of note-taking and keeping track of bibliographic information.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Worksheet: Notes (or other handouts for note taking methods), pen, pencil, books for research or computers for research

Procedure

Before Class: Work with the ELA teacher or other social studies teachers to be on the same page of note-taking practices. If Cornell or another note-taking device is used, use this lesson to review note-taking with the resources they may already have. Visit http://lsc.cornell.edu/Sidebars/Study_Skills_Resources/SKResources.html and click on Cornell Note Taking System)

1. To begin the discussion, ask students: *Why do we need to take notes?*
    - **Absorb Information**: Studies have shown that hearing information, writing it down, and then rereading helps the brain to process the information.
    - **Review**: A good way to check and recall facts.
    - **Memory**: When compiling large amounts of information, sometimes we need a little help remembering where things came from. Checking facts and keeping track of quotes for bibliographies is easier when notes are taken and are uniform. When trying to remember where you read that one point, now you can find it because of your notes.

2. Continue discussion by asking: *How do we take notes?*
    - What clues are you looking for? What do you want to remember?
    - Write down the information that is important to answer your research questions.
    - Who? What? When? Where? Why? How?
    - What do you know about the author?
    - What does this tell you about your main topic?

3. Walk through the note sheet you plan to use and what the expectations are. Instruct students to include all of the bibliographic information on the sheet too, so it is easier to write the bibliography later on.

4. Pick a paragraph from the introduction lesson or from a source used for the same lesson.

5. Walk through the **Worksheet: Note Sheet** using the paragraph as a model to take notes. Make sure to emphasize the bibliographic information. *Where do you find the information? How does knowing the author and the date something was published help us to understand the source? What is a bibliography? What is the purpose of a bibliography? To make students do more work? Like note-taking, bibliographies are a learning tool.*
    - Help the reader check the information you present. It helps the reader trust that you know what you are talking about.
    - Help the reader go to the source you found to use in their own work. Giving the date of publication, journal location, and page information are great clues to other researchers.

6. Using the website from the "Introduction to History Day" lesson (http://62437547.nhd.weebly.com, demonstrate the importance of looking at the bibliography. Ask students to:
    - Skim the bibliography.
    - As a group pick a website from the bibliography and check the information.
    - Go to the website and find where the information was taken. Showing the process of the bibliography helps verify the information presented is accurate.

7. Explain to students how this exercise will relate to their own History Day process. *Throughout this process you are also keeping track of where you found the information to present your own argument. In the end, you will create a bibliography and these notes are intended to help you keep track of the information needed for that such as author, title, and publication date. Continue to fill out sheets, have three to five completed.*

Lesson Extension/Alternative

Modified Notes Sheet: For different learners and students at different learning stages, you can modify the note sheet to reflect exactly what they need. Change the questions and add or subtract questions when appropriate.

Additional Guidance for Citations: For more on bibliography, create another lesson. Walk through the different parts needed for a proper citation, how to read a citation and where to find the information. Using a book, journal article, newspaper, letter, diary entry, and other sources, practice writing citations and keeping track of the information.

Practice Note Taking: Use History Day theme sheet for the note taking exercise. Students have already read this and it reinforces the theme again.

Online Citation Generators: History Day students are permitted to use online citation generators to help with their annotated bibliographies, such as EasyBib or other online tools like BibMe or NoodleTools. Have each student have a source (website, book, newspaper, journal or database) and complete a class exercise in the computer lab where each student completes an entry for their bibliography. Walk them through the web steps as a class.

WORKSHEET: NOTES

Question

Bibliography information

1. Author
2. Book title
3. Publication Date
4. Publishing house

Information about the source

5. What clues are you looking for?
6. What do you want to remember from this source?
7. What three things has this source said that is relevant to your topic?
8. What do you know about the author?

Information from the source

9. Who?
10. What?
11. When?
12. Where?
13. Why?
14. How?

What did you learn from this source?

15. What research question did this source answer or address?
16. What new questions did you find from this source?
17. What quotes stood out to you?
18. What images stood out to you?

Answer/Notes Remember to write the page number next to all your answers/notes.

LESSON: RESEARCH – LIBRARY RESOURCES

Essential Questions: 1. What can I find at the library? 2. Are there other types of sources other than books at the library?

Objective: At the end of the lesson students will understand how to use the resources available from their school library.

Grade Level: 6 – 12

Time Needed: 100 minutes

Materials: Library materials, library reference help, library retrieve slips, pencil, note sheets

Procedure

Before Class: Set up time in the library or in your classroom when a school librarian/media specialist can show the students how to use the books and Internet finding aids available to them. Using a pre-discussed topic (from previous lessons, such as the MN90 topic), the presenter can search/research throughout class and show students how it is done.

1. *Where have you researched so far?* List on board. *Has this been successful or unsuccessful?*
2. *What are you looking for?* List on board
3. *How many sources do you have so far?*
4. *How are you using the sources?*
5. *How are you keeping track of the sources? Using the note sheet from previous lesson?*
6. *Where do you find new sources for new information?*

Presentation by Librarian or Media Specialist: In this presentation, discuss what the school has available for students to research. Best if it is interactive and the students can use the resources as the speaker is sharing them, like a scavenger hunt. However, must be monitored so they are learning and using the Internet appropriately and not just using basic Google searches.

Types of sources and issues to cover:

- Part 1: Books, Reference, Journals, Articles, Online resources (search terms – what words or phrases will effectively bring results?), Databases.
- Part 2: what do the ends of web addresses mean? (go into further detail about .com, .edu, .net, .gov, etc.)
- Part 3: How to use Google (using key terms, difference between Google and databases)
- Part 4: How to use or avoid Wikipedia (external links and references at bottom)

Have students ask questions of librarian to show where resources for their specific topic can be found. If they do not have questions, ask the media specialist/librarian to suggest some websites to start looking.

Lesson Extension/Alternative

Provide Beginning Websites to Search: For students who have trouble navigating the vastness of the web, provide them with a list of websites to start looking, and search terms to narrow their scope. Or, start with overview books and encyclopedias. Another option is to tour the library with an emphasis on the ELM resources (www.elm4you.org).

Provide Extra Structure for Research: For the students who may need more "chunking", consider the following: Instead of moving onto a library visit, have them write a paragraph of their "story", the main event. Follow the items on the **Worksheet: Section Check List – Main Event**. Some students may need this step to help organize the other information they will discover and it also provides a checkpoint for teachers to grade. This checklist can be used after each section to help organize the process differently for students.

Name: _____

WORKSHEET: SECTION CHECK LIST – MAIN EVENT

☐ **Research Question**:_____

☐ **Three Sources of Information**
Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. _____

2. _____

3. _____

☐ **Notes from Three Sources of Information**
Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

☐ **Summary Paragraph**
Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

☐ **Visuals**
Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

☐ **Bibliography Citations**
For each of your sources, you need to complete a bibliography entry.

1._____
_____

2._____
_____

3._____
_____

☐ **BONUS CHALLENGE**
Find a quote that helps explain the information in this section.

_____
_____
_____
_____
_____

Where did you find the quote?

_____
_____

LESSON: RESEARCH – VERIFICATION OF INFORMATION/INTEGRITY OF RESEARCH

Essential Questions: 1. How do I know if I can believe the sources I have found? 2. How do I give proper credit to the sources I am using?

Objective: At the end of this lesson students will be able to use guiding questions to verify sources and distinguish credible sources from non-credible ones.

Grade Level: 6 – 12

Time Needed: 50 to 90 minutes

Materials: Computer hooked up to a projector.

Procedure

Before Class: Have students bring one of the books or sources they have been using lately to use as an example in class.

1. Tell a story that is ridiculous – myth, fable, tall tale, something made up. Is it true? How do we know?

2. Pull up a website that does not cite its information and is not clear on its authority of a topic. (http://sciway3.net/proctor/marion/military/marion_wbts.html) Poke through it with the students and then ask:
   - *How do we know the author is telling the truth?*
   - *What information is left out?*

3. After a brief discussion (about one minute), go to a website that does have sources and credible information (www.mnhs.org, or back to the MN 90 project, http://www.pbs.org/civilwar/).
   - *How do we know the author is telling the truth?*
   - *What is left out of the information given? Point of view? Perspective?*

4. This time around, the students and teacher can point to the research the author did and people they interviewed.

5. When researching, students need to consider what websites and books are trustworthy. Refer back to the discussion about bibliography.

6. *Ask students*: What makes something credible? Definition:
   - Offering reasonable grounds for being believed.
   - Of sufficient capability to be militarily effective.

7. Ask students: *What does that mean for History Day?* Have a discussion about these ideas for three to ten minutes. *What written or unwritten rules do you need to follow?*

8. With your partners or with another individual, pick one source and complete the **Worksheet: Verification, Integrity.**
   - What do you know about the author?
   - What information do you have that gives you that answer?
   - What information has the author given that you can trust?
   - What perspective does this author have?
   - Are they biased?
   - What information have you read other places?
   - How do you use their bibliography for your benefit?

9. Discuss with students the process of verifying information. Most sources should have a bibliography, a list of documents, writings, and other sources they used to come to their conclusions, or answer their research questions. You can look at those sources also to see how they got to their answers, and to find other information about your topic.

10. Ask students: *Now that you have verified that this information and/or author is accurate, how do we use it? Do you copy it exactly as the author said and put it in your paper? Why is it wrong to copy the words exactly and present them in your paper?*
    a. Plagiarism (dictionary.com): The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author.
    b. **Teacher Note**: Readwritethink.org has good information on plagiarism.

11. Now that you've established that plagiarism is wrong, brainstorm ways to avoid plagiarism with students. Ideas might include: Taking notes instead of copying, paraphrasing instead of printing word-for-word, using key words and important points to keep track of what was gained from that source and being honest.

12. Using the source you brought in today, find three to five more sources from that source, using the bibliography. Also, consider the following questions about research questions:
    - Which of your research questions have you answered so far?
    - How do these answers help your understanding of the topic?
    - What new research questions do you have?
    - Where can you look to find those answers?

Name: _____

WORKSHEET: VERIFICATION, INTEGRITY

Using the source you brought to class today, answer the following questions about why this is a credible source.

1. What do you know about the author?

2. What information do you have that answers that question?

3. What information has the author given you that you can trust? (facts, data, repeated sources)

4. What perspective does the author have?

5. Is the author biased? How can you tell?

6. What information have you read other places?

7. How can you use their bibliography for your benefit?

7. Using the source you brought in today, find three more sources using the author's bibliography or works cited:

    1. _____
    2. _____
    3. _____

LESSON: RESEARCH – LIBRARY VISITS

Essential Questions: 1. What else can I find at the library? 2. What can other libraries offer that is not at my school library?

Objectives: At the end of this lesson students will be able to use public or university library systems to help them research.

Grade Level: 6 – 12

Time Needed: Day 1: Pre-research. Day 2: Library visit.

Procedure

To the Teachers: At this point, it is a great opportunity to invite History Day helpers (such as mentors, staff, or interested community members) into your classroom to reach more students in one class period. The helper and you can discuss research possibilities with more students.

This is also an opportunity to expand the research locations students have been using by visiting a local public or college library. Plan a field trip to your chosen library with students to learn about what they have available. They may have more access to online databases and other types of sources. Meet or communicate with the librarian beforehand to see if they can have a presentation about resources, make them aware of what students are already using, and see if they can pull books or magazines or articles about the topics the students are researching.

Day 1: Introduce primary and secondary sources, depending on ability

1. Students have been finding sources, and taking notes.
    a. Which of your research questions have you answered so far?
    b. How do these answers help your understanding of the topic?
    c. What new research questions do you have?
    d. Where can you look to find those answers?
    e. What new resources do you want to find?
    f. What should you expect at the library?

2. Librarian or MINITEX Presentation: Get an overview of how to find resources and give students time to practice. Watch a video or walk through the library research catalog. Have students write down sources they will want to gather the day at the library. Having done the pre-research will help utilize the time wisely at the library.

Day 2: Library Visit
Visit the library to gather the sources discovered the day before. Also, continue filling out note-sheets and answering research questions

Lesson Extension/Alternative

Have a Librarian Visit the Classroom: Different libraries are available and if you cannot go to a library, consider having a librarian come to you. Then students are aware of what their public library card can do and go there on their own time. Consider the local public library, a university library, the Minnesota Historical Society, or a MINITEX representative: http://www.elm4you.org/

Come to a Hullabaloo: Share the local possible Hullabaloo dates at the public or university libraries.

Journal about Experiences: Have students complete a “Library Research Trip Journal” answering questions about their trip and a handy place to keep all of the notes from sources at the library.

LESSON: RESEARCH – PRIMARY SOURCES/DOCUMENTS

Part A: What are primary and secondary sources?

Essential Questions: 1. What is a primary source? 2. How is a primary source different than a secondary source?

Objective: At the end of this lesson students will be able to determine which source is primary and which is secondary. They will also see the importance of using both types of sources in their research.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Students should bring what they consider primary and secondary sources they have already collected from their research. Teacher should also have on hand a few examples to share with students.

Note to Teachers: For building new skills, we recommend having students do quite a bit of secondary research before they proceed to primary source research. This will give them time to be familiar with their topic and understand the context of the primary source.

Procedure

1. Have students present the sources they brought giving the title, author, and date written.

2. Make a chart on the board of examples of primary and secondary while students share their sources. The **Handout: Primary and Secondary Sources** provides a chart of sample sources.

3. Share the definition of primary and secondary sources and give examples. Make sure to ask for questions and give explanations of the differences.

    a. **Primary Source**: Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (Source: www.yale.edu)

    b. **Secondary Source**: A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. (Source: http://www.princeton.edu/~refdesk/primary2.html)

4. Have the students get into pairs to discuss the primary and secondary sources they brought. As a pair, they should decide which is really primary and secondary, why they classified it that way, and how they can find more of one or the other.

5. As students are categorizing sources, they can use the **Worksheet; Analyzing Primary Documents** to begin evaluating what the primary sources mean. Questions include:
    a. Who wrote the document? Who is the document about?
    b. What is the purpose of this document?
    c. When was the document written? Is this document also referring to another time period?
    d. Where was this document created? (Think about the city, state, country.) Is the place that the document was created also the same audience at which the author was directing the document?
    e. Why was this document written?
    f. What makes this document unique?
    g. What kind of language is being used?

6. Have students present new findings, while changing the information on the board.
    a. What are the expectations of the author?
    b. Who is the intended audience of the document?
    c. What is the perspective of the author?

7. Discuss as a class what they have discovered today and then suggest where to find primary sources. *What have your secondary sources told you about primary sources? Using the sources you already have, figure out three to five primary sources that will be helpful and where you can find them.*

Lesson Extension/Alternative

Primary Source Research Starting Points: Each student's topic will lead them in different directions for their research. Consider providing a general list of places they can consider finding sources. The **Handout: Using the Library of Congress Website for Primary Source Research** provides a starting place for using the Library of Congress. The **Handout: Online Resources for National History Day Research** is a good general listing of online research sources.

Primary Sources in the Real World: Contact an historian, a history professor, a history graduate student, scientist, lawyer, a police officer, or anyone who needs to gather evidence for their research or job. As a class, come up with questions to ask the visitor. Questions about how they use evidence or support to do their work. Examples:

- What is your job?
- How did you become educated for your job? (School, training, etc.)
- How do you use evidence in your job?
- Why do you need evidence or support in your job?
- How do you use the two kinds of sources (primary and secondary) together?

HANDOUT: PRIMARY AND SECONDARY SOURCES

When historians study a topic, they try to gather a wide variety of sources during their research. Historians use sources like a lawyer uses evidence. Both need information to "make their case." But not all sources are the same. Historians classify their sources in two categories: Primary and Secondary. You are going to need to use both types of sources for a successful History Day project.

Secondary Sources

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

Examples of Secondary Sources:

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

Primary Sources

Primary sources are materials directly related to a topic by time or participation. They provide a first-hand account about a person or an event because they were written or produced in the time period you are studying, are eyewitness accounts of historic events, are documents published at the time of specific historic events, or are later recollections by participants in historic events.

Examples of Primary Sources:

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

Could it be both primary and secondary?

It all depends on how you use it. For your History Day bibliography, you are going to have to think of how you used the source and then categorize it as **either primary or secondary**. Each source should only appear in your bibliography once. If it could be confusing to your judge, use your annotation to explain why you categorized a source as either primary or secondary. For example, websites are usually secondary source, however, let's say you found a website written by the participant in an event where they discuss their experiences. This source should be categorized as primary – since the author was directly involved in the event – and you should use your annotation to explain this.

Citing a Collection of Materials

When you are citing a collection of materials, such as several photographs from the same online archive, you can cite these materials as a collection. Rather than create a separate citation for each of these, cite the collection of images. You can then use your annotation to better explain the quantity of images that you found in this source and how extensively you used it.

Name: _____

WORKSHEET: ANALYZING PRIMARY DOCUMENTS

1. Who wrote the document? Who is the document about?

2. What is the purpose of this document?

3. When was the document written? Is this document also referring to another time period?

4. Where was this document created? (Think about the city, state, country.) Is the place that the document was created also the same audience at which the author was directing the document?

5. Why was this document written?

6. What makes this document unique?

7. What kind of language is being used?

8. What are the expectations of the author?

9. Who is the intended audience of the document?

10. What perspective is shown in the document?

HANDOUT: USING THE LIBRARY OF CONGRESS WEBSITE FOR PRIMARY SOURCE RESEARCH

For an in-depth explanation of the contents and use of www.loc.gov, visit this tutorial from the Midwest Regional Center for Teaching With Primary Sources: http://teachingprimarysources.illinoisstate.edu/tpsmidwestregion/

American Memory: http://memory.loc.gov

1. "Search all collections": This general search will gather every document that contains all of the words of your search. You cannot limit the search by date, document type, or with Boolean limitations. Use this search in the early days of primary research, but be prepared to sift through many sources.

   Example: A search for "Minnesota civil war" comes up with 946 sources, with sources as varied as letters from Abraham Lincoln to commemorative statues in St. Paul.

2. "Browse collections by topic": This search will slightly narrow your pool of collections. If you click on one of the topics provided, a list will appear of all collections that have some reference to that topic. You are given the option to unclick certain collections that you do not want searched.

   Example: Click on "African-American history", and a search for "Minnesota" retrieved 110 sources.

3. "More browse options": This search will allow you to search very specific topical collections. Certain subjects are listed under each topical choice; clicking on those subjects will take you directly to the topical collection. Clicking on the topical heading will lead you to a list of collections, similar to "Browse collections by topic."

   Example: Choose "National Woman's Party" under "Women's History." A search for "Minnesota" retrieves nine sources.

4. "Browse collections by time period/containing/by place": These searches will simply bring you back to the larger list of collections. Often, these searches are not helpful as the search takes into consideration all the bibliographic information, which could contain details not relevant to your topic.

   Example: Browse collections by time period and choose "1930-1949." A search for "Minnesota soldiers" reveals several images of a Minnesota veterans' home complex, built over the course of many decades, as well as a speech by Helen Keller, from the Alexander Graham Bell papers, that uses the word "Minnesota" in passing.

Library of Congress main page: www.loc.gov

"Resources for … Researchers."

1. On the right-hand side, under "Exploring the Collections," click on "LC Online Catalogs."

   "Basic search" and "Guided search" have more options for limiting searches to specific parameters: date, type of source, Boolean terms. The drawback, however, is that not all of these resources have electronic copies available. When you retrieve a list of sources, you will need to check for the small magnifying glass on the right-hand side that says "Electronic Resource Available." Beware that the electronic resource might be a bibliographic citation or another link, and not necessarily a primary document.

   Example: Under "Basic Search", a search for "Minnesota women" retrieves 518 sources. The first resource that has a magnifying glass, More Than Petticoats, has bibliographic and publisher information as the available electronic resources. The second source with that icon, Lake Minnetonka views, has a link to the Prints and Photographs Division, where you have to conduct another search for that document; no images surfaced when "Lake Minnetonka" was searched.

2. In the middle section, under "Special Materials", you may search specific divisions of the Library of Congress. Most helpful to student or teacher researchers will be "Geography and Map," "Manuscript," "Motion Picture and "Television," "Prints and Photographs" and "Recorded Sound."

   Example: Click on "Geography and Map," and click on "Geography and Map Division Map Collections." Under "search by keyword," a search for "Minnesota" retrieves 66 documents, including maps of cities, counties and forests.

Veterans History Project: www.loc.gov/vets

"Search the Veterans Collections."

A search in the Veterans History Project collections will allow you to search documents and interview transcripts of veterans from six American wars. You can also limit by branch of service, gender and prisoner of war status. Searching for a digitized collection will ensure that you will have access to digital documents.

Example: A search for "Minnesota" contained in "All fields together" and "yes" chosen for "Digitized Collection" retrieved 83 veterans. Some were born in Minnesota, others trained at Fort Snelling, and others have mention of Minnesota in their collections. Digital documents vary by veteran, but include items such as interview videos, images, memoirs and other documents.

HANDOUT: ONLINE RESOURCES FOR NATIONAL HISTORY DAY RESEARCH

These online sources can be accessed from any computer. Be sure to check with your school or local library to see what additional databases you may have access to with your public library card, including **ProQuest** and historic newspapers, such as the historic New York Times.

Topic Ideas

- **Minnesota History Day**: http://education.mnhs.org/historyday/topic-ideas
- **Minnesota Historical Society**: http://libguides.mnhs.org/index.php
- **Minnesota 150 Wiki**: http://www.mnhs.org/exhibits/mn150/
- **National History Day**: www.nhd.org
- **The African American Registry**: www.aaregistry.com - The African American Registry is an online database of secondary accounts of African American history relating to the arts, business, education, entertainment, literature, military, politics, religion, sports, and more. The database is an excellent resource for topic ideas.

Starting Places

- **Encyclopedia.com**: http://www.encyclopedia.com/
- **Wikipedia**: www.wikipedia.org (Wikipedia makes a good place to start and see if you're interested in a topic, but you should expand to other more scholarly source once you start researching.)

Local Libraries

- **Hennepin County Library**: http://www.hclib.org
  Look at the "Databases" section for other online resources like ProQuest
- **Ramsey County Library**: www.ramsey.lib.mn.us
  Look at the "Online Resources" section for other online resources like ProQuest
- **St. Paul Public Library**: www.stpaul.lib.mn.us
  Look at the "Online Resources" section for other online resources like ProQuest
- **Minnesota Library Information Network (MnLINK):** www.mnlink.org
  The Minnesota Library Information Network is a statewide virtual library that electronically links major Minnesota libraries. This resource allows students to simultaneously search multiple libraries by region of the state.

Advanced Libraries

University of Minnesota Library: www.lib.umn.edu
Search the libraries and collections of the University of Minnesota. Also, be sure to check out the University Library's History Day Research Guide (https://www.lib.umn.edu/wilson/welcome-history-day) an extensive online guide to the University of Minnesota's library resources designed for History Day students. If you are planning a visit to Wilson Library, this Practical Guide to History Day Research at the Wilson Library (http://www.lib.umn.edu/services/orientation) is an excellent resource!

Primary Source Archives – Minnesota History

Minnesota Historical Society Library: www.mnhs.org/collections/index.htm
In addition to the online collections catalog, the Minnesota Historical Society also provides online access to a variety of specialized collections, including: The Death Certificate Index, the Visual Resources database, and Christie family Civil War letters.

Minnesota Digital Library – Reflections: http://reflections.mndigital.org/
10,000 images and documents shared by over sixty cultural heritage organizations across the state. This site offers a broad view of Minnesota's history for researchers, educators, students, and the public.

Primary Source Archives – United States History

Our Documents: www.ourdocuments.gov
We invite all Americans to participate in a series of events and programs to get us thinking, talking and teaching about the rights and responsibilities of citizens in our democracy. At the heart of this initiative are 100 milestone documents of American history ranging from 1776-1965.

American Memory Project: http://memory.loc.gov
American Memory provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning.

National Archives: www.archives.gov
The National Archives and Records Administration is a Federal agency that provides ready access to essential government records that document the rights of American citizens and the actions of Federal officials.

American Journeys: www.americanjourneys.org
American Journeys contains more than 18,000 pages of eyewitness accounts of North American exploration. Students can view, search, print, or download more than 150 rare books, original manuscripts, and classic travel narratives from the library and archives of the Wisconsin Historical Society.

Library of Congress: www.loc.gov
The Library of Congress is the nation's oldest Federal cultural institution, and it serves as the research arm of Congress. It is also the largest library in the world, with more than 120 million items. The Library's website provides access to the catalog and numerous online resources include historic documents, online exhibits, and legislative documents.

Chronicling America: http://chroniclingamerica.loc.gov
Digital collection of historic American newspapers from 23 states, from 1860-1922. Search by state, newspaper, dates, keyword, or use pre-determined search dates and keywords organized by topic, in "Topics in Chronicling America."

Bartleby: www.bartleby.com
Selected classics of literature, nonfiction, and reference books have been made available online. Search by subject, title, or author.

Time Magazine Archive: www.time.com/time/archive
Time Magazine has an archive of their articles going back to 1923 available online. These articles are full-text and fully searchable by keyword. They also include all of the Time Magazine covers, which are also searchable by keyword.

Smithsonian Institute Collections: http://collections.si.edu
Search over 7.8 million catalog records with 568,100 images, video and sound files, electronic journals, and other resources from the Smithsonian's museums, archives, and libraries.

Making of America: http://cdl.library.cornell.edu/moa
A digital library of primary sources in American social history from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and technology. The Making of America collection comprises the digitized pages of books and journals. This system allows you to view scanned images of the actual pages of the 19th century texts. Optical Character Recognition (OCR) has been performed on the images to enhance searching and accessing the texts

The Avalon Project: http://avalon.law.yale.edu
Documents in law, history and diplomacy, ranging from 4000 BCE to the present. Documents are grouped by century and listed alphabetically. Full text for all documents, and source of document listed at the end.

National Security Archives: http://www2.gwu.edu/~nsarchiv/
This archive from George Washington University is a repository for declassified documents that journalists and scholars have obtained under the Freedom of Information Act. Subject areas include Europe, Latin America, Nuclear History, China and East Asia, U.S. Intelligence Community, Middle East and South Asia, September 11th Sourcebooks, Humanitarian interventions, and Government secrecy.

U.S. Supreme Court Media: www.oyez.org
The Oyez Project is a multimedia archive devoted to the Supreme Court of the United States and its work. It aims to be a complete and authoritative source for all audio recorded in the Court since the installation of a recording system in October of 1955.

Primary Source Archives – World History

Europeana: http://www.europeana.eu/
A wide variety of items from galleries, museums, libraries and archives.

World History Sources at the Center for History and New Media:
http://chnm.gmu.edu/worldhistorysources/whmfinding.php
Based on the area of the world you are interested in, select their listing of suggested sources.

Internet History Sourcebooks Project: www.fordham.edu/halsall
Links to a wide variety of historical texts from around the world broke down by timeframe and region. Sources range form Ancient Greek texts to modern American history.

LESSON: RESEARCH – HISTORICAL CONTEXT

Essential Questions: 1. What is historical context? 2. How does it fit in with my topic?

Objective: At the end of this lesson students will be able to understand historical context and its importance in building their historical narrative.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Students should bring to class note sheets they have already filled out and sources they can physically hold onto such as a printed article, book, photo, journal, or newspaper.

Procedure

1. Start a movie that many students haven't seen, but is appropriate, in the middle. Consider older movies such as Citizen Kane, Rear Window, Metropolis, or any silent movie. Watch 10 minutes and then stop. Ask these questions:
    a. *What do you think?*
    b. *Are you confused?*
    c. *What questions do you have?*
    d. *Do you want to see more?*

2. As a class, discuss: *What happens when you start in the middle of a movie? Who only watches the middle? Do you walk into a theatre in the middle?*

3. Explain that in most cases, we need set-up and/or background information to fill in holes in our project. To understand why things have happened you need to set up the context and what happened previously.

4. How does this apply to your History Day research? There are usually five sections to a History Day project.
    a. Historical Context
        i. **Background**: Information about the topic with big ideas. This is usually a description of the existing problem, condition or situation that will change as a result of the Main Event. What was the background in the class example of a project we saw in earlier lessons?
        ii. **Build-up:** More specific information about the topic including events that directly lead to your main event. What was the build-up in earlier lessons?
    b. **Main Event** (Heart of the Story): The heart of your story and the main focus of your project. What was the heart of the story in earlier lessons?
    c. Historical Significance
        i. **Impact**: The short-term impact of your main event. What was the impact from the story in earlier lessons?
        ii. **Legacy**: Long-term impact of your topic, usually telling the reader why this is important in history. What was the historical significance of the story from earlier lessons? Why is that important in history?

5. Today we are looking at the historical context, meaning the background and build-up of your story. You are going to look at sources you have already gathered. *What key words or search terms are going to help you? What new research questions do you need to write?*

6. Look back at the notes and sources you brought with you. *What do they already tell you about historical context? How do they fill in the background of the story? Do not look at new sources yet, only look at your current sources and notes to see if they give you clues and information.*

7. Think about the connection between the background and the main argument of History Day projects. *What is the connection between the build-up and the main argument? What is the cause*

and what is the effect? In the story from the introductory lesson, what is the connection between the main topic (heart of the story) and the background information given? What do people need to know to understand your story?

Lesson Extension/Alternative

Model the Process with the Exhibit Board Layout: Use the **Exhibit Board Layout** to accommodate learners who need reminders, have the definitions of the five sections on a sheet along with a graphic organizer to help them remember the differences between the sections.

Background and Build-Up Check Lists: Some students need the sections broken down. Use the **Worksheet: Check lists for Background and Build-Up** sections to guide students through each of these parts.

Explore Historical Context: The **Worksheet: Historical Context** gives students guiding questions to begin thinking about what additional areas of historical context they may want to explore with their research, including issues both before and after the main events of their topic.

Title

BACKGROUND

Place your topic in Historical Context

What information do we need to know that is going to help understand your topic?

What outside circumstances are going to influence your topic that we need to know about?

BUILD–UP

Who are the main players and what are they doing to prepare for the main events of your topic?

Give more specific information related to your topic than "background" section.

What are the events leading up to the main event?

What is life like before the main events of your topic?

THESIS

MAIN EVENT

Major details about the main events in your topic

SHORT TERM IMPACT

What are some of the immediate reactions to the main event shortly after it happened?

What changed? New laws? New way of thinking?

Who was affected by the event?

How is the world different after the main events of your topic? Examples?

HISTORICAL SIGNIFICANCE

Why is this topic important in history?

What is the long term significance?

What were the intended/unintended consequences?

So what?

What do you want the reader to take away from your project?

Name: _____

WORKSHEET: SECTION CHECK LIST – BACKGROUND

☐ **Research Question**:_____

☐ **Three Sources of Information**
Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. _____

2. _____

3. _____

☐ **Notes from Three Sources of Information**
Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

☐ **Summary Paragraph**
Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

☐ **Visuals**
Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

☐ **Bibliography Citations**
For each of your sources, you need to complete a bibliography entry.

1._____
_____

2._____
_____

3._____
_____

☐ **BONUS CHALLENGE**
Find a quote that helps explain the information in this section.

_____
_____
_____
_____
_____
_____

Where did you find the quote?

_____
_____

Name: _____

WORKSHEET: SECTION CHECK LIST – BUILD-UP

☐ **Research Question**:_____

☐ **Three Sources of Information**
Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. _____

2. _____

3. _____

☐ **Notes from Three Sources of Information**
Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

☐ **Summary Paragraph**
Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

☐ **Visuals**
Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

☐ **Bibliography Citations**
For each of your sources, you need to complete a bibliography entry.

1._____

_____

2._____

_____

3._____

_____

☐ **BONUS CHALLENGE**
Find a quote that helps explain the information in this section.

_____

_____

_____

_____

_____

_____

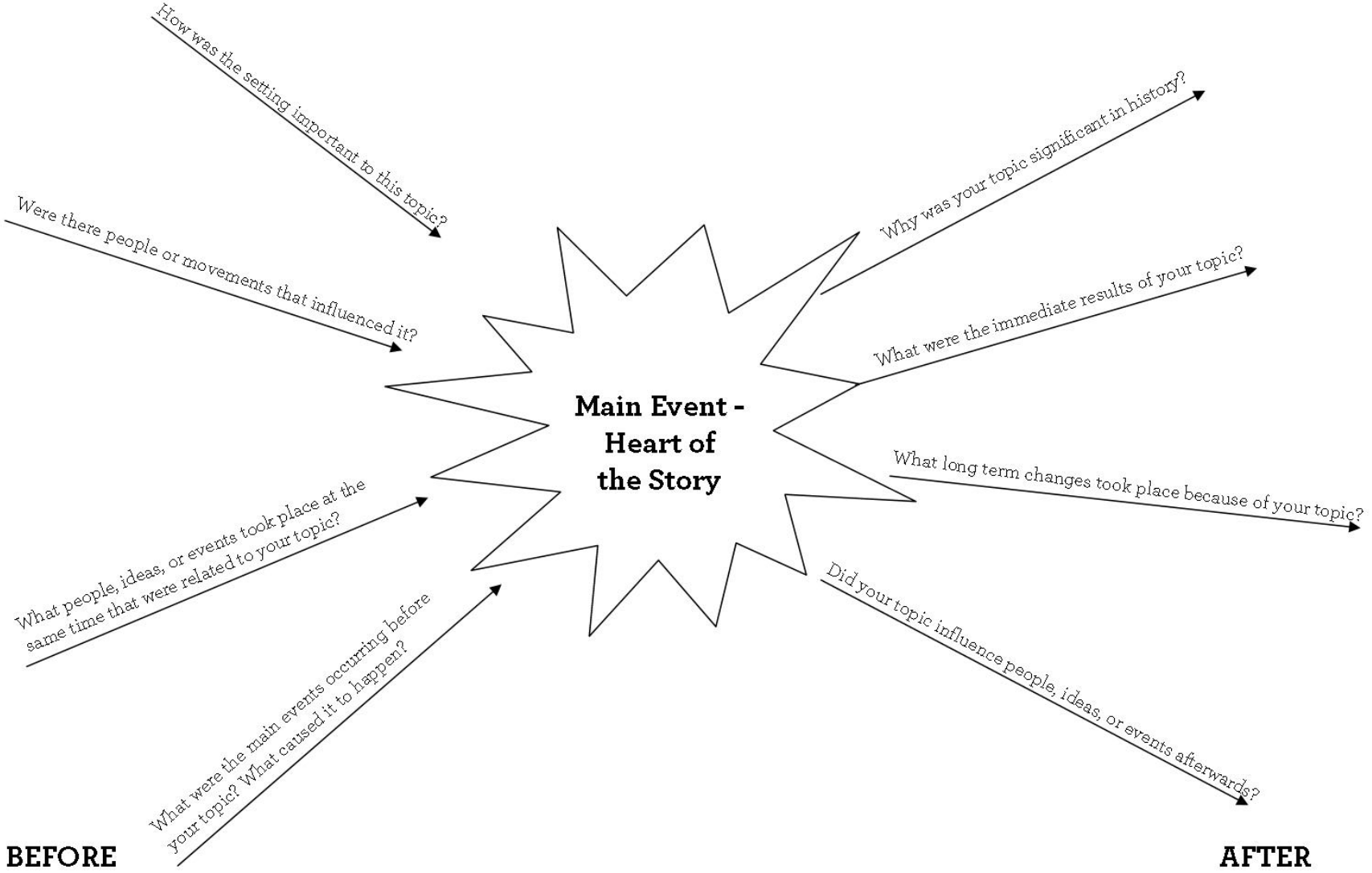
Where did you find the quote?

_____

_____

WORKSHEET: HISTORICAL CONTEXT

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



LESSON: RESEARCH – HISTORICAL SIGNIFICANCE

Essential Questions: 1. What is historical significance? 2. How does historical significance fit in my project?

Objective: At the end of this lesson students will be able to identify the historical impact and significance of their topic/historical narrative.

Grade Level: 6 – 12

Time Needed: 50 minutes.

Materials: Sources that students have already found and notes they have already taken.

Procedure

1. Ask the students: *Why is something considered important? How do we measure that importance? When is something interesting but not important?*

2. Ask students (and list on the board), something that they think is important to them and their family. It can be an idea, a person, an event, anything. Pick three or five and ask those students to share why it is important to them.

3. When they have all shared, ask a question and tell them to think for about 90 seconds before they respond: "*Why should that be important to me also?"* Tell all students to write three to five sentences about why I should care about their chosen item; tell me why it should be important to me also.

4. Ask a few to share. If you know a student will respond well, continue to challenge them to form their argument.

5. Let students know that with History Day, they have to illustrate the historical significance of their topic. They need to convince the reader that this is important. That is often seen in what the topic influences and causes. This is another research component. You can define the significance as:
    a. An impact
    b. A reaction
    c. A legacy
    d. Changes
    e. Consequences
    f. Lasting effects

6. These can be short-term and long-term. Finding them can be difficult as historical significance is different for each topic. Some are obvious, some are hidden, and that is why this is still a research component. Students should articulate the importance of events and any consequences or lasting effects in relation to the annual theme. How did your topic influence history? (Example: television vs. color television. One changes the way we communicate news and entertainment while the other was just an aesthetic improvement on the other.)

7. Have students look through the resources they have already located and figure out what parts will address historical significance. Then, see if they can find three to five more that focus on the historical significance.

8. As a group, share what students have found. Ask student to think about where they might go next.

Lesson Extension/Alternative

As stated in the "Verifications and Integrity" lesson, some students need to break up the research and section writing. Use the **Worksheet: Section Check List for Impact and Legacy** and have students complete their writing for this section.

Name: _____

WORKSHEET: SECTION CHECK LIST – IMPACT

☐ **Research Question**:_____

☐ **Three Sources of Information**
Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. _____

2. _____

3. _____

☐ **Notes from Three Sources of Information**
Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

☐ **Summary Paragraph**
Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

☐ **Visuals**
Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

☐ **Bibliography Citations**
For each of your sources, you need to complete a bibliography entry.

1._____
_____

2._____
_____

3._____
_____

☐ **BONUS CHALLENGE**
Find a quote that helps explain the information in this section.

_____
_____
_____
_____
_____
_____

Where did you find the quote?

_____
_____

Name: _____

WORKSHEET: SECTION CHECK LIST – LEGACY

☐ **Research Question**:_____

☐ **Three Sources of Information**
Try to find information from three different sources. You can use the internet as well as books, journals or online databases.

1. _____

2. _____

3. _____

☐ **Notes from Three Sources of Information**
Use the notes sheets to collect information. The 5 W's will help you begin to collect notes. It is a good thing if you are finding similar information in all three sources.

☐ **Summary Paragraph**
Use four to five sentences (about 80 words) to write a summary of the information found in your notes. If you can type this and save it in a History Day folder on your computer, that will save you time later!

☐ **Visuals**
Find any photos, maps, graphs, or any other type of visual that will help people understand the information in this section. Try to find two to three different visuals that tell different information.

☐ **Bibliography Citations**
For each of your sources, you need to complete a bibliography entry.

1._____

_____

2._____

_____

3._____

_____

☐ **BONUS CHALLENGE**
Find a quote that helps explain the information in this section.

_____

_____

_____

_____

_____

_____

Where did you find the quote?

_____

_____

LESSON: PROJECT ORGANIZATION – THESIS DEVELOPMENT

Essential Questions: 1. What is a thesis statement? 2. How is a History Day thesis statement similar to or different from an English/Language Arts thesis statement?

Objective: At the end of this lesson students will be able to write a thesis statement for their History Day project.

Grade Level: 6 – 12

Time Needed: 90 minutes

Materials: **Worksheet: Thesis Development**, pencil, notes

Procedure

1. Ask students if they know the definition of a thesis statement. Based on their responses, expand on what they already know discuss the definition and role of a thesis statement. A thesis statement:
    - Tells the reader how you will interpret the significance of the subject matter under discussion.
    - Is a road map for the project. In other words, it tells the reader what to expect from the rest of the project.
    - Directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
    - Makes a claim that others might dispute.
    - Is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

2. Based on the experiences that students may have had in other classes, discuss what students might be familiar with for writing thesis statements in English class.

3. Go, write! (Just kidding). Using the **Worksheet: Thesis Development,** walk through a sample thesis writing process with a topic that students already know. Pick a topic that no one has – so you are not writing a thesis for a student. Abraham Lincoln and Rosa Parks are provided as samples. Before beginning, discuss topic narrowing with students: *What specific issues are we going to focus on for either of those topics – we won't be able to cover their entire life.*

4. Get students to brainstorm what they already know about either topic. Write Abraham Lincoln or Rosa Parks on the board and list about five or six facts about either of them.

5. In looking at the facts on the board, it could be a great time to discuss the balance between interesting vs. important. *Using some of the facts on the board, think also about information you want to include in your statement. If I am doing a project on Abraham Lincoln, is his birthday important? Should I put that in my thesis statement?*

6. Then begin the **Worksheet: Thesis Development** as a group for the sample topic. Answer Who? What? Where? When? Why? What is my theme connection? Sample responses are available on the **Thesis Development Worksheet Information** page.

7. Once you get to the "why is this important" and "what was the impact" questions, it's a good time to discuss how these are key questions for thesis statements. The answers to these questions will let people know why this topic is important to study.

8. Before writing the thesis statement, brainstorm and discuss the characteristics of a good History Day thesis. (Addresses a specific issue, discusses significance in history, has a theme connection)

9. Ask students to begin completing this worksheet for their own topic. Remind students that their thesis can – and should – change over time as they find more research.

Lesson Extension/Alternative

Individual Thesis Discussions: Use the outside resources such as History Day mentors, staff, parents, and other adults in the community to help students and sit with them to prompt them to answer questions.

Reverse Thesis Statement: Have a thesis statement on the board. Using the Thesis Development Worksheet, take it apart. Find the answers in the thesis statement (who, what, etc.). Then ask how this can be proven and help the students answer that question by giving examples of research and sources already discovered. The thesis statement is like a road map of the project. They should also find a clue for background, build-up, impact, and significance.

Thesis Pitfalls: If students have already written thesis statements, discuss common pitfalls in History Day thesis statements. Things to avoid when writing a thesis statement: hope, forever, always, dreams. These are very broad words and can be challenging to prove.

Current Events: Instead of using an historic topic as the class thesis statement, write one using a current event or popular culture issue/item as most students will be more familiar with it.

Additional Resources: The following resources may be useful in familiarizing students with the characteristics of good thesis statements:

- Shows the progression of the development of thesis statements, encouraging students to keep improving their thesis after the first draft.

THESIS DEVELOPMENT WORKSHEET INFORMATION

Fun facts about Abraham Lincoln:

- Born February 12, 1809
- Died April 15, 1865, age 58
- Married Mary Todd
- 4 sons, only 1 lived to adulthood
- 8 years in Illinois Legislature
- Famous debates with Stephan Douglas in 1858 in Senate race
- Aquarius
- His face is on the $5, and the penny
- Age 52 when he took office in 1861
- His Vice Presidents were Hannibal Hamlin and Andrew Johnson
- Six feet four inches tall

Questions from Thesis Development Worksheet:

1. **Topic**: Abraham Lincoln and the Emancipation Proclamation
2. **Who**: Abraham Lincoln
3. **What**: To threaten the Confederacy into ending war, Lincoln issued the Emancipation Proclamation to free all slaves in rebelling states and counties.
4. **Where**: America, D.C., South (rebelling states and counties)
5. **When**: January 1, 1863, first draft was in July 1862
6. **Why did it happen**: To end slavery and convince the South to rejoin the Union, gain military strength as freed slaves could join the Union Army.
7. **Why is it important?** Psychological boost to abolitionist argument. It changed the legal status of slaves in rebelling areas. It also made the Civil War officially about freeing slaves and not just about restoring the Union as Lincoln stated in his Inaugural Address.
8. **How was this topic connected to exploration, encounter, and/or exchange in history?**
    - Encounter: The Civil War was initially focused on the goal of reuniting the Union. With the Emancipation Proclamation, the goals of the war expanded to include the philosophical encounter between those supporting slavery and those against it.
9. **What was the impact or historical significance?** The lasting legacy of Lincoln's Emancipation Proclamation made the Civil War officially about freeing slaves and not just restoring the Union.

Thesis: President Lincoln issued the Emancipation Proclamation on January 1, 1863, which freed slaves in rebelling states and counties, expanding the war goals of the Civil War to include the issue of slavery. This encounter of ideas encouraged abolitionists and further undermined the principles of state's rights that were at the heart of the Confederate rebellion.

WORKSHEET: THESIS DEVELOPMENT

Sample: The Montgomery Bus Boycott

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

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

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

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

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

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

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

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

Put it all together into a thesis statement.

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

Name: _____

WORKSHEET: THESIS DEVELOPMENT

TOPIC: _____

WHO: Who was involved? Who was affected?

_____

WHAT: What happened? What was the main event?

_____

_____

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

_____

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

_____

WHY: Why did it happen? What caused it?

_____

_____

WHY: Why is it important? What were outcomes?

_____

_____

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

Exploration	Encounter	Exchange

Put it all together into a thesis statement.

_____

_____

_____

_____

What evidence have you found that supports your thesis?

_____

_____

Name: _____

HANDOUT: COMPARING THESIS STATEMENTS

Sharing thesis statements with students—both good and bad—can help them understand the characteristics they should strive for in their own work. Share the following thesis statements with your students on the chalkboard or overhead. Ask them to brainstorm possible problems or positive characteristics of each. Keep in mind that even the "Good" statements are a work in progress!

	Needs Improvement	Better	Good
Truckers' Strike	The Minneapolis truckers' strike took place in the 1930s. • *Do more than state a fact.* • *What is the theme connection?*	The Minneapolis truckers' strike took place in the 1930s. The employees took fought for their right to unionize. • *So what? Needs to discuss the outcome and significance of his actions in history.*	In May 1934, Minnesota labor activism turned violent when a group of employers refused to recognize a newly formed Teamsters union. The strike that followed brought the leadership of the union, the governor, and the Citizens Alliance into conflict. Two days of violence marked a turning point in the labor movement and paved the way for legislation protecting workers' rights.
Silent Spring	Rachel Carson wrote *Silent Spring* in 1962 and forever changed the environmental movement in the United States. • *Be more specific. Saying that the book "forever changed" history is too broad.* • *Needs a theme connection.*	Rachel Carson became a leader for the environmental movement in the early 1960s when she published *Silent Spring.* People were outraged about the harm being done to the environment and the book sold more than a million copies. • *Public response and sales figures are short term reactions. Dig deeper for long-term significance and legacy.*	Rachel Carson became a leader for the environmental movement in the early 1960s when she published her controversial book, Silent Spring. The legacy of this book was increased public awareness to environmental concerns and the creation of the Environmental Protection Agency as a government force for environmental protection.
Mahatma Gandhi	Gandhi marched to the Arabian Sea to collect salt in April 1930. Why do you think he would do that? Read more below! • *Don't give instructions to your viewer. Explain your ideas* • *Don't include questions in your thesis. Provide answers.*	Satyagraha was Gandhi's belief in peaceful, non-violent resistance. Martin Luther King, Jr. used this during the Civil Rights movement. • *This thesis needs more detail connecting what Gandhi did and how it came to be used in other conflicts.* • *Needs a theme connection.*	In April 1930, Mahatma Gandhi led thousands of Indians on a march to the Arabian Sea to protest the British Salt Tax. British authorities responded to this civil disobedience and made more than 60,000 arrests. While it would take 17 more years for India to gain independence, the legacy of the Salt March and Gandhi's non-violent philosophy of Satyagraha was proving the effectiveness of non-violence as an instrument of political change.
Abraham Lincoln	If Abraham Lincoln hadn't given the Emancipation Proclamation, the South would have won the Civil War. There would still be slavery in the United States. • *This is "what if" history, which cannot be supported by evidence.* • *Focus your thesis on what happened and how it actually changed history.*	Abraham Lincoln was a great leader because he was a born in 1809 to a poor family and eventually became president. He was honest and hardworking and more leaders today should be like him. • *Avoid too much biography, especially in your thesis.* • *Go beyond stating that he was a "good" or "bad" leader. Focus on how he showed leadership during a specific event/situation.*	On January 1, 1863, during heightened concerns about Union victory in the Civil War, President Abraham Lincoln demonstrated bold leadership by issuing the Emancipation Proclamation, freeing all slaves in the Confederate States. The Proclamation made the ending of slavery an explicit war goal, inspired Union troops, and laid the foundation for the passage of the 13th amendment.

LESSON: PROJECT ORGANIZATION – NARRATIVE ORGANIZER

Essential Questions: 1. How do I organize all the information? 2. What tools have I already used in the History Day process that can help me get organized?

Objective: Students will be able to organize the notes collected and present the information they deem important for their story.

Grade Level: 6 – 12

Time Needed: 90 minutes

Materials: Worksheet: Narrative Organizer, pencil, draft of working thesis statement

Procedure

Before Class: Choose a thesis statement of issue from a previous lesson to discussion in this activity.

1. Ask students to think back to the discussions you had as a class about historical context and historical significance? Explain that you are now we going to take a look at the thesis and how that previews the bigger picture ideas you have been researching. Each idea that you discuss in the thesis will need to be discussed and proven in the project itself.

2. Walk through the introductory thesis together, as a roadmap of the project.

3. Using the **Worksheet: Narrative Organizer**, take apart the thesis and figure out what details belong in each section. *What part of the thesis sets up historical context? What part gets to the heart of the story? Where do you discuss the historical significance and theme connection?*

4. As the students do the same for the working version of their own thesis using a new copy of the **Worksheet: Narrative Organizer**.

5. After filling in the main ideas, ask students to add details that further support the argument. *What other information is needed to support what you are saying?*

6. As the next step the students can use this narrative organizer to begin drafting the text into sentences for their project.

Lesson Extension/Alternative

Check List Alternative: The check lists that students may have completed though this entire process could form the foundation for the **Worksheet: Narrative Organizer.**

Five-Paragraph Essay: Students could write a five-paragraph essay that includes their thesis statement.

Name: _____

WORKSHEET: NARRATIVE ORGANIZER

1. Thesis:

2. Background: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

3. Build-up: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

4. Main Focus: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

5. Impact: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

6. Legacy/Long-term Effect/Historical Significance: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

LESSON: PROJECT ORGANIZATION
WRITING FOR YOUR CATEGORY

Essential Questions: 1. How will I present my project? 2. What are the basic rules for my category?

Objective: Students will be able to create the narrative from the research and outlines done in previous lessons.

Grade Level: 6 – 12

Time Needed: 100 minutes

Materials: Completed Worksheet: Narrative Organizer, Handout: Organizing Information for History Day, sentences, pens/pencils

Procedure

1. Review the five categories and basic rules for each category:
    a. Exhibit: 500 student-composed words
    b. Performance: 10 minutes
    c. Documentary: 10 minutes including credits
    d. Website: 1,200 student-composed words
    e. Paper: 1,500 – 2,500 total words in paper

2. Brainstorm how the writing process might be different for projects in each category.

3. Now put the Narrative Organizer you made into a written product for your category! Use the **Handout: Organizing Information for History Day** for general reminders about presentation.

4. Peer Review. Have students work with someone not in their History Day group. They will read the others work and answer the following questions in a conference. Ask each student to:
    - Come up with three questions they have about the topic.
    - Do you need to know those answers to understand the story?
      What images/illustrations will be helpful to tell the story?

5. Bring the class together to discuss the difficulties of this task. *What was easy? What was difficult? What is the next step?*

HANDOUT: ORGANIZING INFORMATION FOR HISTORY DAY

Beginning the writing process can be difficult. It is hard to know what information to include and how to arrange it in your project. As a writer you will be acting as both a "scholar" and a "chef" to complete your project. As a scholar, you will have to decide on the most important information to include. As a chef, you will share your information in the most effective way for your category and topic.

Top Tips on Writing for All History Day Categories

- **Break it down**. Instead of trying to write everything in one night, create an outline or guide that lets you write in smaller pieces. Using this as a guide for your project will also help viewers and judges more easily understand your project. Also, if you have divided up the writing responsibilities, make sure your writing style is flows smoothly in the end.

- **Use your thesis to guide you**. Everything included in your project should lead back to supporting your thesis. If you are having trouble narrowing down the information you want to fit into your project, look back at your thesis. It can help you to figure out what is "interesting" versus "important."

- **Seek advice**. Remember you want your project to be easily understood by anyone. As your friends or family members to take a look at the project. If they have that "huh?" look on their face, you may want to consider revising your work. Your argument and evidence should be clear and easy to understand to someone not familiar with your topic.

- **Keep it short and to the point**. If you are working in the exhibit or website categories, you don't have a lot of words to convey your information. Make sure to keep your writing short and to the point. No one goes to a museum to read a book.

- **Once is not enough**. It is crucial to have at least one re-write of your information. Writing is a process. Your first draft will likely need to be revised as least once – and maybe more!

- **Use an active voice**. Things rarely just "happen" in history, someone or something is usually propelling it. Instead of saying "the Berlin Wall came down in 1989," try, "the Berlin Wall was taken down in 1989."

- **Viewers can't read your mind**. You have been working on this topic for months, for some of the viewers and judges this may be the first time they encounter it. Don't assume they know anything about what you are presenting.

Strategies for the Writing Process

- **Start by identifying the most important quotes, excerpts, images, etc**. Write these on notecards that you can arrange on a table.

- **Write it out on paper first**. Writing key points on notecards and then moving them around into different configurations can help you segment your work. This can also be a good way to save drafts you may want to come back to later, rather than having just erased them on the computer.

- **The best place to start is to start**. Don't let your time go to waste because you are afraid of "getting something wrong" or not writing it perfectly the first time. Once you write something on paper it is much easier for others to advise you and help you work on your writing.

LESSON: BUILD IT! UNDERSTANDING HISTORY DAY CATEGORY RULES AND SAMPLE PROJECTS

Essential Questions: 1. What do I need to know about the rules for my category? 2. What makes my category different from other categories? 3. How can I best use this category to present my ideas?

Objective: Students will take a closer look at the History Day *Contest Rule Book* as well as sample projects as they begin to create their own project.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: *Contest Rule Book* (or copies of relevant pages), highlighters, sample projects (online examples or those collect by teacher from previous years), handouts for each category (listed below)

Procedure

1. Beyond the basic framework of word and time limits, there are additional rules that students need to be aware of for each History Day category.

2. Pass out copies of the relevant pages of the most recent History Day *Contest Rule Book.* This should include category specific rules as well as the general rules for all categories.

3. Ask students to highlight or take notes on the rules that related to their category. As a class, discuss any questions they might have about rules, especially in the website category where there are very technical rules about the project.

4. From these basic category rules, students can create a wide variety of types of projects that fit the criteria. Remind students that the goal is to create a project that best explains the HISTORY behind the project, including the argument and evidence.

5. Share sample projects with students and discuss the characteristics of successful projects in each category. Try sharing a sample website – such as the website that has been used for other lessons – and modeling this analysis as a class.
    - What do you like about this project?
    - What could be improved?
    - What makes this category unique?
    - Do you think the author could have used the category more effectively? Could they have used more/less media? More/fewer words? More interactive?

6. If time and space permits, try dividing students into groups based on their category to look at sample projects.

7. As students begin to construct their projects, use the sample handouts for projects in each category to help them draft their ideas on paper before they begin putting projects together.

Resources

Sample project are available online and for purchase from Minnesota History Day. Many teachers also keep samples from previous years to use as teaching tools for other students.

- For Purchase from Minnesota History Day: http://education.mnhs.org/historyday/products
- Online from Minnesota History Day: http://education.mnhs.org/historyday/sample-projects
- Online from National History Day: http://www.nhd.org/StudentProjectExamples.htm

Exhibit Organization

Title

BACKGROUND

Place your topic in Historical Context

What information do we need to know that is going to help understand your topic?

What outside circumstances are going to influence your topic that we need to know about?

BUILD—UP

Who are the main players and what are they doing to prepare for the main events of your topic?

Give more specific information related to your topic than "background" section.

What are the events leading up to the main event?

What is life like before the main events of your topic?

THESIS

MAIN EVENT

Major details about the main events in your topic

THE HEART OF THE STORY

SHORT TERM IMPACT

What are some of the immediate reactions to the main event shortly after it happened?

What changed? New laws? New way of thinking?

Who was affected by the event?

How is the world different after the main events of your topic? Examples?

HISTORICAL SIGNIFICANCE

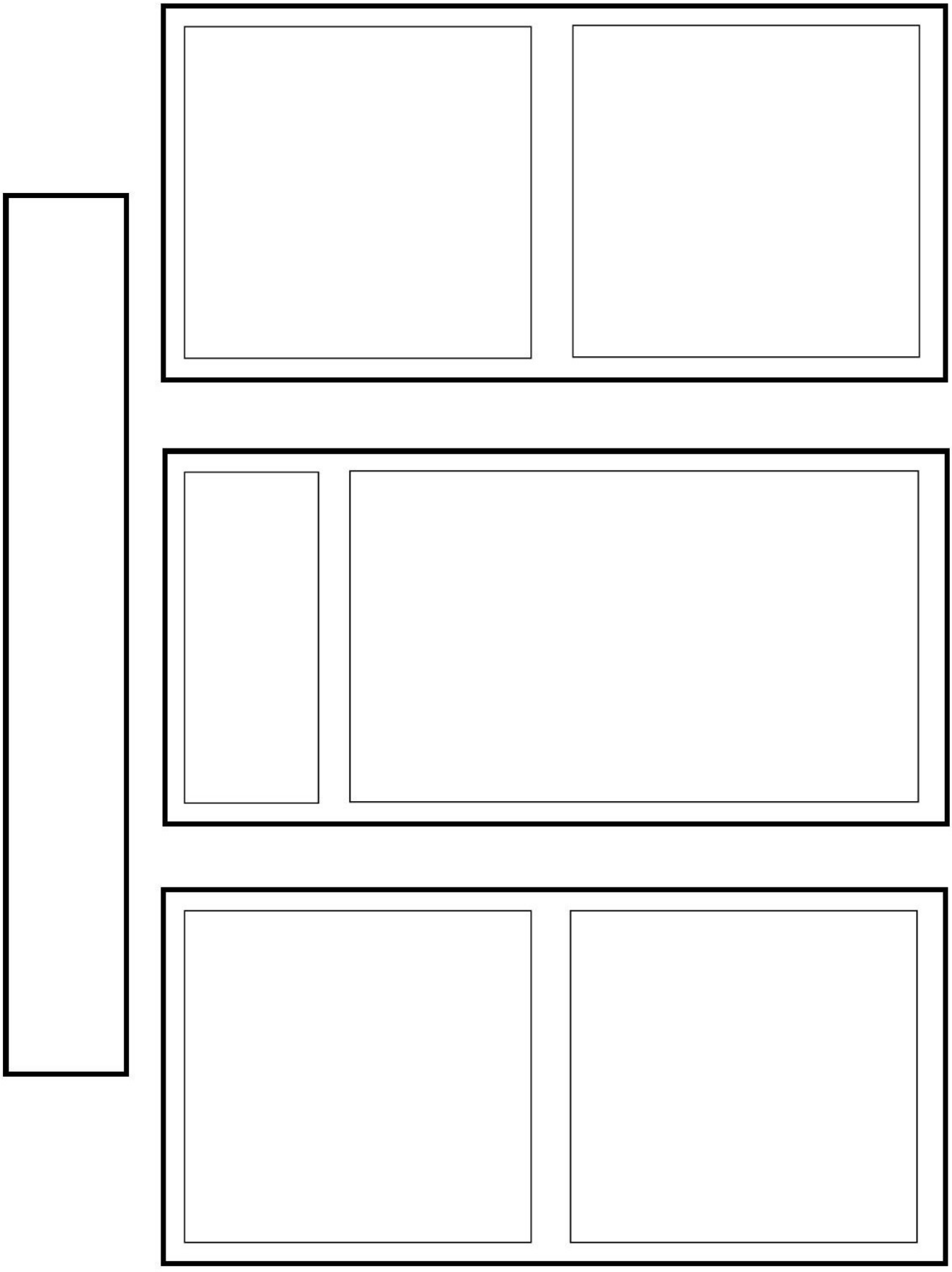
Why is this topic important in history?

What is the long term significance?

What were the intended/unintended consequences?

So what?

What do you want the reader to take away from your project?



HANDOUT: ELEMENTS OF AN EFFECTIVE EXHIBIT

Orientation

Make sure the title and subtitle of the exhibit are prominent features of the design.

Make the main idea or thesis clear to the viewer.

Segmentation

Organize the exhibit into subtopics.

Use design elements to make subtopics clear to viewer.

Explanation

Use clear and concise captions and text to:

1. Identify pictures, objects, or documents.
2. Interpret Information for the viewer.

HANDOUT: LEVELS OF TEXT

Introduction to the use of labels on historical exhibits

A TOWN BUILT ON IRON

The main title introduces the topic and attracts viewer interest.

"The Evolution of Hibbing, Minnesota, 1880-1980"

The subtitle focuses the topic and limits what the project will interpret.

Moving the Town

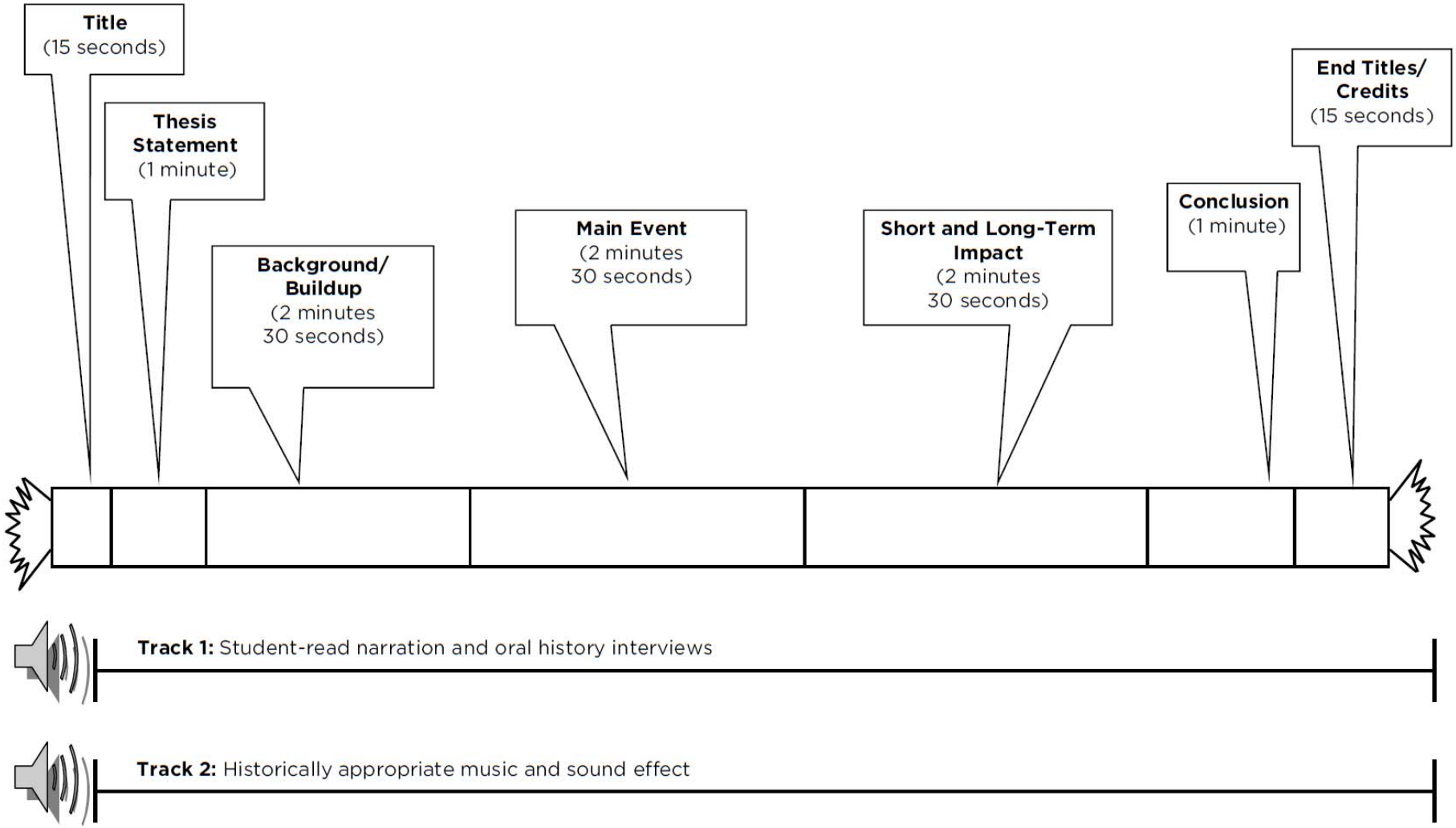
A subject label breaks down the topic into smaller parts for explanation and organization. These labels guide the viewer around the exhibit.

The original town site of Hibbing was located over a rich lode of iron ore. Because the ore was more valuable than the town, the buildings of Hibbing were moved to a new site in 1919.

Captions are the most detailed label and provide the opportunity for interpretation. These should be short, active, and clear.

THE DOCUMENTARY Tootsie® ROLL

It's important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It's also easier for your viewers to follow along when you have a well-organized documentary. Here are some general ideas about how you may want to organize your documentary. **Remember**: These are just ideas. As long as your project is organized you can create it however you want!



THE DOCUMENTARY Tootsie® ROLL

Title
(15 sec.)

Thesis
(1 minute)
- About 50 words
- Incorporate theme words
- Don't have to label "thesis" or put on screen
- Remember, it's the road map to your project

Background/ Buildup
(2 min. 30 sec.)
- Place your topic in historical context
- What information do we need to know to help us understand your topic?
- What outside people, ideas, or events were going on to influence your topic?
- Who are the main players and what are they doing to prepare for the main events of your topic?
- What are the events leading up to the main event?
- What was life like before the main events of your topic?

Main Event
(2 min. 30 sec.)
- Major details about the main events in your topic
- Include specific details about the most critical people and events related to your topic
- This section generally covers a smaller time period (several months to several years)

Heart of the Story

Short and Long-Term Impact
(2 min. 30 sec.)
- What are some of the immediate reactions to the main event, shortly after it happened?
- What changed? New laws? New ways of thinking?
- Who was affected by the event?
- How is the world different after the main events of your topic?
- What is the long term significance?
- Where there intended/unintended consequences?
- Did it influence other historical events?

Conclusion
(1 minute)
- Restate your thesis
- Focus on the main points you want your audience to take away
- So what?
- Why is this topic important in history?
- Incorporate theme words

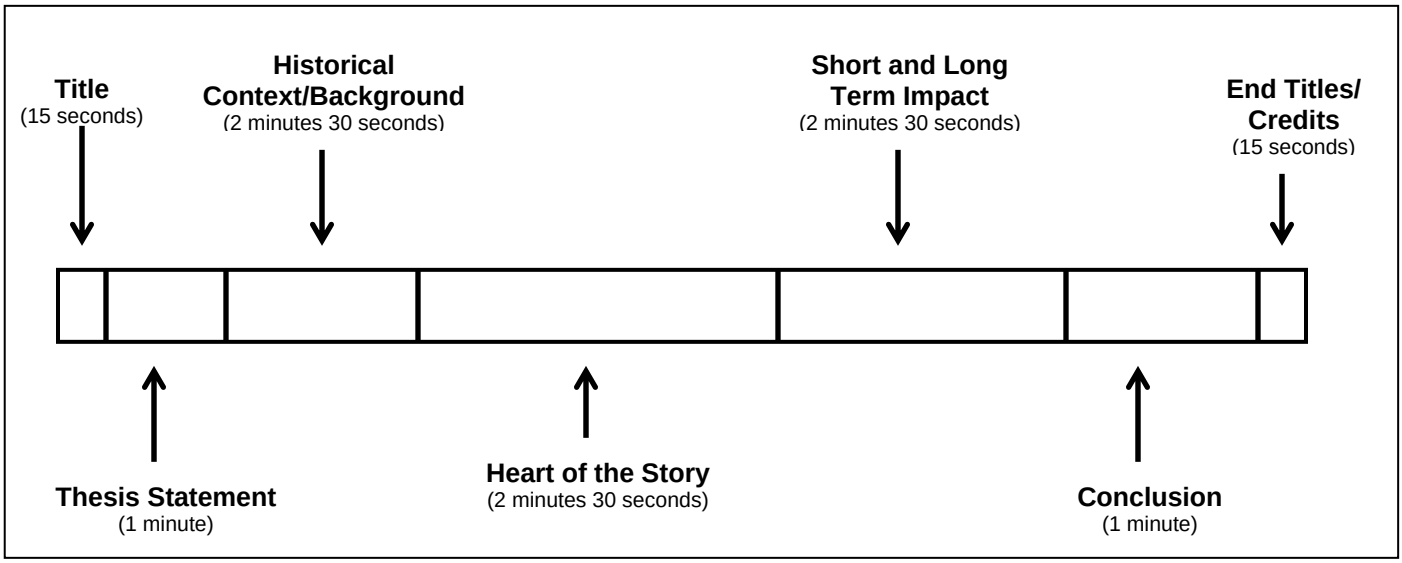
End Titles/ Credits
(15 sec.)
- Credit the main sources of audio and visual sources
- Thank people, organizations, and libraries who helped or contributed to your project.

Track 1: Student-read narration and oral history interviews

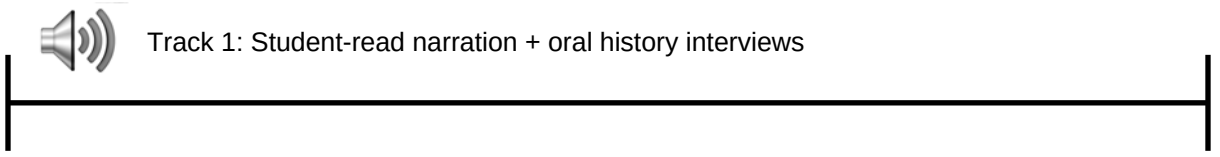
Track 2: Historically appropriate music and sound effect

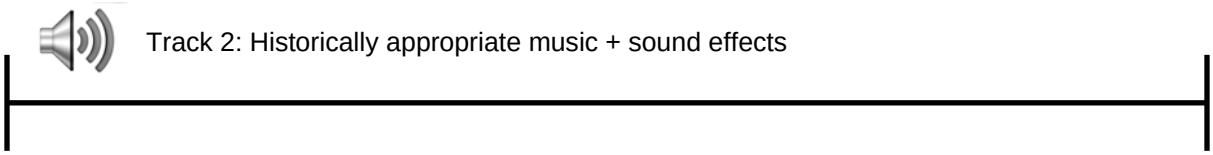
WORKSHEET: DOCUMENTARY PLANNING

It's important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It's also easier for your view to follow along when you have a well-organized documentary. Here are some general ideas about documentary organization. **Remember**: These are just ideas. As long as your project is organized, you can create it however you want!



Audio Tracks





HANDOUT: ORGANIZING YOUR INFORMATION: DOCUMENTARIES

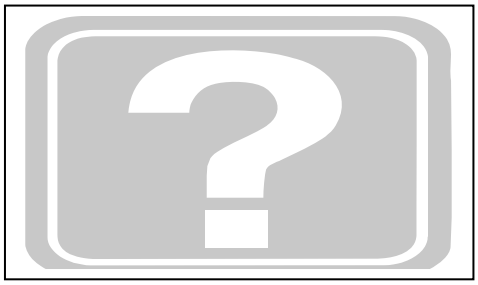
The most important element of a documentary is a great script. Remember that narration should always drive the visual images. In order to organize your documentary, consider the following:

Segment your information. You are telling a story, so you want to make sure that you have a clear and distinct parts:

- **Introduction**: Make sure people understand where and when this is happening and include your thesis
- **Background Information**: What will people need to understand your main argument and the importance of your topic?
- **Main Argument**: Fully explain your topic and argument.
- **Conclusion**: Address the impact your topic has had in history and sum up its importance.

Write your script first. Trying to put images together first often results in disaster and despair. If you know where you are going with your project, it is much easier to find images that fit your ideas than ideas to fit your images. Use a storyboard to add images that fit later on. It is likely that you will need about 100 images in total.

Example of a Storyboard

Script	Image
During the Great Depression the Wagner Act created the National Labor Relations Board or NLRB, a federal agency. The goal of the Act was to allow workers greater rights, including the right to create labor unions.	
Many unions were soon formed and workers struck for better wages throughout the nation.	
However, the Act created controversy as some felt it worsened the Depression. It also created conflict between the two major union organizations.	

Name: _____

WORKSHEET: DOCUMENTARY STORYBOARD FORM

NOTES	VISUAL	AUDIO

HANDOUT: 11 HELPFUL TIPS FOR MAKING A DOCUMENTARY

1. **Always write the script before you start creating the documentary!**

2. **Make sure you have enough visuals for your documentary**
   - You might need more than you'd think:
     - Documentary = 10mins = 600 seconds
     - Avg. length of time each picture is on the screen = 5 seconds.
     - 600/5= 120 images!!
   - Other types of visuals: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents, title screens, talking head, etc.
   - No fuzzy pictures. Period!
   - Places to go for visuals:
     - Scan from books
     - Take digital photos of books/hard copy photos
     - Google Images - Use medium or preferably large sized images only
     - Minnesota Historical Society Visual Resources Database (Minnesota history topics)
     - Take video from other documentaries (its okay, just don't take the narration!)

3. **Do a storyboard so that you know you have the visuals to support your narration**
   - Documentary-makers mantra: "Say cow, see cow!"

4. **Record the narration before you insert the visuals**
   - The story must drive the visuals, not the other way around
   - Chop up your script into small chunks (1 or 2 paragraphs) to be recorded separately. This makes it easy to edit if you make a mistake.
   - Use a decent microphone. The ones built into computers aren't very good.
   - Talk over your microphone so you don't get "popping" noises
   - Limit distracting background noises

5. **Save your project frequently!**
   - Make sure you have enough space (iMovie and Windows Movie Maker projects can take up several GB of space).
   - If you need to transport the project from computer to computer, be sure you have an external hard drive.

6. **Do an interview (or a couple!)**
   - Interviews provide a validating outside opinion and add spice to the flow of the documentary
   - Good interview subjects:
     - Eyewitnesses
     - History professors
     - Authors
     - Newspaper reporters
     - Elected officials
     - Anyone else who can speak with a unique/authoritative voice on the subject

7. **Don't try to cram too much into your project**
   - Talking faster just makes it harder to understand your project
   - Leave enough time to utilize title screens and dramatic pauses for effect and to allow your points to sink in with the audience
   - Sacrifice interesting details so that you can include more historical context and analysis

8. Don't go crazy with the transitions

- At some point, they just get annoying
- Mix it up, use a variety of transitions, and concentrate on using the less noticeable ones

9. Listen to your project with a critical ear toward the audio

- Make sure narration volume levels are consistent, especially from one speaker to the next
- Add music to create flow and build intensity/emotion
  a. Use instrumental music only, unless there is some lyrical music that relates to the topic and is used unobtrusively
  b. Check www.freeplaymusic.com for copyright-clean, instrumental music that can be tailored to the length you want
  c. Classical music is also good
- Balance music volume so that it is not competing with the narration

10. Add a brief credits screen to give credit for music, research archives, interview subjects and any "special thanks" you'd like to give

- Credits do NOT need to be your complete bibliography. Credits will be much briefer, usually only listing major sources of information.

11. Make backup copies of your project and make sure it plays on a variety of formats and machines.

- Check with your teacher or event coordinator to double-check what technology is going to be available at the competition.
- History Day recommends that all students bring their documentaries as DVDs formatted to play on a standard, non-computer based DVD player (like the one attached to a TV set). Remember that this is different than saving your documentary on a DVD. When you format your documentary as a DVD, you should be able to play it on any DVD player.
- Test your documentary on different DVD players, including those not attached to a computer.
- If your project does NOT play on a standard DVD player, you may need to bring equipment with you to the competition.

HANDOUT: ORGANIZING YOUR INFORMATION: PERFORMANCES

Writing a script is the essential first step in creating a performance. It will guide how you structure your acting, props, and costumes. Below are some tips for beginning to write your script.

Quick Tips for Writing Scripts:

- **Identify the key information first**. Find the quotes, speeches, characters etc. that you know you must include and work the performance around these.
- **Balance drama with historical evidence**. Using quotes, speeches, or excerpts from sources like newspapers can be an excellent way to incorporate evidence and detail that a great performance requires.
- **Prepare a performance**. Don't prepare an oral report that simply states facts. You need characters to come alive and interact with each other and the audience. Try to engage the audience by asking questions or creating dramatic scenes.
- **Choose the type of voice you want to use**. You can use first person and third person perspectives to tell your story. In some cases you may want to use both to convey your points.
- **Choosing characters**. Select characters that can tell the most in your story. Don't overcomplicate the storyline with too many.
- **Block**. As you write your script, include the actions and placement of your characters.
- **Avoid clutter**. Too many props, costumes, or characters will overwhelm your performance.
- **Length**. Scripts are usually 4-5 pages.
- **Your research is still central**. You want each piece to tie back to your main argument and thesis.
- **Practice, practice, practice.** You won't use your scripts on stage, so make sure to practice your performance.

Name: _____

WORKSHEET: PLANNING YOUR PERFORMANCE

By their very nature, performances are the most creative History Day category. It's impossible to give you a formula for a successful performance. They can take many different formats and will vary based on the number of people, characters, scenarios, and topic. Below are two tools to help you begin brainstorming your performance. Keep in mind that these are not the only successful approaches to the performance category – just a place to get started. Be creative!

DRAFTING YOUR SCRIPT

What	Key Questions and Elements
Intro (1 minute)	• Set the scene. • Who are you? When is this taking place? Where are you? • Introduce your thesis.
Historical Context/ Background (2 minutes)	• What happened before your topic to influence it? • Were there other movements, people, or ideas that influenced it? • What events led up to the topic?
Heart of Story (3 minutes)	• Key events and issues related to your topic.
Short and Long-term Impacts (3 minutes)	• What ere the immediate outcomes of your topic? • What has been the long-term significance of your topic in history?
Conclusion/ Wrap-up (1 minute)	• Reinforce your thesis. • Conclude your characters actions.

SCENARIO BRAINSTORM

Brainstorm at least two different scenarios using different characters in each. Which one is the best approach for presenting your ideas?

Scenario 1

Character(s) (historical figures, composite characters, narrators):

_____

Setting: _____

Timeframe:_____

Describe Scenario: _____

_____

_____

_____

_____

_____

Scenario 2

Character(s) (historical figures, composite characters, narrators):

_____

Setting: _____

Timeframe:_____

Describe Scenario: _____

_____

_____

_____

_____

_____

What Would Your Character Know?

When selecting characters for your performance, think about what they would or wouldn't know. If your character is Abraham Lincoln, it's impossible for him to know what happened in 1870 because he was assassinated in 1865. Sometimes selecting a different character – maybe someone who wasn't a major player – gives you the chance to take a step back and discuss your topic's significance in history in a different way. Instead of Abraham Lincoln, one of his advisors or aides who lived after his death would give you a more long-term perspective on Lincoln's presidency.

SAMPLE: “QUEEN OF THE REDS: THE REBELLION OF EMMA GOLDMAN” SCRIPT OUTLINE

i. Introduction (time and situation)
   1. Overview of anarchy, life as anarchist
   2. Brief anarchist beliefs, background in Russia

ii. Becoming a famous anarchist
   1. Black Friday
      a. Details of event
      b. Leading to Goldman’s anarchy
   2. Deportation
      a. From United States
         i. Newspaper articles
         ii. Speech from 1919

iii. Anarchist influences
   1. Johann Most
      a. Introduction
      b. Challenging Most’s beliefs
         i. Attacking with horsewhip
   2. Alexander Berkman
      a. Introduction
      b. Assassination attempt on Frick

iv. Anarchist Independence
   1. Assassination of President McKinley
      a. No support from Berkman, others
      b. Stand up for personal beliefs

v. Conclusion
   1. Influence of anarchist men
   2. Vision for an anarchist future

SAMPLE: QUEEN OF THE REDS: THE REBELLION OF EMMA GOLDMAN. 1996 HISTORY DAY, "TAKING A STAND IN HISTORY"

Bold: Primary source quotes
[Words in brackets]: Blocking on stage
Line between paragraphs: Denotes new section

(Setting: Barcelona hotel room, 1939)

No, no Mr. Newspaperman! I do not have time for you now. My train leaves Barcelona in [look at watch]… well, I suppose I have a few moments. Do you mind if I pack while I talk? All right then.

[Start unpacking drawers] So, you want to speak to the infamous Red Emma Goldman, do you? There is a lot for me to tell. I am a radical, and an anarchist – a person who believes in the absence of laws in society, in case you were not certain. And I am not ashamed of it! Everything I have ever done has been against government and for anarchy. I reason, why should I, or anyone else, be forced to kneel before laws, when I could be free to love, to be creative, to be independent, if governed by my own self. It was by that that I lived and spoke, from the moment I escaped the dictatorship of my unloving parents in Russia, to the moment I am now speaking to you. [Find handkerchief while unpacking]

If you want a scrap of history from my life, this is one of the most important reminders. The tears I shed on Black Friday, November 11, 1887, still stain this handkerchief. I have left them there these 52 years to remind myself and others of the bravery of the men butchered that day, and of the legacy they left behind for me to carry out. [Sit down] There were eight of them, anarchists all, who were speaking peacefully in Haymarket Square when a bomb was thrown, and of course the first people the government blamed were the anarchists. All they were trying to do was speak! Their constitutional right, or so it was supposed to be. But the government did not listen, and eventually four of them were hung on Black Friday. I cannot understand how the government can deny them this right they claim to grant to every American citizen, except for peaceful anarchists, I suppose. [Stand up, pack handkerchief]

So, an anarchist I became, devoted to eliminating the silencing laws. And I am still fighting. It is for anarchy that today I am going to Canada. I am going to raise money for some Italian anarchists. I cannot go to Italy because I was banned from there, just as I was once banished and deported from the United States. They were always looking for a way to get me out of the county, so on December 22, 1919, they sent me and 248 other anarchists to Russia, to be rid of the only people who truly understood the atrocities of the government. [Find articles in drawers, put on glasses] These are some articles that I saved that went out of their way to slay us; perhaps one of them is from your newspaper. The Cleveland Plain Dealer: **"It is hoped, and expected, that many more vessels, larger, more commodious, carrying similar cargo, will follow in her wake."** The St. Paul Pioneer Press: "Banished Reds Curse America." I did not curse America. In fact, I warned them of the inevitable turning of events. [Put down cane, straighten up, take two steps forward, as if going back in time to a younger Emma**] This government has signed its death warrant with these deportations. This is the beginning of the end of the United States government, but I will not stop my work as long as life rests with me.** [Slouch, step back, pick up cane, go back to older Emma] That was a long time ago; twenty years only, but it seems more like a century.

But I am off the subject and we have so little time. Now, everyone knows that the government is run by men, and oy, if I have not had problems with them both. [Find picture of Johann Most] This is one of the most important men in my new life in America, Johann Most. Aye, he was a homely man, but a brilliant speaker who taught me to speak just like him to the very souls of my comrades. [Pack picture of Johann] But one night, as I was giving a speech for Johann in Cleveland, urging the futility of the struggle for the eight-hour work day, an elderly man brought to my attention how useless my argument was. And I realized that I was nothing but a creation of Johann's, speaking only what he told me to speak. I knew that if I were to be a true anarchist, I must speak with what came from my own heart. When I approached Johann about this, he flew into a rage and shouted at me, **"Whoever is not with me is against me – I will not have it otherwise!"** Now you would expect a tiny, 21-year-old girl to shrink back in fear and obedience. But you are speaking to Emma Goldman! **And I told him I would not repeat his beliefs, I would not fall into the slavery of marriage, and I would not advocate violence as a**

method for reinforcing my beliefs. Ironically, the one time I was forced to use violence to reinforce my beliefs was against Johann. In front of a crowd Johann verbally attacked my dear friend Alexander Berkman, my own dear Sasha, for a crime that Sasha had committed in the name of anarchy. And I, enraged that anyone should dare to slay Alexander's name, leapt onto that stage and attacked Johann with a horsewhip, and cracked it over my knee. [Pretend to crack cane over knee] I will not allow anyone to slay me or my partner, whether it is the government or the man who gave me my start.

Then there is my Sasha, my anarchist partner until his death three years ago. [Find Sasha's picture] Together we fought the evils of law and brought many new lost souls to the beauty of anarchy. Our greatest stand against authoritative unfairness was when he sought to murder the industrialist Henry Clay Frick, who in collaboration with Andrew Carnegie sought to initiate and 18 percent wage cut – 18 percent! – to the workers of the Carnegie Steel Company. The Homestead Strike incited from this, and the union was destroyed. [Pack picture of Sasha] We felt it was our duty to these people to do away with Frick. Sasha shot him twice but Frick did not die, and Sasha was sentenced to prison for his pains, 21 years. [Find letters in drawer] These letters are a painful reminder of the nine years he spent in prison, and a painful journal of the one time I was forced to turn my back on my partner for something I believed in. [Sit down with letters]

You are probably too young to remember the assassination of President William McKinley in 1901, but it is fresh in my mind, as is the sad face of his assassin, a young Polish man named Leon Czolgosz. Leon was an aspiring anarchist, listened to my speeches religiously, occasionally offering his own interpretation. He did what he thought he had to do for the good of the people, and how was I to turn my back on him when my own Sasha had committed the same sort of violence. [Stand up, pack letters] Sasha, from where he waited in prison, wrote that he felt it not to be a proper stand against the government; he and my fellow anarchists felt that the assassination had done the movement more harm than good. So there I was, caught between my partner and fellow anarchists, and my true opinions and beliefs, frustrated, confused as to where I should go. But my dedication to my cause overrides everyone and everything, and I chose to stand by him and offer him the support of a woman who understands the need to do what one thinks is right.

But now they are all gone, and I am alone. Do you see what the men in my life have done to me? They have angered me, inspired me, challenged me, into living and breathing my cause so that it will never leave me, even when society says that a seven-decade old woman should be planting flowers and doing cross-stitch. Never will you find Emma Goldman in idle retirement. My body is old, but my heart is still young with the hope for a peaceful society.

Now I am all done and you must go. I have many more stories to tell you, but you could not fill your whole newspaper with all of my protests and riots. But just remember this – one day the Queen of the Reds will be victorious in banishing government and establishing a society without laws, without war, and at peace.

WORKSHEET: WEBSITE ORGANIZATION

Begin planning out the places you will need in your website on paper before you start using the NHD Website Editor. Each page should directly support your thesis statement. **Remember**: These are just some beginning ideas. You may want to include more pages, fewer pages, or create subpages on your website. Just keep in mind the ease of navigation for your viewer.

Title
(Brainstorm a creative title for your website and write it here.)

Navigation
(Think about which pages would best support your thesis statement and write them below. Remember: You can add as many or few pages as you want on your website as long as you're organized!)

- Home
-
-
-
-
-
-
- Process Paper & Bibliography

Thesis
(You will want to include your thesis on your homepage, but do not have to label it "thesis." Write your thesis here and use it as a guide to decide which pages you want to include on your website.)

HANDOUT: USING THE NHD WEBSITE EDITOR FOR HISTORY DAY WEBSITES

The Basics

1. Log on to www.nhd.org. Click on the left-hand link “Start your website entry at the NHD web portal.” You can also go there directly: http://nhd.weebly.com/.

2. Fill in a username and password. Choose “student” or “teacher” from the drop-down menu.

3. Give your site a title. This title will appear on all of your website pages.

4. Click on the “Designs” tab and choose a design. This might change as your website grows, but it is helpful to have a design in place so you can visualize how your website is coming together.

5. Click on the “Pages” tab to add pages. Always start with “Home.” Add the names of all the pages, including a page for the bibliography. The order of these pages can be changed at any time on this page.

6. The “Home” page must include students’ names, entry title and division.

7. The “Process Paper” page should include the entire 500-word document.

8. The “Bibliography” page must include the entire annotated bibliography. It works well if this is the last page. Instead of pasting your bibliography into your website, try saving your bibliography as a PDF in your word processing program and then uploading the PDF to your website as a file. This way, you will only have to format your bibliography once.

9. To edit pages, either click on “Edit this Page” on the “Pages” tab, or click the “Elements” tab and choose a page from your navigation bar. Click on an element and drag it down into the body of the page. The element icon will appear; double-click on the icon and you will be able to start adding content. You can add multiple elements to a page.

10. Double-click on dummy text to start adding content. Once you start editing text, a new menu will appear to let you change font color, size, alignment or bold/italic/underline. Remember that you cannot link to pages outside of your History Day website.

11. It’s best to write and save your text in a word processing program – not in the NHD Website Editor, which doesn’t have a spell-check, grammar-check, or word count. You can then copy and paste your text into the NHD website editor when you’re ready. To avoid problems with formatting, be sure to paste as “plain text.”

12. When adding images, students can only upload from the computer they are working on or from a disk. The image size can be changed, but changing it within the NHD Website Editor may make the image look unclear.

13. At any time, you can delete an element by clicking on the red X in the upper right-hand corner of the element box. You can also move any element to another page by clicking the green arrow in the upper left-hand corner of the element box.

14. Under the tab “Settings,” students should not create a site password. This may disable some viewers, including judges, from viewing the site. Students can choose to change the footer message, but it should be something appropriate to the project.

15. Every time students return to edit their site, they can go straight to http://nhd.weebly.com/.

The Bells and Whistles

Under “Elements,” click on the “Multimedia” tab on the upper left-hand side of the page. There are a number of options, all of which require previous research or saving of documents into a file.

- **Photo Gallery** – Students can add a number of photographs in one section. They can change the space between images, the borders and do minor cropping. There is not an option to add text to the images.
- **File** – Students can add a file, such as a primary document or a PDF of their bibliography. Once the file is added, students should be sure to change the File Name to something that adequately describes the file.
- **Audio and Video** – Students can add audio or video files, such as the recording of a speech, commercial, historic film footage, or interviews. Audio and video clips should be saved to a disk or computer first, then edited to the appropriate length before uploading to the website. Students have four minutes total time for all multimedia clips together. Individual clips are no longer limited to 45 seconds each. Students can choose how to divide up this total four minutes.
- **Flash** – Students can add a SWF file, which is an animated graphic. This function may not be entirely appropriate for History Day projects.
- **Google Maps** – Students can add a Google Map of a particular place to orient their viewers. San Francisco is the default location. To change the location, click next to the map once it’s embedded, and a navigation bar will appear that will allow students to change the location and the width, height and zoom level of the map.
- **Slideshow** – This is similar to the Photo Gallery, except viewers can sift through images, much like Flickr.
- **Video** – Students can embed a video by downloading the file from their computer. Videos can be no longer than 45 seconds.

Another advanced element they can use is the “hidden page.” Hidden pages do not appear in the navigation bar but can be useful as places to store more primary documents. Students can then link to these hidden pages from other pages. On the “Pages” tab, just select “no” from the “Show in Navigation?” dropdown menu. To link to a hidden page, highlight text or a picture and click the chain icon. Choose the correct hidden page to link to. To edit these hidden pages, choose the page on the “Pages” tab. The navigation bar will continue to be visible on the hidden page.

HANDOUT: TIPS FOR TEACHERS ON HISTORY DAY WEBSITES

As with any other History Day category, research should be completed, text written and images collected before students begin building a website. Students don't receive their exhibit boards before they start research; they should not receive access to the NHD Website Editor before they begin researching or even writing. Given the ease of copying and pasting information into the NHD Website Editor, it is of the utmost importance that students have written the text and chosen the images before they begin building a site.

Some Hints on Website Creation

Try it yourself: Create your own page, either to just become familiar with the system or to create a sample site or to create a tutorial for students.

Manage student logins: Create a universal system for students' usernames and passwords so you can easily access their site at any time for grading, and eventually judging and submitting purposes. The system I use for national registration is username = first initial + last name + last four digits phone number; password = last four digits of phone number. You could substitute student ID numbers or just leave it at student names and initials.

Warn students to keep login and password private: Students should guard their NHD Website Editor login information, just like any other personal information. While not common, knowing another students login gives non-group members the ability to access the website.

Save text and images to a backup: If students will be working on websites at home and at school, encourage them to save all text and images to both places, or carry all images and text on a flash drive. This flash drive also is a good backup of information in case there are technology problems.

Envision websites as the technological equivalent of exhibits.

- Exhibits should not have too many sections; websites should not have too many pages
- Exhibits should not have "picture sections"; websites should not have "picture pages"
- Exhibits can use interactive elements to draw people in but should not rely on flash; websites should certainly use interactive elements, such as video or audio, but should not allow flashier elements to be the primary focus
- Exhibits should follow a specific order (context, main point, impact; websites should follow a similar order in the navigation

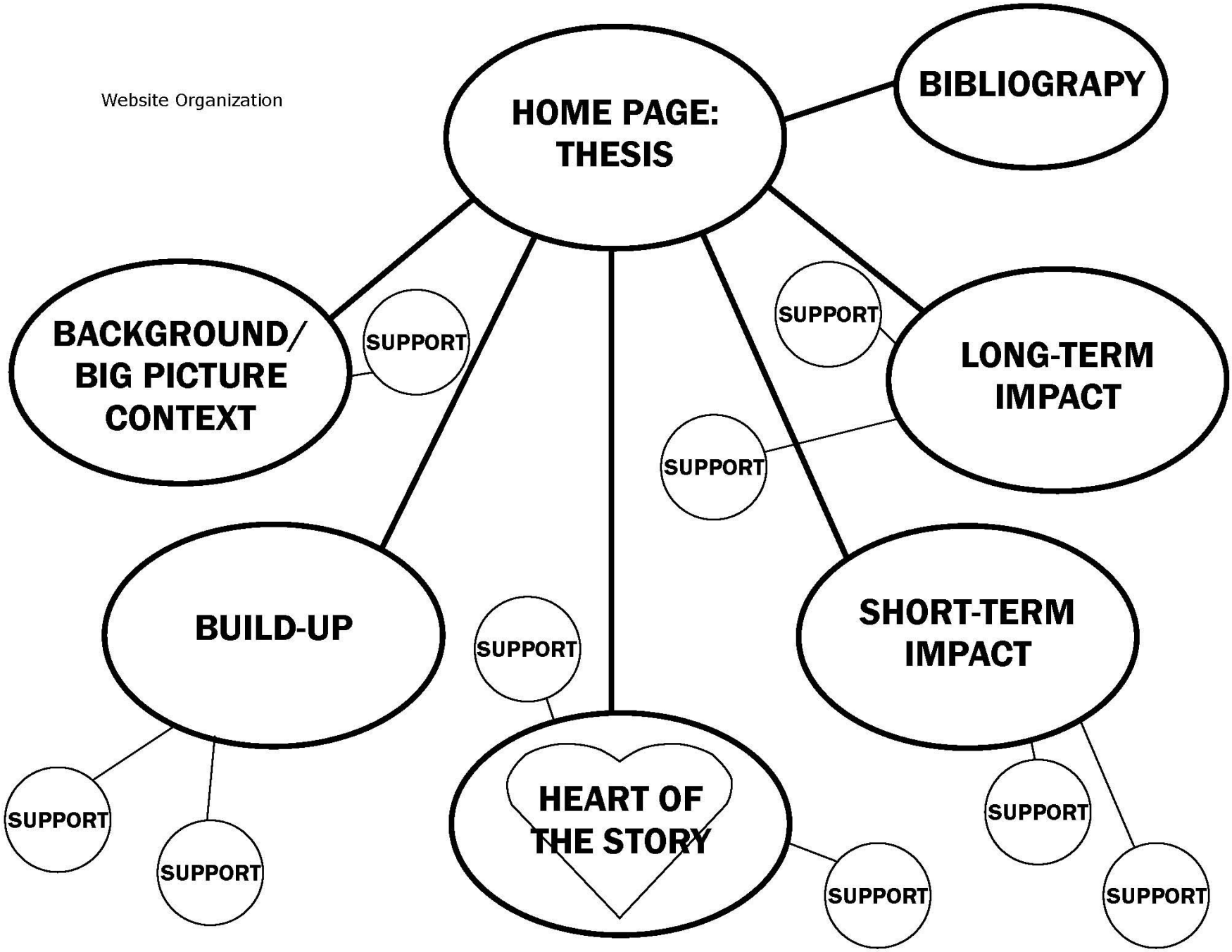
Plot it out on paper first: Requiring students to hand in paper copies of their text before they start site-building will help decrease the amount of Internet cut-and-paste. It will also help them to have a better organizational structure to their website overall.

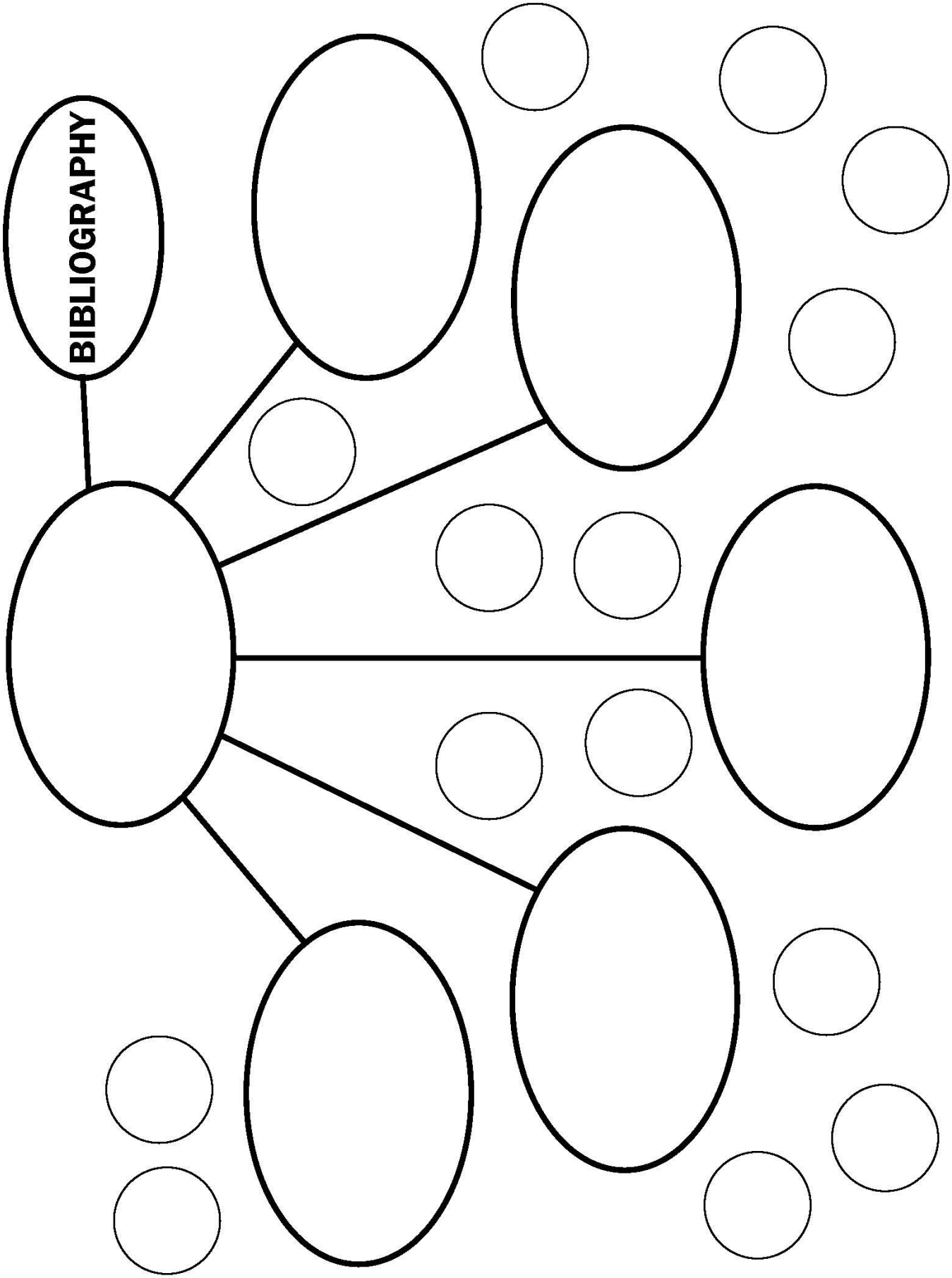
Review the rules: There are many technical rules that can trip up students in this category (for example: Students are not allowed to use external links in their website). Be sure to familiarize yourself with these rules in advance of the competition.

Make sure the sites are published: Students must regularly "publish" their website before the changes will appear on the web. Remind them to put the most current version of their project on the Internet by clicking the orange "publish" button, especially right before the competition!

Double check websites: Once the site is published, students should check the site on a number of web browsers (i.e. Internet Explorer, Safari, Firefox).

Website Organization




BIBLIOGRAPHY

HANDOUT: ORGANIZING YOUR INFORMATION FOR RESEARCH PAPERS

Research papers are the traditional way or organizing and presenting information. The best way to start your paper is to create an outline. It may be useful for you to physically write out your thoughts first, placing key events, points, and evidence on notecards and arranging them on a flat surface. This may give you a better idea about how exactly you would like to organize your paper.

Basic Outline

Introduction

- Use this section to *briefly* introduce your topic. Give the reader enough information to orient them about when and where your topic is happening. Don't spend a great deal of time explaining everything. That is what the rest of your paper is for.
- Your thesis should be included in this first paragraph as well. It should help to outline the rest of your argument for the reader.

Body Paragraphs

- Each of these paragraphs should make a point that *ties back to your thesis*.
- *Tell a story* with your writing. You want the information to be segmented and arranged in a way that flows from one point to the next.
- You may want to consider tools like *subtitles* to orient the reader and make it easier to fill in your information as you write.

Conclusion

The conclusion of an effective paper *restates* (in a slightly different way than the thesis) your argument and *summarizes* your evidence. Every sentence in this paragraph needs to be powerful and use an active voice. This is your final impression – so make it a good one!

Other Notes to Consider When Writing

Physically arrange your work on flat surface. This often lets you see "the whole picture," which normally can't fit on a computer screen.

Don't throw anything away! You may want to discard a lot of your work as you go because it doesn't seem useful to you. However, often people who read early draft of your work may make suggestions to include a part you tossed away. Don't create more work by throwing parts away prematurely.

Pay close attention to grammar, writing style, and citation. Avoid redundant sentence structures (starting sentences the same way) and use a thesaurus to spice up your writing.

LESSON: PROJECT ORGANIZATION – PROCESS PAPER AND ANNOTATED BIBLIOGRAPHY

Essential Questions: 1. What else do I need to know? 2. Are we done yet?

Objective: Students will complete a research project taking many weeks.

Grade Level: 6 – 12

Time Needed: 100 minutes

Materials: Handout: Process Papers and Annotated Bibliographies, Students will need to provide their own materials to create their bibliographies, including note sheets, check lists, and any other tools they have used to record information about materials they have used.

Procedure

1. Pull up the websites from the "Introduction to History Day" lesson: http://62437547.nhd.weebly.com.

2. Walk through it again while asking the students, "Have you completed this for your project?" They should say yes to every portion until you get to Process Paper and Annotated Bibliography. Distribute the **Handout: Process Papers and Annotated Bibliographies** instruction sheet.

3. Ask students: Why are the process paper and bibliography important?

4. **Process Paper**: In the Process Paper, students reflect on the project, what they have done, how it relates to the theme, and what challenges or triumphs they encountered. It is a way to share that with the judges or whoever is reading their project. Walk through the Process Paper outline and tell students they will write that today.
    - **Sample**: **Process Paper**: This example was created by a History Day student.

5. **Annotated Bibliography**: The information students need to include should be verifiable by another person. We include bibliographies for the integrity of the project and to make sure it is not plagiarized. With the note sheet, students have already documented the information and taken notes on how they used the source. Now it needs to be put into the proper format and annotated to be included in the project.
    - **Handout: Bibliographies Made Easy**: Tips for putting together bibliographies.
    - **Sample: Bibliography Citations in MLA Format**: Samples of commonly used citation formats.
    - **Handout: All About Annotations**: Explains the purpose of annotations, including samples.
    - **Sample**: **Selected Annotated Bibliography**: Selected bibliography for an actual History Day project.

6. Have students begin to assemble their bibliography using the tools provided and the notes they should have been taking throughout the History Day process. The note sheet being used has all of the information they need for citations and hopefully to start annotations.

Lesson Extension/Alternative

Online Citation Generators: For students who struggle with bibliographies, there are online bibliography tools such as BibMe or NoodleTools.

National History Day has a partnership with Noodletools to give History Day teachers free access to this resource! Visit www.nhd.org and click on the Noodletools logo on the homepage for more information.

HANDOUT: PROCESS PAPERS AND ANNOTATED BIBLIOGRAPHIES

Your Process Paper and Annotated Bibliography are important parts of the judging process. These are the first thing that judges read, so you don't want to save this part of your History Day project until the last minute. The written materials include three parts:

1. TITLE PAGE

- Title of Entry
- Student Name(s)
- Age Division and Entry Category
- Word Count:
    - **Exhibit**: Include the student-composed word count for the exhibit and the total word count in the process paper
    - **Documentary and Performance**: Include the total word count in the process paper
    - **Paper**: include the total word count in the paper
    - **Website**: Include this information on the homepage of your website. Include the student-composed word count for website and the total word count in the process paper
- DO NOT include your grade, school name or teacher name!

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

2. PROCESS PAPER

(500 words, 4-5 Paragraphs)

- How did you get the idea for this topic?
- Where did you go for your research? What types of sources (newspapers, documents, interviews, etc.) did you use?
- How has your understanding of this topic changed as you have worked on your research?
- How did you put your presentation together? What skills did you learn?
- How does your topic relate to the theme "**Exploration, Encounter, Exchange in History**?" Why is this topic important in history?

3. ANNOTATED BIBLIOGRAPHY

Separate into primary and secondary sources and alphabetize. Use MLA or Turabian guide for your citations. Use a two-sentence annotation format:

- What is this source?
- How was it useful to your project?

REMEMBER: All materials must be printed on plain white paper and stapled in the upper left-hand corner. NO COVERS! NO ARTWORK OR SPECIAL PAPERS! Bring at least four copies of your process paper when you are judged.

SAMPLE: STUDENT PROCESS PAPER (2005)

Before I began my research, Jack the Ripper conjured for me an image of a silhouette clad in cap and cape, cloaked by the fog of Victorian London. It was this dramatic mystery and morbid romanticism that drew me to a documentary about the Whitechapel murders at the library. I was drawn to a small section of the video in which the narrator speaks briefly of how the Democratic-Socialists used the 1888 murders to promote liberalism in England. I was fascinated by the concept presented here: that of fear being used as a political tool to communicate reform. I wanted to learn more about how these killings managed to influence Victorian politics.

I began my research by reading secondary sources. From these I learned about the murders, and briefly about how they influenced politics and the social situation of Britain. This led me to want to know more about Victorian society, so I turned to descriptions of London written in the 19th century. I learned about how there was a large rift between the bourgeoisie and the working class, and many reformers wished to help the proletariat. This led me to a letter written by one reformer. Here, he speaks of how the murderer accomplished more to promote reform than even the Democratic-Socialist Party. I wanted to know how the Ripper achieved this reform, so I found a collection of primary newspaper articles about how some citizens were losing faith in the government because of its inability to catch the murderer, and many wanted top officials to resign because of this. I also learned that liberals in London used the killings as ammunition to use against the incumbent conservatives to persuade citizens to vote socialist in upcoming elections.

Now that I had an extensive amount of research, my task was to hone this knowledge into a story that could be told in ten minutes. Fitting into this narrow time limit proved to be the most daunting task of all. I chose to present my research with a documentary because I have experience with the media category, and I didn't want to be hindered by the word limit of an exhibit.

My documentary relates to both aspects of this year's theme: communication, and understanding. It concerns communication because the fear instigated by the murders communicated to the public an awareness of the horrid conditions in London's East End, the ineffectiveness of the conservative rule in Britain, and provided an opportunity for reformers to communicate urgings for liberal reform in England. Because of the ideas communicated as a result of the murders, people began to understand the plight of the proletariat, and started to understand that Britain needed social and political reformation. The liberal foundations laid by these killings expanded into reform that affected history. If it were not for the social understanding and political reform communicated by the Whitechapel murders, leftists would not have had such an opportunity to urge for progress, and politics today might be vastly less liberal.

HANDOUT: ALL ABOUT ANNOTATIONS

Annotations are brief descriptions (two to three sentences) of how each source contributed to your understanding or to the project. They generally include the following elements:

- A brief description of what the source was (the format of source or what it contained).
- An explanation of how it was useful in shaping your understanding or how it was used in your project.
- Optional: An explanation of why you categorized the source as primary or secondary – only if it would be unclear or confusing to the judges.

Example Annotations

"This source helped me understand what role the Interim Committee (a group of distinguished scientific, industrial, and political figures) played in the decision of the bomb. It helped me understand their reasoning for dropping the atomic bomb. The Interim Committee advised the President on nuclear energy."

"We used this book to learn more about recent events in the Israeli-Palestinian conflict, especially the war. It also contained some maps in it, which we used to get a better picture of the partition."

"This book was a collection of the letters that Joe Kennedy wrote from 1914 until his disabling stroke in 1961. Although there were not letters speaking of Rosemary receiving the lobotomy, Joe did write of his concerns for his daughter and the prospect of getting her the operation."

Annotation Sentence Starters

Try not to use "this source…" to start each annotation. Change it up by trying any one of the following. Remember: If you are working in a group, your annotations should use words like "we" and "our." If you are working alone, your annotations should use words like "I" and "my."

- This *book* helped me / us to understand…
- This *document* was important to my/our topic because…
- After reading this *newspaper article* I / we ….
- I / We used this *speech* to…
- This *website* was…
- I / We found out that…
- This *memoir* provided me / us with…
- I / We learned that…
- This *manuscript* showed me/us that…
- I / We had a new perspective on the topic after reading this source because…
- This *interview* talked about…
- This *book* helped me / us to understand our topic better because…

Stuck? Feel like you're repeating yourself?

- Pretend that you're describing the book to your teacher. Try describing the author's point of view in the source.
- Did this source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Describe why.
- Be specific. Was there one particularly important part of the source?

HANDOUT: BIBLIOGRAPHIES MADE EASY!

Bibliographies are required for all entries. Your bibliography is a reflection of the depth of your research, making it a crucial part of your project. We know that they can be one of the most frustrating and difficult parts of the History Day process! With the invention of online reference and citation websites, the process has been made far less painful. Below are tips to make the process easier.

For each source you find…

Record

- When you find a new source, write down all required information for each source. Keep track of this in the same place for all your sources. The information is slightly different for different types of sources. See the examples below for more information. Remember: You can use MLA or Turabian format for your citations.
- Don't wait until the last minute. Bibliographies can be time-consuming, detailed work. It is much easier to complete citations for each source as you go along
- Don't cite Google or Ask.com as sources. These are search engines. It would be like citing the library where you found a book as the author

Reflect

- As you use each source, make some notes about how the source was useful to you and what it contained. It's easier to write it down as you use it, rather than trying to remember later.
- Use annotations wisely. Make sure to note sources that were extremely helpful. This is also your opportunity to explain less well-known sources, especially websites.

Review

- As you start to prepare your bibliography, group your sources into different sections: Primary Sources and Secondary Sources. Keep a separate section for images and pictures/illustrations.
- Alphabetize your source within the Primary and Secondary source categories. Don't number your sources in your bibliography.
- When done, polish your annotations and make sure each annotation explains what it was and how it was useful to your research.

Sample MLA (7th Edition) Citation Formats

Books (Print):
Last Name, First Name. *Book Title*. City of Publication: Publisher, Year of Publication. Print.

Newspaper Article (Print):
Last Name, First Name. "Article Title." *Newspaper Name* [City] Day Month Year Published: Page(s). Print.

Encyclopedia (Print):
"Article Title." Name of Encyclopedia. Edition. Year. Print.

Websites:
Last Name, First Name. "Article Title." *Name of Website.* Website Publisher, Date Month Year Published. Web. Date Month Year Accessed. <URL>.

*URL is optional unless the source cannot be located without it or if required by your teacher.

For More Information:

- Easy Bib: www.easybib.com
- Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/

SAMPLE: BIBLIOGRAPHY CITATIONS IN MLA FORMAT

Article on Website	"Aiding Defectives." Burlington Free Press, 20 March 1931. From the file of Henry Perkins, University of Vermont. Eugenics Survey in Vermont website, www.uvm.edu/~eugenics/office.html. 2 December 2005.
Supreme Court Decision	"Brown vs. Board of Education, 347 U.S. 483." United States Supreme Court, 17 May 1954.
Newspaper Article	"Democrats' Platform Calls for Aid to Four Freedoms." *Minneapolis Star,* 15 July 1948, sec. 1, p. 3.
Personal Correspondence	Edwards, George. Letter to Hubert Humphrey. 14 July 1948. Hubert H. Humphrey Papers, Minnesota Historical Society, St. Paul.
Article Found Online	"Emma Goldman." Wikipedia website, 13 July 2006. http://en.wikipedia.org/wiki/Emma_goldman. 1 January 2007.
Website	Jane Addams: Hull House website, 2005. www.hullhouse.org. 1 January 2007.
Original Speech Found Online	Lincoln, Abraham. "Gettysburg Address." 19 November 1863. Found on Our Documents website, www.ourdocuments.gov. 1 January 2007.
Book	Mayer, George. H. *The Political Career of Floyd B. Olson*. St. Paul: Minnesota Historical Society Press, 1987.
Videocassette	"Modern Marvels: The Statue of Liberty." Videocassette. Jaffe Productions, producer. A&E Television Networks, 1994.
Speech Found in Book	Hans, Joe. "Keynote Address on Technology." Big Tech Company, St. Paul. MN. 10 May 1995. Found in Albertson, Sarah. *Great Speeches on Technology.* New York: Happy Ink Press, 2000.
Photograph Found in Book	"John C. Calhoun." Photograph. National Portrait Gallery, Smithsonian Institution, 1850. Found in Roark, James L., et al. *The American Promise: A History of the United States*. Boston: Bedford/St. Martin's, 2003.

When citing a photo, speech, document, or other primary source found in a secondary source, use the "found in" citations above. These are complete sources and are reproduced without someone else's interpretations, so you can likely categorize as primary. Quotes, on the other hand, should not be categorized as primary. These are fragments of primary sources. Consider looking for the source of these quotes – the original document, speech, etc. – which would be categorized as primary.

SAMPLE: SELECTED ANNOTATED BIBLIGORAPHY (2005)

Primary Sources

The Day Before Yesterday. Introduction by Peter Querrell. New York: Charles Scribner's Sons, 1978.

This is a volume of photographs of daily life in Victorian and Edwardian England that I used in giving a visual representation of the poor living conditions of the East End.

Shaw, George Bernard. "To the Editor: Blood Money to Whitechapel." The Star (London). 24 Sep. 1888.

This was one of my most helpful primary sources, and it helped me redirect my project's focus. In it, Mr. Shaw, a socialist writer for the Fabian society, writes to the editor of The Star about how the Ripper has done more to help reform than the Democratic-Socialist Party has.

"Sir Charles Warren Resigns." New York Times. 13 Nov. 1888: Page 1. ProQuest Historical Newspapers. <http://proquest.com>

This is a short newspaper article declaring that the Metropolitan Police Commissioner of London has resigned after citizens had called for him to step down. I used this information to show the effects the Ripper had on London's political scene.

Secondary Sources

Colby-Newton, Katie. Jack the Ripper: Opposing Viewpoints. San Diego: Greenhaven Press, 1990.

This book offers a good, easy to understand description of Jack the Ripper, and provides a handful of historical pictures that I used as visual aids.

"Events in 1901." Exhibitions and Learning Online. The British National Archives. Feb. 17 2005. <http://nationalarchives.gov.uk/pathways/census/events>

This site run by the British national archives contains vintage Victorian social reform posters that I use in my documentary to provide a visual aid concerning the Democratic-Socialist party and its reforms.

Hunt For Jack the Ripper. Dir. Sueann Fincke. Narr. David Ackroyd. Videocassette. A&E Home Video, 2000.

This documentary was the first source that I looked at, and influenced me greatly in picking my thesis. While it focuses on who committed the murders, it does dabble a little in the social aspects of the incidents.

Sweet, Matthew. Inventing the Victorians: What We Think We Know About Them, Why We're Wrong. New York: St. Martin's Press, 2001

This is a book that focuses on common myths we have about the Victorian period, and enlightens us with the truth of these matters. From it, I used pictures of wealthy London society to illustrate the class rift in England.

Credits REQUIRED for Visual Sources in Exhibits and Websites

In 2015, National History Day updated contest rules to require that website and exhibit entries include brief credits for all visual sources. To reduce student and parent frustration, teachers should make students aware of this rule and provide guidance on this requirement IN ADVANCE of competitions.

THE RULE

Students must include a brief credit, on the exhibit or website itself, for all visual sources (e.g. photographs paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography.

WHAT IS THE DIFFERENCE BETWEEN A CREDIT AND A CAPTION?

Credit

- A credit is much shorter. In general, a credit includes the visual's title, when it was created, and the name of the organization or source where you found it.
- A credit is NOT the full citation from your bibliography. For example, a credit should not include the a website URL.
- **A brief, factual credit does NOT count toward your student-composed word limit.**
- A credit is REQUIRED for each visual source.

This is a credit! → Alice Paul, 1918, Library of Congress.

Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment. ← *This is a caption!*

Caption

- A caption is usually longer than a credit. Captions include more details than a credit.
- You can use a caption to tell the viewer more about the visual or help the viewer understand how the visual helps to support your argument.
- **A student-written caption DOES count toward the student-composed word limit.**
- A caption is NOT required for each visual source. It's your choice!

WHERE SHOULD I PUT THE CREDIT?

There are no specific rules about where students should put credits.

Credits must be included in the project itself. Students should try to include credits as near to the visual as possible.

For websites, students should use the image sub-menu to include the caption. For banners on websites, students may need to include the credit in the footer for that page.

WHAT DO I PUT IN MY BIBLIOGRAPHY?

Students must include a full citation in their bibliography for each visual.

History Day requires that you separate your bibliography into primary and secondary sources. While not required, many students will choose to put their illustrations into a third section, "Illustrations."

Alice Paul. 1918. Library of Congress, Washington, D.C. *Library of Congress Prints and Photographs Division.* Web. 28 July 2015.

This is a citation! ←

For complete category rules, download the *Contest Rule Book* at www.nhd.org

CLASSROOM MANAGEMENT

The following materials were developed to aid teachers with supporting aspects of the History Day project. Refer to these materials before beginning History Day and consider where they might fit best into your overall curriculum. Topics include:

- Communication with parents
- The History Day judging process and criteria
- Using public and academic libraries for History Day research
- Running a school History Day event
- Working with mentors and volunteer

SAMPLE LETTER HOME TO PARENTS (2013)

By: Ron Hustevedt, Salk Middle School, 2013

What is National History Day?

National History Day is an inter-disciplinary research project for students in grades 6-12. History Day teaches students to:

- Conduct in-depth research
- Use primary and secondary sources
- Read a variety of texts
- Analyze and synthesize information
- Write and present historical content

Students choose a topic that relates to an annual theme, research that topic, and develop their research into one of five presentation categories: research paper, exhibit, documentary, performance, or website. Students may then enter their projects into History Day competitions at school, regional, state and national levels.

Make plans to attend a History Day Hullabaloo!

A History Day Hullabaloo is an opportunity for enthusiastic History Day students to gather for several hours at a host library! **Students have an opportunity to:**

- Conduct primary and secondary research with the guidance of library staff,
- Get one-on-one help from a History Day staff member or undergraduate mentor
- Attend a power conference on a range of topics,
- View sample projects,
- Get pumped up about their History Day project

Dates of 2012-13 Metro Area Hullabaloos

Sat., Dec. 1, 2012. Central Library, Minneapolis. 11 a.m. - 3 p.m.
Sat., Jan. 12, 2012 Roseville Public Library. 11 a.m. - 3 p.m.
Tues., Jan. 15, 2013. Ridgedale Library, Minnetonka. 4:30 p.m. - 7:30 p.m.
Sat., Jan. 19, 2013. Wilson Library, University of Minnesota - Twin Cities. 1 p.m. - 5 p.m.
Sat., Jan. 26, 2013. Central Library, Minneapolis. 11 a.m. - 3 p.m.
Sat., Feb. 9, 2013. Central Library, St. Paul. 11 a.m. - 3 p.m.
Sat., Feb. 16, 2013. Central Library, Minneapolis. 11 a.m. - 3 p.m.

FREE TO ATTEND!!!

How adults can support History Day students

National History Day is often one of the biggest research projects a student will complete in their pre-college days, requiring them to engage in complex tasks such as primary source research, thesis-statement writing, and analytical presentation.

Each student approaches these tasks at their own pace and education level. The entire process is a learning experience, and the skills that students acquire will set them up to be successful in college and a career. The challenge of mastering these skills is sometimes the best lesson that students will learn. In the end, students discover that they can confidently seek out answers to their questions and tackle difficult research and analysis independently.

As observing adults, it is important for us to allow them to make these discoveries with limited guidance.

Students may need help brainstorming, teasing out answers, getting connected to resources, or learning technological skills, but ultimately their experience will be richer the more they complete the project on their own.

If students need a ride to the store, a hand with power tools, a guide through video-editing software, an outside eye to read through a written draft, a suggestion or two on where they might find sources, or a conversation to help clarify a question, this is where the teachers, parents, librarians or History Day staff step in. If students need to do heavy researching, draft writing, or project development and creation, this is where they fly solo.

History Day is a fantastic experience for students, and it can be a good experience for adults, too, as we watch and are amazed by all they learn to do.

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.

Civil War	Photograph by Mathew Brady	Article on battle strategies of the Civil War by James McPherson	Civil War database
Westward Movement	Diary of Sarah Jane Osborne	Monograph on the life of Sarah Jane Osborne	Dictionary on wagons of 19th century America
Industrial Revolution	Patent for the sewing machine	Book describing the social changes due to the sewing machine	Manual on the uses of sewing machines
World War I	Enlistment Posters for World War I	Web site on World War I	Encyclopedia of World War I
World War II	War movie filmed in 1943	Magazine article about World War II	Dictionary on World War II
Civil Rights	Recording of a speech by Martin Luther King Jr.	Biography of Martin Luther King, Jr.	Guide to the 1992 movie about MLK

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CLASSROOM MANAGEMENT - THE HISTORY DAY JUDGING PROCESS

The Benefits of the Evaluation Process

The goal of National History Day is to provide you with a high-quality, educational experience—whether or not you win a prize. The judges' evaluations are part of the learning and skill building process of NHD. The judges' evaluations help you to improve areas or skills and provide positive feedback for the hard work you have put into producing your project. The judges' comments also can provide you with ideas for revisions and enhancements as you move from one contest level to the next. Remember, regardless of how your entry is ranked, by participating in National History Day you will benefit from the experience. You will gain research, thinking, and presentation skills, which will last your whole life. You will become an expert on a topic of interest to you and to others. You will acquire poise and self-confidence and will learn to manage your time. You are a winner.

Who are the Judges?

Historians, educators, and others interested in history and education serve as judges at each level of the National History Day competition.

How Does the Evaluation Process Work?

At official National History Day contests, each separate National History Day division and category is usually judged as a whole by a panel of judges. Time constraints, due to the number of entries, often require that some categories be evaluated initially by several teams of judges. Finals then become necessary. In such cases, the entries judged best by each team of initial judges are re-evaluated by a new team of judges to determine the winning entries in the category. The number of entries in finals and procedures for judging vary by contest and category and are within the discretion of the contest officials.

Consensus Judging

Judges will not assign a numerical score to each entry; rather, they will rank the entries in their group. Judges are required to consult with each other in determining individual rankings. Judges are allowed to review the results of their category upon completion of the judging to assure accuracy in the evaluation process. As a final step, the judges will assign each entry an overall rating.

The Subjective Nature of Judging

Remember: judges must evaluate certain aspects of your entry that are objective (e.g., were primary sources used; is the written material grammatically correct and accurately spelled). But judges must also evaluate interpretive aspects of your entry that are qualitative in nature (e.g., analysis and conclusions about the historical data).

Historians often reach different opinions about the significance of the same data. It is therefore crucial for you to base your interpretations and conclusions on solid research. Judges will check to determine whether you used available primary sources and if you were careful to examine all sides of an issue and present a balanced account of your research and presentation. Your process paper and annotated bibliography are critical to this process.

The Decision of the Judges is Final

You, your parents, and your teachers should realize that inadvertent inequities may occur in judging and that contest officials do want to be informed of any problems. The decisions of the judges are final.

HANDOUT: HISTORY DAY EVALUATION CRITERIA

The NHD evaluation criteria are the guidelines by which judges evaluate projects at competitions. Take a closer look at the explanation of what judges are looking for in projects.

Historical Quality (60%)

The most important aspect of the entry is its historical quality, which covers research, analysis, interpretation, and historical context. This, along with the relation to theme, puts the "history" into National History Day!

Criteria	Superior	Satisfactory	Needs Improvement
Entry is historically accurate	Main ideas are supported by facts; entry contains no obviously inaccurate facts.	Facts seem correct, but they should be supported by more evidence.	Entry contains factual inaccuracies; main ideas are not supported by evidence.
Shows analysis and interpretation	Entry has clear thesis, original interpretation, and thoughtful analysis; entry demonstrates significance of topic, and acknowledges strengths and weaknesses of historical evidence.	Entry has thesis, but is not clearly stated; entry includes more description than analysis, states topic is significant and acknowledges some strengths and weaknesses of historical evidence.	Entry does not have a clear thesis; entry focuses on describing people or events rather than making an argument.
Places topic in historical context	Entry utilizes accurate and appropriate references to time period, surrounding events, ideas, people, places, and objects; entry specifies political, economic, social, and cultural influences.	Entry refers to time period, surrounding events, ideas, people, places, and objects.	Entry does not place topic in historical context; entry makes no reference to the time period in which the topic took place.
Shows wide research	Entry has investigated a variety of types of sources, in accordance with what might be available given the topic.	Entry uses multiple source types, but the breadth of research may be superficial.	Entry does not investigate a variety of source types.
Uses available primary sources	Entry shows clear understanding of the relationship between primary and secondary sources, using primary sources where appropriate and readily available.	Entry uses primary and secondary sources, but would be improved with the appropriate inclusion of more readily available primary sources.	Entry does not use primary sources or fails to use appropriate sources that are readily available.
Research is balanced	Entry may focus on one interpretation, based on evidence and analysis; but entry acknowledges and analyzes other possible points of view.	While presenting more than one interpretation, this entry advocates one over the other, with little convincing evidence or analysis.	Entry only presents one point of view when it is obvious that others exist.

Relation to Theme (20%)

The entry must clearly explain the relation of the topic to the annual National History Day theme and the topic's significance in history. These elements must be in the project itself, not just in the interview.

Criteria	Superior	Satisfactory	Needs Improvement
Clearly relates topic to theme	Entry thesis is closely linked to the theme and obviously demonstrated throughout.	Entry is related to the theme, but would be strengthened by more links throughout.	Entry may have no relation to the theme or its relation to theme is implied, but it is not clearly demonstrated in the project itself.
Demonstrates significance of topic in history and draws conclusions	Entry uses historical evidence to show topic's significance in history and to back up conclusion; entry has clearly stated conclusion.	Entry shows significance of the topic in history and has a clear conclusion; entry would be improved by the use of more historical evidence to back up conclusion.	Entry suggests that the topic is significant, and provides some sources, but does not prove the point. Entry's conclusion is implied, not stated.

Clarity of Presentation (20%)

Although historical quality is most important, the entry must be presented in an effective manner. It is important to remember that the NHD criteria specify *clarity* of presentation, which does not necessarily mean a flashy presentation. Judges should be careful to look beyond glitz in projects for organization, neatness, etc.

Criteria	Superior	Satisfactory	Needs Improvement
GENERAL: Entry is original, clear, appropriate, organized and articulate	Entry is an original production, and it is clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the category in which it is presented.	Entry is original, presents information clearly in most cases, shows evidence of organization, and is mostly articulate; this entry is suited to the category in which it is presented.	Entry does not present information in an organized manner to support central points; Entry may not be best suited to the category in which it is presented.
PAPER: Text is clear, grammatical and spelling is correct; entry is neatly prepared, text is clear.	Entry text is very clear, grammatical, and correctly spelled; entry is very neatly prepared.	Entry text clarity, neatness, grammar, and spelling are satisfactory.	Entry contains many grammatical or spelling errors, text is not clear. Entry is not neatly prepared or formatted.
DOCUMENTARY: Entry is organized, visual impact is appropriate to topic	Entry utilizes images (such as interviews, film footage, site visits) and audio to effectively communicate central points.	Entry utilizes images and audio but could be more effective in their organization to communicate central points.	Entry utilizes images and audio, but they do not always explain central points; Organization of documentary is difficult to follow.
EXHIBIT: Exhibit is organized has visual impact, correctly uses maps, photos, etc.	Entry is visual and effectively utilizes images (such as maps, photos, models, etc.) to communicate and support central points.	Entry utilizes visual display but could be more effective in using visuals to communicate and support central points rather than text.	Entry does not use visual display and/or text to communicate or support central points. Organization of exhibit is difficult to follow.
WEBSITE: Website has visual impact, uses multi-media effectively and actively involves viewer	Entry has visual impact and makes good use of multimedia to communicate and support central points; entry is very interactive and easy to navigate; information is historically accurate.	Entry has visual impact but could be more effective in using multimedia to communicate and support central points; entry is interactive and navigable; entry is historically accurate.	Entry makes limited use of multimedia files to support or communicate central points; entry has limited interactivity and is difficult to navigate.
PERFORMANCE: Performers show good stage presence; props and costumes are historically accurate	Entry performers show good stage presence and props/costumes are historically accurate and an integral part of the presentation.	Entry performers have stage presence; props/costumes are historically accurate, but are not always an integral part of the presentation.	Entry performers are stiff and/or hard to hear/ understand; props/costumes have historical inaccuracies and /or props are not always an integral part of the presentation.

Rule Compliance

Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against your entry. Rule infractions should be corrected before a winning entry competes in the next level of competition. Take close look at the “Rules for All Categories” and the “Individual Category Rules” in the *National History Day Rulebook* for specific rules for each category.

Disqualification

Plagiarism and revising or reusing an entry from a previous year – whether your own or another student’s – is unacceptable and will result in disqualification.

Content adapted from the National History Day rulebook, National History Day in Virginia (sponsored by Colonial Williamsburg).

CLASSROOM MANAGEMENT - USING PUBLIC AND ACADEMIC LIBRARIES FOR HISTORY DAY

Research is an essential part of the History Day process. Students will meet a breadth of standards related to investigating a variety of types of sources as well as important skills about locating information that will be important for the rest of their lives. According to the research that Minnesota History Day has done on the impact of History Day, academic indicators improve as students access resources beyond the Internet as well as beyond their school library.

Sequencing Visits

Different libraries are going to offer your students different types of resources, which may be more or less beneficial depending on where your students are in the History Day process.

- **Public libraries** tend to be more beneficial earlier on in the research process. They offer students access to more general sources, which students need as they begin to understand the general narrative of their topics. Keep in mind that as a first step, students may need to obtain library cards. Their library card will give them access to additional online databases, which will be helpful for both beginning as well as advanced research.
- **Academic libraries** are often a better choice for students who already know the basic narrative of their topic. Bringing students to an academic library before they have a topic selected or understand the basics of their topic may be frustrating to both students as well as library staff. These libraries may offer students access to more scholarly sources as well as primary source research. While working on campus, students will often have access to additional databases of scholarly journals or primary sources, to which their school or public library may not subscribe.

Scheduling Visits

Most libraries will be excited to work with you and your students, but any library will need advance notice that you plan on bringing a school group to their institution. They may have maximum numbers of students that they can handle at one time, minimum time commitments for visits, may need to schedule extra staff, or request that students obtain library cards in advance. Once you've identified which institution is the best fit for your students, contact them to see about their policies and requirements.

Preparing Students

Preparing your students for their fieldtrip will benefit both them as well as library staff. Ask the library what tools might be available to introduce students to the library catalog. Searching for call numbers in advance will help to prevent logjams at computer terminals during the fieldtrip as well as ensure that students can get started finding materials right away.

History Day Library Hullaballoos

Minnesota History Day hosts a series of "Hullabaloos" at libraries across the state. At these no-cost events, extra library staff as well as History Day staffers will be on hand to help students with research as well as provide guidance on History Day projects. Check out our website for full listing of dates: http://education.mnhs.org/historyday/research

Interlibrary Loan

If taking a library fieldtrip is not an option for you, introduce your students to Interlibrary Loan. This will help them to access additional resources from libraries across the state and country. Check out Mooster History's podcast for full details: http://education.mnhs.org/historyday/mooster-history-fan-club

CLASSROOM MANAGEMENT – WORKING WITH VOLUNTEERS AND/OR HISTORY DAY MENTORS

Mentors or volunteers can be a great addition to a History Day classroom. They can lend and extra hand and provide the one-on-one guidance that will help your students to get the most out of their project.

- **Set a Schedule**: Discuss when your mentor/volunteer is available and when you are planning on working on History Day. Doing this will help to avoid unexpected problems down the road in availability.
- **Discuss Roles and Goals**: Discuss what each party would like to get out of this relationship. As a teacher, where do you feel you need the most help? As a volunteer/mentor, what skills can you share with this classroom?
- **Communicate**: Be sure to keep clear lines of communication throughout the History Day year. As a mentor/volunteer, you must remember that the teacher AND the students are depending on you. Unexplained absences will weaken your relationship with students. As a teacher, you must remember that volunteers/mentors may be juggling obligations with their own work and potentially other History Day schools.

The role of mentors/volunteers in the classroom will evolve throughout the History Day process. In general, mentors/volunteers are there to provide assistance to you and your students.

Suggested Roles for Mentors/Volunteers

- Help students brainstorm topics.
- Help students look up books in an online catalog.
- Help students locate resources in a library.
- Discuss documents with students that may be confusing or above their reading level.
- Proofread drafts of projects or thesis statements.
- Help students write a citation for a source.
- Assist students with a technical problem with a website or documentary.
- Practice lines with a performance student.

Mentors/Volunteers Should Not…

- Be expected to teach the class or lesson.
- Do research for a student.
- Read sources and take notes for students.
- Write a thesis statement, exhibit text, or script for students.
- Block out a performance or make decisions in selecting costumes.

CLASSROOM MANAGEMENT – RUNNING A SCHOOL HISTORY DAY EVENT

Purpose

School-level History Day events can serve several important purposes. A school event can be a culminating activity in which all students participate. School events can showcase the academic accomplishments of students to the community, parents, and school administration. You can also use this event to narrow down the number of entries that you are allowed to send to the Regional level of competition.

In Minnesota, keep in mind that not all categories of History Day projects are judged at the Regional level. Exhibits, Documentaries, Performances, and Websites will be evaluated at the Regional level of competition. Papers are evaluated in an off-site competition, which has a separate submission deadline. Please contact the History Day staff or visit the Minnesota History Day websites for more information on this process.

Before the Event

- **Select a Date and Timeframe for the Event.** Selecting a date for your event will depend not just on your classroom calendar, but also on the date of your regional competition. You will want to select a school event date that will give your regional qualifiers enough time to register and revise their projects. Registration materials for regional competitions are usually due two weeks before the contest.

  In selecting a timeframe for your event, you will have to decide if you want a school-day event or an afterschool competition. There are advantages and disadvantages to each.
  - **Afterschool events** will give you greater access to facilities, more judges will be available after work hours, and parents may be more likely to attend. Afterschool events may also compete with other activities and returning to school may be challenging for students.
  - **School-day events** means that students will already be present, however access to facilities or judges who may be at work could be more limited.

- **Reserve Spaces, Tables, and Technology**. You will need several different types of spaces to host a History Day event.
  - **Judge Room**: Judges will need a space separate from students and the public to listen to an orientation and confer about the results. You will need seating for the judges as well as tables for them to write their comments.
  - **Exhibits**: A large space, like a gymnasium or library, will work best for displaying exhibits. Depending on the room, you may need to reserve or order tables. Exhibits can be up to 40 inches wide, so calculate the number of tables you will need based on this number as well as the length of the tables to which you will have access.
  - **Documentaries:** Documentary rooms will need to have technology to play and documentary the projects as well as seating for the judges and audience.
  - **Websites**: If possible, it's great to show websites in technology-enabled rooms, such as a projector or Smartboard display. If not, judges should have access to a laptop or computer to look at websites, especially if the website judges have not seen the projects in advance.
  - **Performances**: Performance rooms should have a large space at the front to serve as a stage and seating for the judges and audience. No other special considerations are required.
  - **Hangout Area**: If your event takes place during an afterschool time, you will want to designate an area for students to congregate – such as a cafeteria or gymnasium.

- **Invite Parents and Community Members.** Once you have a date set, be sure to notify parents and get the event on the school calendar.

- **Recruit Judges**. The number of judges you are going to need is going to depend on the number of projects you have to be judged. Even though you may not have a final schedule, start recruiting judges early. You can rough out a number based on the following factors:
    - You will want your judges to work in teams of two.
    - Judges will need 15 minutes to look at exhibits and websites. 20 minutes is ideal for performance and documentaries.
    - Consider the total number of projects you will have at your event and the timeframe in which you are hosting it. If your even is limited to a short time-frame, you will need more judge panels, which will look at fewer numbers of projects each. If you have a longer timeframe, you will need fewer judge panels who will have the time to look at additional projects.

  Consider asking members of your school board, PTA or school administration to be judges. Parents can also make good judges, provided that you are able to schedule them without conflicts of interest. Other teachers or library staff may be able to judge. If you have a local library or area historical society, they also may be interested in helping out. You're always welcome to send a message to the History Day staff. We might be able to help, too!

- **Confirm with Judges.** As judges confirm their attendance, send them more information on what to expect at the event. Considering sending event details, the theme sheet, and a description of the judging process.

- **Make a Schedule.** Once you know how many projects you will have in each category, you can begin to draft a schedule. If you are holding an afterschool event, you will want to ask parents if there are scheduling conflicts with other activities so you can schedule students earlier or later in the event. See the sample schedule on the following pages for ideas.
    - **Placing Judges**: You will want two judges per panel. If you have experienced judges, try to spread them out so they can help the newer judges.
    - **Keep Judges Looking at Projects in the Same Category:** When possible, keep the judges looking at projects in the same category (e.g. only junior individual exhibits). If there aren't enough projects in a category to fill a judge team's schedule, try to keep them looking at the same *type* of project (e.g. looking at junior individual performances and junior group performances). If combining categories, be sure to remind judges that projects in different categories do NOT compete against each other.
    - **Time Allotments**: Judges will need 15 minutes to look at exhibits and websites. If possible, judges should have 20 minutes for performances and documentaries.
    - **Papers and Websites in Advance:** If possible, paper and websites judges should get copies of the projects (or links to the URLS) in advance of the competition. Viewing projects and interviewing students within a limited time interval can be challenging.
    - **Allow for a Break**: Keep in mind that if judges have a long day, they will need to break to eat, use the restroom, or catch up on writing comments.
    - **Final Rounds:** If you have multiple panels of judges looking at the same category of projects (e.g. three first round teams looking at junior individual exhibits), you may need to consider final rounds. First round panels usually select their top entries. First round panels will then confer and share their top entries. After discussing all first round projects, the judges will select which entries will move on to the Regional competition.

- **Prepare Materials for Judges**. You will need to make copies of comment sheets (one per judge per entry), judge instructions, theme sheets, sample questions, results sheet, and the presentation schedule. If you have paper and website entries at your event, you should try to get the judges copies of the papers or URLs in advance. Performance judges will need stopwatches. Exhibit judges will need clipboards.

- **Food and Drink**: If your event is over the lunch hour or dinner hour, you will want to think about providing your judges with something to eat. This doesn't have to be an elaborate meal, but will be appreciated by your volunteers.

During the Event

- **Set Up a Welcome Station.** Especially when judges are unfamiliar with your school, it's helpful to have a welcome station set-up near the main entrance to direct them to the right room. You can also direct students here as main area for questions and help.

- **Put-Up Signage.** You'll need signage directing people to the judge room and to various judging locations. Also consider posting a judging schedule outside of each room, so people know which presentations will be coming up.

- **Present a Judge Orientation.** You will need to provide a judge orientation that describes the schedule for the event as well as the History Day judging criteria. Consider using the orientation on the following pages as a basis for your orientation.

- **Results**. You will need to know your school's allotment numbers for your Regional competition to figure out how many projects your judges will be able to advance. If you are holding an afterschool event, it may be best to wait to announce the winners until the next day. You can order school recognition ribbons from Minnesota History Day or create certificates on your own.

After the Event

- **Thank Judges and Donors.** If you can time your thank you note to judges after your Regional competition, you should thank them for their assistance as well as let them know which projects might be moving on to State. Keep this list of contacts for next year's judge recruitment!

- **Notify the Media.** Community newspapers may be interested in hearing about your event as well as those students who are moving on to the next level of competition.

- **Get Ready for the Next Level of Competition.** Provide your Regional qualifiers with information and registration materials so they can prepare for the next level of competition. Student are allowed and encouraged to improve their projects between competitions. Check with the History Day staff to see about Feedback Sessions, at which students can meet with History Day staff and discuss their work.
    - **Regional**: There are 13 Regional competitions in Minnesota. About 5,000 students participate in this level of competition.
    - **State**: State History Day takes place in late April or early May at the University of Minnesota Twin Cities in Minneapolis. About 1,200 students participate at State.
    - **National Contest:** The National Contest takes place at the University of Maryland in College Park. Minnesota will take about 60 students to the national contest, to join approximately 2,500 students from across the country and world.

Sample Materials

You'll find a variety of sample planning materials on the following pages. Pleas adapt these to fit your school event needs. Additional materials not included here can be found on the NHD website (www.nhd.org) by searching "evaluation forms."

- **Judging Instructions**
- **Comment Sheets/Evaluation Forms**

SAMPLE: SCHOOL EVENT PLANNING "TO-DO" LIST

Sample Planning Timeline for School Event Held in February

September/October

- Find out date for Regional contest
- Select a date for school event that won't rush Regional qualifiers
- Select timeframe for event (school day/afterschool)
- Reserve spaces and technology
- Notify parents and put event on school calendar

November/December

- Send out initial judge recruitment letter

January

- Continue judge recruitment
- Send invitation to parents, other teachers, administration
    - Include general event schedule (beginning, end times) as well as information on public viewing of projects
- Arrange for food. Contact donors or parents to help serve, if necessary
- Plan for awards and recognition for students
- Begin gathering information on numbers of projects in each category
    - You will submit this information on Enrollment Form
    - Begin to see how many rooms/judges you will need for event
- Confirm room reservations (based on estimated number of projects) and after-hours building access (if needed)
- Recruit student clubs to help with setup/takedown at event

Mid-January

- Complete "Enrollment Form" for History Day
- Get allotment numbers from History Day

About Two Weeks Before Event

- Final push for judge recruitment
- Create presentation schedule
    - Will you need a second round of judging in any category?
    - Assign judges to category/division
- Send home draft schedule and allow time for changes based on scheduling conflicts
- Send confirmation letter to judges. Include general information on History Day judging as well as logistics about the event
- Distribute papers and websites to judges in these categories in advance, if possible
- Create signage
- Print nametags, judge packet materials (comment sheets, theme sheet, sample questions, presentation schedule, scratch paper)
- Collect supplies (stopwatches, clipboards, pencils)
- Decide who will give the judge training

Immediately After School Event

- Provide parents information about Regional contest
- Return comment sheets to students
- Encourage students to improve projects
- Send "thank you" to judges, donors, student clubs, administrators

Before Registration Deadline

- Submit Regional registration forms

SAMPLE: 2014 JUDGE RECRUITMENT LETTER

Dear Friend of History and Education,

You are invited to be a judge at one of the Minnesota Historical Society's 2014 metro area National History Day events. These events are exciting opportunities to be a part of your local students' scholarship and creativity.

The National History Day (NHD) program was started in 1974 as a "science fair" for history, giving students a chance to become real historians. This year, students participating in NHD nationwide are researching topics based on the theme, "Leadership and Legacy in History." At the contests, students present their research in one of five categories: exhibits, performances, documentaries, websites, or papers.

Judges evaluate entries based on historical quality and effectiveness of presentation. Students selected to represent their schools compete at regional events and the top entries chosen by judges advance to the State History Day event at the University of Minnesota on Saturday, May 2, 2015.

History Day judging can be a one-time commitment or you may choose to volunteer on more than one day. Regional events are typically a four-to-five hour commitment. This timeframe includes an orientation to the judging process, the evaluation of students' research and presentation, and time to draft comments.

Judges have a profound impact by providing an opportunity for students to discuss their work and receive feedback from an outside resource. Volunteers also have a tremendous amount of fun in the process.

> *"Every time I judge History Day, I come away with the same conclusion—the future is in good hands."*
> - Don Hayes, Counselor, Rosemount Middle School

> *"My reasons for judging are selfish, really. Every time I judge, I learn a little more about historical events, people, and places. Every time I judge, the kids just 'wow' me with their passion for their topics. And every time I judge, it makes me a little more proud of the generations coming up who realize how history impacts us today. Plus, it's fun, you get a free T-shirt, and lunch!"*
> - Becky Tarbox, Executive Assistant, Famous Dave's

To volunteer, complete and return a registration form by February 20. Or, "sign up to judge" by visiting our website at http://www.mnhs.org/school/historyday/events/judgeinfo.htm. Your friends can volunteer with you — just pass along a copy of our form. About two weeks prior to your selected event(s) we will provide information about the judging process and the event(s) you have specified. Please contact me with questions.

Sincerely,

Sarah Aschbrenner
Program Coordinator
National History Day in Minnesota

HANDOUT: SAMPLE QUESTIONS FOR JUDGES

Begin by asking students an easier question that they may have already discussed with their teacher. This will build their confidence and make them more comfortable during their interview. Some examples of “icebreaker” questions are:

- Why did you choose this topic?
- Could you explain to me how your project relates to this year’s theme?
- What was your favorite primary source? Why?

Move on to more challenging questions that will prompt students to analyze their topics and relate them to broader themes in history. Examples of higher-level questions are:

- Did you find conflicting information in your sources? If so, how did you deal with this?
- When you were conducting research, what sources did you find the most valuable and why?
- How did your thesis evolve from the time that you started your research to the point when you actually started assembling your project?
- What improvements can you still make on your project?
- How did you find primary sources? Did using primary sources change any opinions you had about your topic?
- How do you think your topic influenced history?
- If the student has a topic in a content area in which you are familiar, then ask appropriate questions.

Judges are welcome to ask other relevant questions about the process or topic, which are not listed on this sheet!

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- Did you find conflicting information in your sources? If so, how did you deal with this?
- When you were conducting research, what sources did you find the most valuable and why?
- How did your thesis evolve from the time that you started your research to the point when you actually started assembling your project?
- What improvements can you still make on your project?
- How did you find primary sources? Did using primary sources change any opinions you had about your topic?
- How do you think your topic influenced history?
- If the student has a topic in a content area in which you are familiar, then ask appropriate questions.

Judges are welcome to ask other relevant questions about the process or topic, which are not listed on this sheet!

HANDOUT: THE HISTORY DAY JUDGING PROCESS

Greet

Take time to give a brief explanation of the judging process to the students and set them at ease. Exhibit judges can walk up to the next entry and shake hands with the students. Performance and documentary judges should call the next presentation up to your table. At this time you should request copies of the Process Paper and Annotated Bibliography packet so you can...

Read

You may not have time to completely read the entire packet, especially those with large bibliographies. Focus on the Annotated Bibliography and survey the sources used. Since you will keep one copy for your judging team, you will be able to refer back to the packet during your discussion session. When your team is done looking at the packet, it is time to...

View

Exhibit judges should read the text of the display. Remember, the students should not give you an oral presentation about their work. Performance and documentary judges should give the signal to begin and make sure that the students introduce themselves and the title of their presentation. As you view the entries you should make preliminary notes on your judging forms. You will be able to expand on these later. At the end of the presentation it is time to...

Question

Student answers to your questions do not weigh heavily in your overall evaluation of an entry. You should use this opportunity to allow students to share their understanding of their topic and how they presented it. Specific questions will come to mind as you view the entry, but other things to ask about include: How did they pick their topic? What was their most important source or discovery? What role did each group member play in the development of the entry? What was the most important thing they learned during their History Day experience? Do not offer suggestions for improvement at this time. You will be able to include these comments once you retire to the judging room and...

Discuss

All History Day results are determined by a consensus reached by each judging team. After you have viewed all of your entries you should return to the judging room to make your decisions. Each judge will make his or her own comments on the judging sheets. Column ratings do not need to be identical, but should be in the same range. The overall rating must be the same for each judge.

HANDOUT: HISTORY DAY JUDGING TIPS

Your job as a History Day judge is to evaluate student entries on the basis of historical quality and depth, demonstration of the relationship between topic and the theme, and effectiveness of presentation.

JUDGING RATINGS

Rather than using point ratings, History Day evaluates entries in relative terms of “Superior,” “Excellent,” “Good,” or “Needs Improcement.” There are no points assigned to the different evaluation columns. The aim is to remove the confusion related to assigning numerical scores to subjective decisions. Instead, the students can focus upon how the judges have identified the relative merits or areas for improvement of the entry. This should not disrupt the judging process; in fact, some people may find it simpler to judge without having to be concerned with point values. The judges are simply asked to rank their selections according to the criteria.

ORAL INTERACTION

At the end of each presentation you will have the opportunity to ask students questions about their entries. Use this opportunity to inquire about the decisions they made in developing their project, the roles of group members, their understanding of the subject and/or the theme, or any other topic that will help you evaluate their work. Try to avoid suggestive commentary when talking to students; instead, reflect those ideas in your written comments.

WRITTEN COMMENTS

The key to History Day judging is to provide positive, but critical, evaluations of each entry. Begin your comments with the most positive feature of the entry. Critical comments are best phrased as suggestions (e.g. “You may want to...,” “Did you consider...,” or “Other issues important to this topic are...”). Any constructive commentary is valuable for the students, but this is especially important for State Finalists who can change their entries using your suggestions.

You do not need to make detailed comments on your judging form at the time you evaluate an entry, but you should make enough notes about the primary strengths and weaknesses of an entry to allow you to evaluate it more completely later.

Final Checklist for a History Day Entry:

- Does this student’s work demonstrate historical research and scholarship?
- Does the student make a strong argument about their stated connection to the annual theme? (Remember that students’ views and understanding may differ from your own. Consider the strength of their points rather than their beliefs.)
- Is this student communicating his or her ideas in an organized and effective way?
- Has this student done careful and reasoned work?

HANDOUT: HISTORY DAY JUDGING INSTRUCTIONS

Thank you so much for serving as a History Day judge. You serve an important role in this educational process. Please review the following instructions carefully as they will assist you with the judging at a History Day event.

PURPOSE

The goal of History Day is to provide young learners with a positive learning experience regardless of whether they win a prize. We will ask you to select students who excel within listed criteria to advance to the next level of competition, but more important is your interaction with the students and the written feedback you provide. Maintaining a helpful, positive, and fair demeanor will ensure students walk away with the best possible experience.

JUDGING PROCESS

Begin by attending the judge orientation. There, you will be assigned to a team of two or three judges. You will receive a schedule of projects for evaluation.

As a judge, you become the face of the History Day experience for our young participants. It is important that the interview be positive and meaningful. Despite how you may feel about their overall success, History Day is likely the most difficult project they have completed. Please converse with students in a way that allows them to feel proud of the work they have done.

JUDGING STEPS

1) Introduce yourself (a smile and handshake go a long way!)
2) Request a copy of their paperwork (process paper and bibliography)
3) Skim the written materials and review the project
4) Ask the student(s) questions about their project/research/topic
5) Thank the student(s) and retain a copy of their paperwork for evaluation

THE INTERVIEW

Students may be extremely nervous. They are, however, very excited about the opportunity to talk with you. Please make sure you ask them at least three to five questions, or as many as time allows. You should discuss their research, the historical content, the process of development, and their finished product.

Appropriate questions:

- What was your most helpful source?
- How does this topic fit the theme?
- What was the most challenging part of your History Day experience?
- Is there anything you would like to tell us that we haven't asked about?

Inappropriate questions:

- Where do you go to school?
- How much money did you spend developing your project?
- Is this topic in line with your own religious/cultural beliefs?

Please keep in mind that this is a student interview. Participants should be given the opportunity to explain and clarify their work. This is NOT a project critique or a captive audience for your insights on the topic.

EVALUATION

Event coordinators will need to know which projects will be advancing to the next level of competition. As a judge team, begin your discussion with the projects you felt were strongest. Using the judging criteria, determine who should advance. Submit the requested forms that outline your contest results. Then, extend the evaluation process to all the projects in your judging set. Make sure that your overall ranking for the individual projects matches your judging partner(s)'.

HISTORICAL QUALITY (60%) This is the most important criterion in judging students' overall presentations. Students should have a central thesis that provides analysis and is supported with evidence. They need to consider different perspectives and the historical context. Students' depth and breadth of research is also measured here--they are to investigate both primary and secondary sources when available.

> **PRIMARY:** First-hand accounts of a given topic, which includes but is not limited to diaries, letters, documents, interviews with witnesses, artifacts, contemporaneous newspaper articles, photographs, and speeches. Quotes removed from their original context, photographs lacking interpretive value, and other excerpts in secondary sources are NOT considered primary.
>
> **SECONDARY:** Sources that use primary source materials and other research to analyze information and draw their own conclusions.

RELATIONSHIP TO THEME (20%) Students need to clearly state how their selected topic fits the theme. In addition, the theme should play a central role in the thesis.

CLARITY OF PRESENTATION (20%) Regardless of the students' presentation medium, clarity is a measurement of their ability to organize information and support their central thesis. While you should expect visual appeal, glamour is not as important as how effectively the information is communicated.

STUDENT FEEDBACK

The right column of the judging criteria form is a place for you to communicate your perceptions. Students need to hear both what they did well and what they can do to improve. Those advancing in the competition have the opportunity to revise their work. Participants not advancing need help understanding what they could have done differently and can apply your feedback to future projects.

Please note that these forms are given directly back to the students. Feedback should be phrased in a way that is both constructive and positive. A sample comment form will be available to assist you.

PROGRAM RULES

ALL CATEGORIES:

- Students are responsible for the research, design, and creation of their own entry.
- Students need to provide a process paper and annotated bibliography.
- Process paper is limited to 500 words and should outline the research and development process.
- Sources should be sorted into primary and secondary.
- Students should use MLA or Turabian citation styles.

EXHIBITS:

- Students are limited to no more than 500 student-composed words. This limit does not apply to quotes or other support materials not written by the students.
- Projects should not exceed 72"x40"x30" (traditional 3-paneled exhibits) or 30" in diameter (rotating or walk-around exhibits).

DOCUMENTARIES and PERFORMANCES

- Projects must fit within a 10-minute time frame.

WEBSITES

- 1,200 student compose words. No larger than 100 MB. Media clips total no more than four minutes.

SAMPLE: 2016 JUDGE ORIENTATION SCRIPT

Based on the Sam*ple Judge Orientation developed by National History Day for use at Regional and Affiliate contests.*

To Coordinators -- Before you develop your orientation, please review this and the accompanying PowerPoint very carefully. You are strongly encouraged to use this orientation as your guide, tweaking the logistical information. If you develop your own orientation, it is essential that you use the language provided here, particularly about contest rules. DO NOT paraphrase rules. Provide them in the exact language as appears in the Rule Book. Also, DO NOT add or subtract rules. It is imperative that all NHD contest participants, at all levels, are evaluated in accordance with the same rules and evaluation rubrics. Changes are not permitted for any reason.

Welcome

1. Thank you for supporting National History Day. Judging represents the capstone of the National History Day program. Many young people have engaged in months of research and preparation, and they are anxiously awaiting your evaluations. We very much appreciate your time and energy here today.

2. Before we get into the instructions about judging, let's go over the logistical details that you'll want to know about today.
    a. Your schedule is…
    b. Lunch/Dinner is available…
    c. When you are finished judging the entries in your category, please return to this room (or wherever) and…
    d. Restrooms are located…
    e. To reach me, here is my cell phone number…
    f. For general questions or for technical assistance, please ask anyone wearing a staff badge or…

General Instructions

1. The theme is "Exploration, Encounter, Exchange in History." The students have been very creative in choosing their topics. You must decide if they have adequately explained their topic's relationship to the theme and significance in history. In addition to providing basic information about their topics, the entries must draw conclusions about significance. Be open minded and allow the entry to convince you, if you are somewhat skeptical -- but make sure that the entry is convincing and the evidence is clear. Please note: students need to discuss both leadership and legacy elements in their projects. Again, their challenge is to explain their topic's relationship to the theme and significance in history.

2. You will be working on a team of two/three judges. One of the two/three judges has been designated as the team captain and is responsible for guiding the team in accomplishing the necessary tasks.

3. Please remember that your evaluations should be based on the quality of the work, and most importantly on the historical quality.

4. When considering your evaluation of "clarity of presentation," be careful to avoid being swayed by glitz. Your evaluation should be based on the clarity and appropriateness of the style of the entry for its particular category. Remember that the message is most important; the medium is not the message. Conversely, do expect a visually appealing presentation. But remember: this section is worth only 20% of the total evaluation. Be careful not to give "cute points." Historical quality and relationship to the theme are most important.

5. Please remember that you will be evaluating the work of young students. They may be nervous to discuss their work with a new person.

6. Your written comments are meaningful to students. Your comments on the evaluation sheets should include constructive criticism and positive remarks. Do not make negative comments. Be careful how you phrase your comments.

7. Do not lecture the students regarding their work. This is their day to be the experts.

8. Remember to discuss your evaluations with one another. You do not need to completely agree with one another but your evaluations must make sense as a whole.

10. Remember that all judges on a team must consider any rule infractions and factor such infractions into the final ranking. But there is a difference between minor and major infractions. You should not allow a minor rule infraction to determine the final ranking of the entry. The rules provide the parameters for the competition, but they, in and of themselves, are not the most important aspect of the contest.
    - Minor infractions such as an error on the title page should not take an entry out of contention. BUT, such infractions should be noted on the evaluation sheets so that they may be corrected before the entry moves on to the next level of competition.
    - Major rule infractions, such as size or time limit, should be considered in the final ranking. Talk to the event coordinator about these rule infractions – not the students!

11. Evaluation sheets: (Explain your process for collecting evaluation sheets and processing them.)

12. Remember that the Process Paper that students must provide in the performance, documentary, website, and exhibit categories must be a description of how the students went about the research and creation of the entry and concludes with an explanation of the topic's relationship to the theme. This should not be a research paper about the topic.

13. Attached to the process paper should be an annotated bibliography. Each annotation should explain how the work was used in producing the entry and the student's rationale for classifying each source as primary or secondary.

14. Interviews: After viewing the entry or reading the paper, you should ask questions of the students. The purpose is to clarify any concerns or questions you have, and to provide some interaction between the professional and student. Ask something of substance regarding the topic. Sample questions: Why did you choose this topic? How did you begin the research process? What was your most important source and why? On what, in particular, do you want us to focus?

15. Do not tell the students what their evaluations are or who the winners are. Save all evaluative comments for the deliberation time with your judging teammates. And be sure to hold that conversation well out of earshot of students, parents and teachers.

16. Do you have a final round of competition at your school event? If so, describe the process here.

17. For a smooth and efficient competition, it is essential that you keep to the time limit. If you have no-show entries, this is the procedure…

18. Absent group members: What is your policy on missing group members?

19. Please be aware at all times of your body language and comments. It is crucial that you behave the exact same way with every entry that you see. If you need a break in order to regain some energy, please take one. (Tell them what procedure, if any, that they need to follow when taking an unscheduled break.). If you don't care for a particular topic or if you are very excited about a topic, try not to let that show. Also, please turn off your cell phone, put it away and do not look at it during judging.

Category-Specific Instructions

1. **Performances**: A performance must be original (students cannot use something that is already written); performers should display stage presence, including clear and audible voices; costumes do not need to be authentic but should be simple and appropriate for the topic (wearing red and white for a performance on the Civil War is not a good idea); take into consideration nerves, forgotten lines, and audience applause or laughter when timing the performance.

2. **Documentaries**: A documentary should be a documentary, something you might see on PBS or HISTORY. It should not be simply a performance on videotape; students must run all equipment; a web site is not appropriate for this category. The room will be dark. Please stay awake!

3. **Exhibits**: An exhibit should be like a museum exhibit writ small; it should contain no more than 500 student composed words – but keep in mind that this 500 word limit does not include primary sources, newspaper articles, but does include timelines, captions, etc.); be careful to spend an equal amount of time with each student and exhibit.

4. **Papers**: Paper judges should have read their papers ahead of time; now they must interview the students.

5. **Web Sites**: Web site judges should have reviewed the web sites ahead of time; now they must interview the students.

9. In closing, please know how much I/we appreciate you for devoting your time and energy to this learning experience for students.

10. Thank them again!

SAMPLE: STUDENT PRESENTATION SCHEDULE

Category: Junior Individual Exhibit 1

Room: Gym
Judges: Alan R. and Katie S.

Time	Table #	Title - Students
4:00	1	Titanic – Jane R.
4:15	2	Jackie Robinson – Hannah L.
4:30	3	Women's Suffrage – Alice P.
4:45	4	The Right to Bear Arms – Bobbie M.
5:00		Break
5:15	6	Henry Ford and the Assembly Line – Jack P.
5:30	7	Abraham Lincoln – Mary L.
5:45	8	The Refrigerator – Mike R.

Category: Junior Individual Exhibit 2

Room: Gym
Judges: Mary T and Tim H.

Time	Table #	Title - Students
4:00	9	Prohibition – Rachael C.
4:15	10	The Minnesota Twins – Alex K.
4:30	11	The Sewing Machine – Barbara M.
4:45	12	Deer Hunting – Nick K.
5:00		Break
5:15	13	The Mexican Revolution – Ben C.
5:30	14	The Civil War – Kim T.
5:45	15	The American Revolution – Sara G.

Category: Junior Performances

Room: 320
Judges: Erica S. and John N.

Time	Category	Title - Students
4:00	Junior Individual	Civil War Hospitals – Amanda P.
4:20	Junior Individual	The CCC – Sarah K.
4:40	Junior Individual	The Progressive Era – Jen G.
5:00	Junior Individual	The X-Ray Machine – Harry M.
5:20		Break
5:40	Junior Group	Coco Chanel – Michele R. and Emma S.
6:00	Junior Group	The Television – Nick R. and Amanda L.

SAMPLE: SCHOOL EVENT RANKING FORM

Category: _____

1	Student(s): _____ Project Title: _____
2	Student(s): _____ Project Title: _____
3	Student(s): _____ Project Title: _____
4	Student(s): _____ Project Title: _____
5	Student(s): _____ Project Title: _____
6	Student(s): _____ Project Title: _____
7	Student(s): _____ Project Title: _____
8	Student(s): _____ Project Title: _____
9	Student(s): _____ Project Title: _____
10	Student(s): _____ Project Title: _____

SAMPLE: 2008 MEDIA/PRESS RELEASE

Media Contact:
Your Contact Information Here

Quick Facts:

- Event: South Central Regional History Day
- Date: [Event Date Here]
- Time: 9:00 a.m - 2:00 p.m.
- Place: Minnesota State University, Mankato, Student Union
- Cost: Free
- Call for more information: 651/503-9326

HISTORY DAY STUDENTS TO EXPLORE CONFLICT AND COMPROMISE IN HISTORY AT MINNESOTA STATE, MANKATO

MORE THAN 30,000 STUDENTS TO PARTICIPATE STATEWIDE IN 2008

History is not just for textbooks anymore. Through their work for History Day events, thousands of students throughout the state are delving into topics of their own choosing, relying on their own research and creativity to put a face on events of the past. History Day, sponsored locally by the history department at Minnesota State, is part of a statewide program co-sponsored by the Minnesota Historical Society and the University of Minnesota history department. Over 300 students from schools in South Central Minnesota will gather in the Minnesota State, Mankato student union to present their exhibits, documentaries, and performances at the regional History Day event on [Regional event date here].

History Day requires students to go beyond facts and dates to explore a historical topic analytically and in depth. In preparing a project about their findings, they learn skills used by exhibit designers, filmmakers, historic interpreters and scholars. The 2008 theme, “Conflict and Compromise in History,” is merely a starting point for students’ projects. There is an infinite variety of topics to choose — from the Civil War to the Crusades, students become the expert on local, national and world history topics.

Over the past 19 years, the History Day program in Minnesota has grown from 125 to more than 30,000 participants, according to state coordinator Tim Hoogland. “Students become more interested in history because they are not just covering something in their textbooks. Their research shows them that the key to history is discovering information about the past and how it still has meaning today,” Hoogland says.

The South Central History Day event involves students in grades 6 through 12 who attend public, private, charter and home schools in the region. Winners at the regional events will advance to State History Day on [State History Day Date] at the University of Minnesota. State winners are eligible to go on to the National History Day competition in Washington D.C. in June.

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