

Week 19

Quality Control

Today will be a work day for your students. They should be finishing up their projects by now, writing their process papers and creating their annotated bibliographies. The end is in sight!

Today also offers an opportunity for you to act as the “quality control” officer. Every year at National History Day contests there are projects with grievous errors and mistakes. One of your roles as the teacher is to point out errors such as spelling and grammar mistakes, factual errors, and neatness issues. Remember, those students who will be competing in a regional competition—or beyond—will be representing your school and classroom. Insist that they fix their mistakes before placing their project before the judges!

There is a checklist available for each type of project. You will find it on the flash drive. Provide each group or individual with a copy of the appropriate checklist and ask them to evaluate their project. This will identify what work remains to be completed.

Next week, students will be presenting their work. Remind them of upcoming deadlines.

NATIONAL HISTORY DAY

Documentary Checklist

General checklist for the project

- I/we have a **creative title** for my project.
- I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform In History"
I/we have a **clearly stated thesis** that unifies my project.
- I/we use both **primary and secondary source** material to support my thesis.
- I/we use a **broad amount of resources** instead of relying on one or two main sources.
- I/we have provided **historical context** for my topic.
- I/we have demonstrated the **overall significance** of my project in history.
- I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- I/we have presented **different points of view** in order to have balance.
- My/our project can **stand alone** for someone who has no idea about my topic.
- I/we have a **complete process paper**.
- I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

Specific checklist for a documentary

- The documentary meets the **time requirement** of ten minutes.
- The documentary **runs by itself** without and user input.
- The documentary is **visually appealing**, with clear and crisp images and video.
- The **images and video match the audio narration** and add to the support of the thesis.
- The **narration is all original**.
- The audio level is a **consistent and comfortable volume**.
- The **audio is clear** to the viewer.
- General **credits** are displayed at the end of the documentary.

Checklist for judging at regional competition

- I/we have four copies of our **title page, process paper and annotated bibliography**.
- I/we are prepared to **answer the judges' questions** about our project.

Read "Preparing Yourself for the Judging Process" from the NHD Curriculum Guide before the competition!

Exhibit Checklist

General checklist for the project

- I/we have a **creative title** for the project.
- I/we have demonstrated how the project relates to the theme of “Revolution, Reaction, Reform in History”
- I/we have a **clearly stated thesis** that unifies my project.
- I/we use a **broad amount of resources** instead of relying on one or two main sources.
- I/w have provided **historical context** for the topic.
- I/we have demonstrated the **overall significance** of the project in history.
- I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- I/we have presented **different points of view** in order to have balance.
- My/our project can **stand alone** for someone who has no idea about my topic.
- My/our project demonstrates **originality and creativity**.
- I/we have a **complete process paper**.
- I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources.

Specific checklist for an exhibit

- The exhibit meets the **size requirements** as stated in the rules—no larger than 40 inches wide, 30 inches deep, and 6 feet high.
- The exhibit meets the **word requirements** as stated in the rules—500 student composed words.
- If used, the **media device** follows the requirement of no longer than 3 minutes.
- The exhibit is **visually appealing**, with clear and crisp images.
- The **title** is clear and visible
- The **subtopics** are obvious and organized.
- All **text** is readable and consistent in size and font.
- There are a **wide variety** of visual materials.

Checklist for judging at regional competition

- I/we have four copies of our title page, process paper and annotated bibliography.
- I/we are prepared to answer the judges questions about our project.

Read “Preparing Yourself for the Judging Process” from the NHD Curriculum Guide before the competition.



NATIONAL HISTORY DAY

Paper Checklist



General checklist for the project

- I/we have a **creative title** for my project.
- I/we have demonstrated how my project relates to the **theme** of “Revolution, Reaction, Reform In History”
I/we have a **clearly stated thesis** that unifies my project.
- I/we use both **primary and secondary source** material to support my thesis.
- I/we use a **broad amount of resources** instead of relying on one or two main sources.
- I/we have provided **historical context** for my topic.
- I/we have demonstrated the **overall significance** of my project in history.
- I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- I/we have presented **different points of view** in order to have balance.
- My/our project can **stand alone** for someone who has no idea about my topic.
- My/our project demonstrates **originality and creativity**.
- I/we have a **complete process paper**.
- I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

Specific checklist for a paper

- The paper meets the **word requirement** as stated in the rules – between 1,500 and 2,500 words, not including notes, bibliography, annotations, or supplemental material.
- The paper is **properly cited** using MLA style.
- The paper is **typed** on plain white paper with 1 inch margins and written in 12 point font.
- The paper is **clearly organized** and follows a logical progression.

Checklist for judging at regional competition

- I/we have four copies of our **title page, process paper and annotated bibliography**.
- I/we are prepared to **answer the judges’ questions** about our project.

Read “*Preparing Yourself for the Judging Process*” from the NHD Curriculum Guide before the competition!



NATIONAL HISTORY DAY

Performance Checklist



General checklist for the project

- I/we have a **creative title** for my project.
- I/we have demonstrated how my project **relates to the theme** of "Revolution, Reaction, Reform in History"
I/we have a **clearly stated thesis** that unifies my project.
- I/we use both **primary and secondary source** material to support my thesis.
- I/we use a **broad amount of resources** instead of relying on one or two main sources.
- I/we have provided **historical context** for my topic.
- I/we have demonstrated the **overall significance** of my project in history.
- I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- I/we have presented **different points of view** in order to have balance.
- My/our project can **stand alone** for someone who has no idea about my topic.
- My/our project demonstrates **originality and creativity**.
- I/we have a **complete process paper**.
- I/we have an **annotated bibliography** with resources listed in proper form and divided in to primary and secondary sources.

Specific checklist for a performance

- The performance meets the **time requirement** as stated in the rules - no longer than 10 minutes
- All **props and equipment** are supplied and run by the students.
- The props can be **set up** in five minutes and **taken down** in five minutes.
- The performance is **rehearsed and memorized**.
- The performance is **acted** and not simply spoken.

Checklist for judging at regional competition

- I/we have four copies of our **title page, process paper and annotated bibliography**.
- I/we are prepared to **answer the judges' questions** about our project.

Read "*Preparing Yourself for the Judging Process*" from the NHD Curriculum Guide before the competition!

General checklist for the project

- I/we have a **creative title** for the project.
- I/we have demonstrated how the project **relates to the theme** of “Revolution, Reaction, Reform in History”
- I/we have a **clearly stated thesis** that unifies my project.
- I/we use a **broad amount of resources** instead of relying on one or two main sources.
- I/w have provided **historical context** for the topic.
- I/we have demonstrated the **overall significance** of the project in history.
- I/we have **analyzed and interpreted evidence** instead of regurgitating facts.
- I/we have presented **different points of view** in order to have balance.
- My/our project can **stand alone** for someone who has no idea about my topic.
- My/our project demonstrates **originality and creativity**.
- I/we have a **complete process paper** integrated into my website.
- I/we have an **annotated bibliography** with resources listed in proper form and divided into primary and secondary sources integrated into my website.

Specific checklist for a website

- The website meets the memory requirement of no more than 100 MB.
- The website is published on Weebly, and the URL has been submitted.
- The exhibit meets the **word requirements** as stated in the rules—no more than 1200 student composed words.
- Multimedia clips are no more than **45 seconds long**.
- The website is **visually appealing**, with clear and crisp images and video.
- The **title** is clear and visible, and the home page contains the names of the students, the category of the entry, and the title of the entry.
- The websites links function successfully on two different computers.
- The website actively involves the user.

Checklist for judging at regional competition

- My/our process paper and annotated bibliography have been integrated into the project.
- I/we are prepared to answer the judges questions about our project.
- I/we are prepared to give the judges a tour of our website.

Read “Preparing Yourself for the Judging Process” from the NHD Curriculum Guide before the competition.

Week 20

Preparing for Competition

Today is the day your students will showcase their National History Day projects! They have worked hard on their projects, so today is a day to celebrate their success. There are many options for organizing this event.

1. Classroom Showcase:

In this option, students will share the work they have done with the rest of their class. Provide your class with the handout of sample judges questions found on the flash drive. As each group presents their work, allow other class members to ask questions as if they were an NHD judge. This will be especially helpful for any students who are going to compete in a regional contest. Allow students to give constructive criticism and feedback to each presenter.

2. School Showcase:

Find a place in your school where you can display your class' projects. Keep in mind the need for computer or video equipment for websites or documentaries. Your media center might be a great option. Also keep in mind the need for student projects to be safe from vandalism (especially those planning to compete at a regional contest). If possible, allow your students to stand with their projects while other classes or guests come view the projects. Encourage the viewers to ask questions and offer feedback.

3. School competition:

In some cases, your region may limit the number of entries that can be submitted in each category. Communicate with your contest coordinator to find out if this is the case in your region. You might find it necessary to host a local contest prior to the regional event. If you choose to hold a local contest, invite parents, community members, school board members, administrators, etc. to act as the judging panel. Make the local event as much like the regional event as possible (this will be to the student's advantage when they compete at the next level.) Create a judging schedule and divide your judges into teams. Allow the students to be interviewed by the judges, and have the judges fill out judging forms (samples are included).

While this can be a bit disruptive to the school day, it builds excitement for the regional contest. Those who win the chance to compete do have an advantage when they come to the actual competition because they have been through the judging process before. If you wish, you could even have an awards assembly to recognize those students who will be representing your school.

Evaluating the projects:

As the teacher, you should evaluate the work that each student has completed. On the flash drive, you will find a folder named "Evaluation Materials". Here you will find some items to help with that process. There is also a self-evaluation worksheet for students. In addition, if your students participated in the online "Pre-assessment" back in Workshop 5, please see the "Post-Assessment" information in the "Evaluation Materials" folder.

Thank you for using National History Day in your classroom this year. Good Luck to you and your students!

National History Day QUESTIONS JUDGES MIGHT ASK

The purpose of the interview is to allow the judges to get to know the student(s) and learn a little more about what went into the development of the History Day entries. Information presented by the students during the interviews is not included in the evaluation and ranking of entries. The entry itself is all that is evaluated for ranking.

Teachers should prepare their students for the interview. Help them to be comfortable with the prospect of talking with judges and practice with them. The following list is of sample questions. They are not inclusive of the questions that judges might ask during the interview

Questions for all entry types (from *A Guide to Historical Research Through the National History Day Program*):

1. What was your most important source, and why?
2. What is the most important point you are trying to convey about your topic?
3. What is the most important thing you learned from completing this entry?
4. Why did you pick this topic? What gave you the idea to do this topic?
5. As you did your research, what surprised you the most about this topic?
6. What did you find most difficult about doing the research for this entry?
7. How did your primary sources help you understand this topic?
8. How did you come up with the script or design for your entry?
9. Why did _____ (the person or people who are the subject of the entry) get involved in _____ (whatever they got involved in)?
10. If you researched an individual, what were the biggest obstacles faced by this person?
11. If you researched an event, what were the most important factors that caused this event to occur?
12. What were the most important consequences of this _____ (event or person's actions)?
13. Why is this topic significant in history?

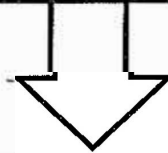
The final question all students should be prepared to answer:

- Is there anything you weren't asked that you would like to talk about?

HOW NATIONAL HISTORY DAYS IN NEW MEXICO WORK

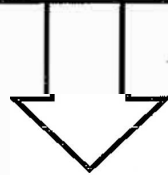
LOCAL OR SCHOOL CONTEST

YOUR SCHOOL MAY HOST A CONTEST TO DETERMINE WHICH PROJECTS WILL COMPETE IN NM NHD. THE NUMBER OF PROJECTS THAT WILL ADVANCE IS DETERMINED BY YOUR REGIONAL DIRECTOR.



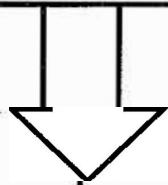
REGIONAL CONTEST

NEW MEXICO IS DIVIDED INTO 3 REGIONS. EACH REGION HOLDS A COMPETITION IN THE SPRING. 1ST, 2ND, AND 3RD PLACE IN EACH CATEGORY WILL ADVANCE TO THE STATE COMPETITION.
CONTACT YOUR REGIONAL COORDINATOR FOR DETAILS.



STATE CONTEST

THE UNIVERSITY OF NEW MEXICO HOSTS THE STATE COMPETITION EACH YEAR IN APRIL. STUDENTS WHO HAVE QUALIFIED AT THE REGIONAL LEVEL CAN COMPETE. 1ST PLACE AND 2ND PLACE IN EACH CATEGORY ADVANCE TO NATIONALS.



NATIONAL CONTEST

THE NATIONAL HISTORY DAY COMPETITION CONCLUDES WITH THE NATIONAL CONTEST, HELD EACH JUNE ON THE CAMPUS OF THE UNIVERSITY OF MARYLAND—COLLEGE PARK. CASH PRIZES AND OTHER AWARDS ARE GIVEN TO THE NATION'S BEST HISTORY PROJECTS.

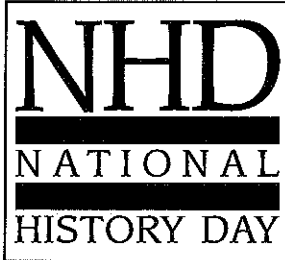
FROM THE TRENCHES

Advice from an NHD veteran

The following bits of advice are offered by a student who competed in National History Day for seven years. She's been there...

- ✓ Prepare the night before...Make sure everything you need is gathered ahead of time in one central location. Don't forget computer equipment, costumes/props, process paper/bibliography copies, all elements of your exhibit, etc. This will make the morning of the contest less stressful.
- ✓ Get a good night's sleep...You will enjoy the competition much more if you haven't been up until all hours the night before.
- ✓ Come early...Check in can be stressful, especially for first-time competitors. Make sure you have ample time for navigation, set-up, and mental preparation.
- ✓ Have a game plan...If your project is an exhibit, paper, or website, you could end up with a lot of free time on your hands. Figure out a place to hang out until awards, a place to eat lunch, and bring something to do, like a book to read or a video game.
- ✓ Know thy enemy...Especially if you or someone with your group is competing in the documentary, exhibit, or performance categories. Go see a few entries when they are open to the public. Not only will you see what others have done, you might get ideas to improve your project if you move on to the next level, or gain some inspiration for next year.
- ✓ Practice makes perfect...On the way to the competition, practice with the sample judges' interview questions, and come up with a few of your own questions that might be asked about your project specifically. The more standard answers you have to standard questions, the more confident you'll be in your ability to think quickly and sound knowledgeable. There is nothing worse than having to tell a judge, "I don't know." If you truly don't know the answer, be prepared to admit you haven't come across it in your research.

- ✓ Bond...This doesn't just apply to group entries. History Day is about having fun, not stressing out. Talk your chaperone into a pre-judging Starbucks run, or go see a movie together after your interview times. Plan a fun lunch or an activity near the contest. At State especially, there is lots to do downtown, and sometimes you can get free museum tickets.
- ✓ Keep in touch...Make sure everyone has a cell phone, or travel in twos or threes so nobody is out of contact. Be sure all phone numbers are saved in everyone's phone (especially the chaperone's) in case someone gets separated from the herd. **BUT REMEMBER TO TURN THOSE PHONES OFF BEFORE JUDGING!**
- ✓ Keep it together...You may be walking a long way with your project, so pack it in a way that is convenient for carrying. Have a carrying case for all electronics, marked with a luggage tag with contact information for the owner. (If it is school equipment, put the information of the person in charge). Make sure all students gather backpacks, purses, cell phones, jackets, etc. when leaving an area.
- ✓ Have a plan B...Make sure all technology has a back-up plan. While documentaries need to be on a DVD, bring a back-up copy, or upload your documentary to YouTube, along with extra DVD's, in case you need to burn another copy. Be sure to have supplies handy for quick repairs to exhibit boards, costumes, props, etc. Anticipate the problems and equip yourself accordingly.
- ✓ History Day is what you make it...You have a choice. You can see NHD as a class assignment, or you can see it as a fun way to do something with a group of friends, and learn a little something along the way. The people who do the best at NHD are those who have fun with NHD. That attitude might even lead you to Nationals!



DOCUMENTARY

JUDGING CRITERIA <i>(Judging criteria are explained in the Rule Book)</i>	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

COMMENTS

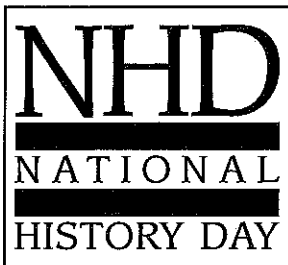
- Strengths
- Areas for Improvement

Historical Quality (60%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				

Relation to Theme (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				

Clarity of Presentation (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Presentation, written material is original, clear, appropriate, organized and articulate				
• Entry is organized, visual impact is appropriate to topic				

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		



JUDGING CRITERIA <small>(Judging criteria are explained in the <i>Rule Book</i>)</small>	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

COMMENTS

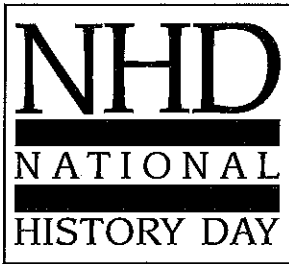
- Strengths
- Areas for Improvement

Historical Quality (60%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				

Relation to Theme (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				

Clarity of Presentation (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Exhibit, written material is original, clear, appropriate and organized				
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				

Rules Compliance	Yes	No
• Maintains size requirement (40" x 30" x 72")		
• Media device maintains time limit (3 minutes)		
• Maintains word limit (500 words)		
• Includes annotated bibliography		
• Other		



JUDGING CRITERIA <i>(Judging criteria are explained in the Rule Book)</i>	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

COMMENTS

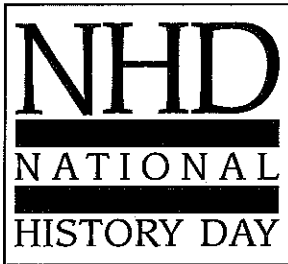
- Strengths
- Areas for Improvement

Historical Quality (60%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				

Relation to Theme (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				

Clarity of Presentation (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Paper is original, clear, appropriate, organized and well-presented				
• Text is clear, grammatical and spelling is correct; entry is neatly prepared				

Rules Compliance	Yes	No
• Maintains length requirement (1500-2500 words)		
• Includes annotated bibliography		
• Other		



PERFORMANCE

JUDGING CRITERIA <small>(Judging criteria are explained in the <i>Rule Book</i>)</small>	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

COMMENTS

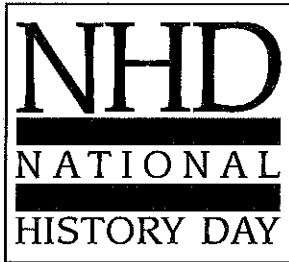
- Strengths
- Areas for Improvement

Historical Quality (60%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				

Relation to Theme (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				

Clarity of Presentation (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Presentation, written material is original, clear, appropriate, organized and articulate				
• Performers show good stage presence; props and costumes are historically accurate				

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)		
• Includes annotated bibliography		
• All equipment student-run		
• Other		



WEB SITE

JUDGING CRITERIA <i>(Judging criteria are explained in the Rule Book)</i>	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

COMMENTS

- Strengths
- Areas for Improvement

Historical Quality (60%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Entry is historically accurate				
• Shows analysis and interpretation				
• Places topic in historical context				
• Shows wide research				
• Uses available primary sources				
• Research is balanced				

Relation to Theme (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Clearly relates topic to theme				
• Demonstrates significance of topic in history and draws conclusions				

Clarity of Presentation (20%)	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
• Web site, written material is original, clear, appropriate, organized and articulate				
• Web site has visual impact, uses multi-media effectively and actively involves viewer				

Rules Compliance	Yes	No
• Maintains word limit (1200 words)		
• Maintains size limit (100 MB)		
• Multimedia clips maintain time limit (45 seconds)		
• Includes annotated bibliography		
• Other		

Evaluation Materials

This folder will provide you with several evaluation tools to assess the success of National History Day in your classroom.

Sample Teacher Rubric:

On the flash drive you will find a sample rubric for evaluating the projects your students have created. You may also create your own based on the needs of your classroom.

Student Self-Evaluation:

Students should take a few minutes to reflect on their National History Day experience. This should be done after those students who are competing have completed their regional competition. There is a worksheet on the flash drive for this purpose.

Source Identification Post-assessment:

If your students have not already done so, they should complete the Source Identification Post-assessment. If they completed the Pre-assessment as part of the online study, they should also complete the Post-assessment online. The link to this assessment can be found here: [Online Post-assessment](#). As before, the results from your class will be sent to you. If you did not participate in the online Pre-assessment, please use the assessment that is found on the flash drive.

Source Identification Post-Assessment

Name _____

Have you participated in National History Day before?

- Yes
- No

If you have participated in NHD before, how many years?

Choose the best answer for each question.

1. Which choice best defines a “primary source”?

- The first source used when researching a topic.
- The source used most often when researching a topic.
- A source that provides first hand information about a topic.

2. Which of the following is a primary source? (Mark all that apply)

- A letter from George Washington to Thomas Jefferson.
- A newspaper article about the Battle of Gettysburg, written on the 150th anniversary of the battle.
- A Wikipedia article about the Black Plague.
- Video footage of Allied troops landing on Normandy Beach in WWII.
- A biography of Benjamin Franklin.
- A recording of the “I Have a Dream” speech.

3. Which choice best defines a “secondary source”?

- A source written later that analyzes and interprets the topic you are researching.
- Any source that only provides a little bit of information.
- All internet resources.

4. Which of the following is a secondary source? (Mark all that apply)

- An autobiography of Martin Luther King, Jr.
- A chapter in your text book about the bombing of Pearl Harbor.
- An interview with a college professor about the Woman’s Suffrage movement.
- A political cartoon about WWII by Dr. Seuss, published in 1943.
- A book about the history of Major League Baseball.

5. Are any of the following not considered either a primary or secondary source?

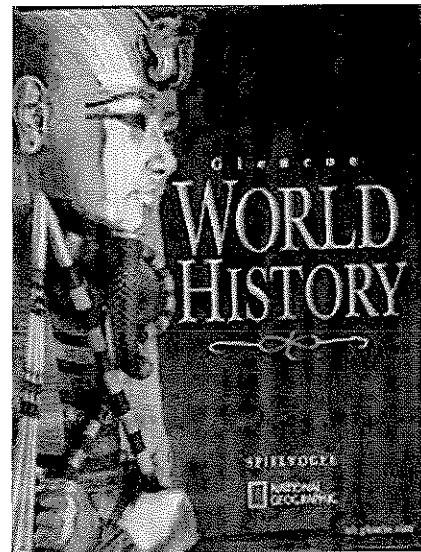
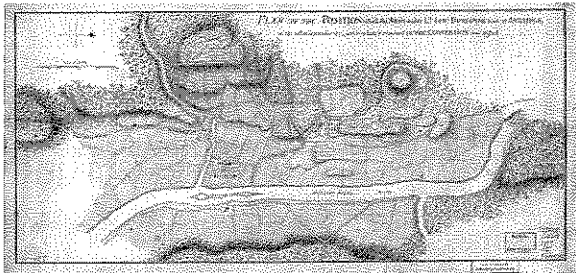
- A chapter in your history book about the Civil War.
- A Google images search for a picture of Woodstock.
- A receipt book showing slave sales.
- A biography of Lincoln written in 1995.
- Uncle Tom’s Cabin by Harriet Beecher Stowe.
- A Wikipedia article about the Industrial Revolution.

Write "Primary" under any source you think is primary sources.
 Write "Secondary" by those you think are secondary sources.

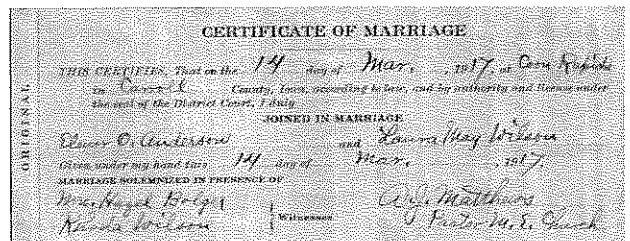
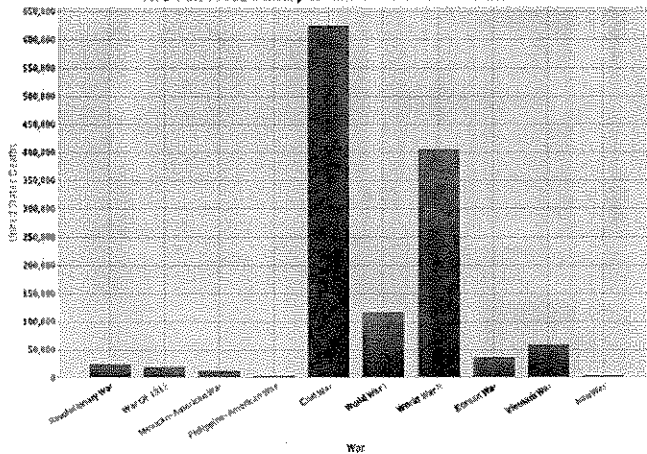
The Gettysburg Address

Four Score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in this Great Civil War to test whether this nation, or any nation so conceived and so dedicated can long endure.



The Ten Most Deadly Wars For The United States



In your own words, describe the difference between a primary source and a secondary source. Give one example of each that you used in your National History Day research.

FINAL EVALUATION RUBRIC

NAME _____ TEACHER _____

<p>HISTORICAL QUALITY</p> <ul style="list-style-type: none"> € Project is historically accurate. € The topic is placed in historical context. € Demonstrated why the project is relevant to history. € The project addresses the impact the topic had on history. 	<p>EVALUATION _____ /30 TEACHER COMMENTS:</p>
<p>RESEARCH AND EVALUATION</p> <ul style="list-style-type: none"> € Used a wide variety of primary and secondary sources. Maintained records of research and sources throughout project. € Have a completed an annotated bibliography and process paper. € Research is balanced, looking at more than one perspective. 	<p>EVALUATION _____ /30 TEACHER COMMENTS:</p>
<p>CLARITY OF PRESENTATION</p> <ul style="list-style-type: none"> € Written materials are free of grammatical and spelling errors. € The project is well designed and information is well organized. € The student(s) is able to speak clearly and knowledgably about the subject. € The student(s) can answer questions about the subject. € The project is neatly created and maintains the viewer's interest. 	<p>EVALUATION _____ /20 TEACHER COMMENTS:</p>
<p>RULES COMPLIANCE/ RELATIONSHIP TO THEME</p> <ul style="list-style-type: none"> € The project shows a strong relationship to the NHD theme. € The project meets the requirement set forth in the NHD Rule Book. 	<p>EVALUATION _____ /10 TEACHER COMMENTS:</p>
<p>STUDENT PROCESS</p> <ul style="list-style-type: none"> € On task behavior during the creation of the project. € Made revisions and improvements when suggested. € Committed to project/group. € Met deadlines throughout the project. € Wise use of resources such as technology, art supplies and work space. 	<p>EVALUATION _____ /10 TEACHER COMMENTS:</p>
<p>FINAL COMMENTS:</p>	<p>EVALUATION _____ /100</p>

STUDENT EVALUATION OF HISTORY DAY PROJECT

1. Describe or list several key points you learned about your topic. Did you receive enough assistance in learning about your topic?

2. What research skills and historical thinking skills did you learn through History Day? Did you receive enough assistance in learning these skills?

3. What personal skills (e.g., communication skills, attitude, etc.) did you have to use during this process? Could the teacher have assisted you better in these areas?

4. What was your favorite part of the History Day process? Why? Could the teacher have made it even better?

5. What was your least favorite part of the History Day process? Why? How could the teacher have made this part better for you?

6. What suggestions do you have for your teacher(s) to make History Day an even better experience for next year's students?

RESEARCH PROJECT SELF-ASSESSMENT

Name: _____

1. During the process of researching I felt I... _____

2. I feel I am an expert on my topic. YES NO

Explain _____

3. My final project turned out... _____

4. Some things I learned while working on this project include: _____

5. Some things I need to improve on next time I do a major project include: _____

6. The most fun thing about the project was... _____

7. I was able to balance this project with my other responsibilities. YES NO

(List your grades in all your classes for 1st and 2nd quarter and answer the question)

