# national history day MN

# INTRODUCING NATIONAL HISTORY DAY 2019

Almost everything you need to know to get started on your History Day adventure!

_____

Your name here!

MINNESOTA HISTORICAL SOCIETY

COLLEGE OF LIBERAL ARTS
UNIVERSITY OF MINNESOTA

# TABLE OF CONTENTS

Your History Day adventure is divided into three parts: **Research, Analysis,** and **Presentation.**

## Research

Research is the most important part of creating a History Day entry.

## Presentation

Once you have completed your research you need to design an effective entry for your category.

## Analysis

Once you've located your materials, it's time to figure out what it all means.

### Questions?
More information about National History Day in Minnesota for students, parents, and teachers is available on our website. Contact us anytime! http://education.mnhs.org/historyday/

## The Annual History Day Theme

Each year National History Day picks a theme. Every student who participates in History Day has to choose a topic connected to this theme. Themes are designed to be very broad. You can pick topics connected to local, state, national, or world history. **Why do we need a theme?** The theme unites all History Day students around the country and world. The annual theme will also help you to see the connections between your topic and bigger issues in history. Your History Day project will be about more than dates and facts. It will be about the historical significance of your topic.

## 2019: Triumph & Tragedy in History

Many people will think of topics related to war and politics after hearing about this year's National History Day theme. With a little more creativity, you can connect far more topics to this year's theme.

**Start with the definitions.** There are a few ways you can think of each theme word.
- **Triumph**: A <u>victory</u> or conquest by or as if by military force, or a <u>notable</u> <u>success</u>
- **Tragedy**: A disastrous event

With these definitions in mind, think about an area of history that interests you. Art? Politics? Agriculture? Medicine? Local History? Protest? Social issues? It's important that you are interested in your topic.

### Things to Consider
- **Point of View:** Think about multiple points of view when researching your topic. One person's triumph may be another's tragedy. One group may feel that an event is both a triumph and a tragedy.
- **Human Responsibility:** Unless your topic is completely natural, the triumph and tragedy in your topic were caused by the actions of people. You need to ask questions about who and why.
- **Use Caution**: Both natural and manmade tragedies are likely to bring up some of the darker events in history. Get the advice of teachers or family members when picking a topic. You may need their help as you research challenging issues in history.

### The Big Questions
We think that many students will have a few common questions about this year's theme.
- **Does my topic need both triumph AND tragedy?** You may focus on triumph or tragedy for your project. If a topic includes both ideas, however, you need to talk about both in your project. If you discuss both ideas, they do not need to be equal. One idea may be more important to your topic.

- **Where should I talk about my theme connection in my project?** There's no magic formula for success with this year's theme. The theme is flexible and can connect to any triumph or tragedy that had a significant impact in history. You should try to include triumph or tragedy in your thesis statement.
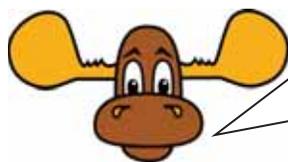
Take a look at either the theme sheet from Minnesota History Day or from National History Day for more information on the theme and topic ideas!

education.mnhs.org/historyday/

# SELECTING A TOPIC

The key to an effective History Day entry is the combination of a good topic with good research. Here are some characteristics to think about in selecting a topic for History Day this year.

- **Make sure it fits the theme**. Your topic needs to have a connection to the History Day theme. You may need to do some preliminary research to figure this out.
- **You are interested in this topic.** You will be spending a lot of time researching. It helps if you are interested and want to learn more. If you're working in a group, all members should agree on the topic.
- **There is research out there about your topic**. Do some preliminary searching to figure out if there are a variety of primary and secondary sources you can find about your topic.
- **Your topic has significance.** In a successful History Day project, you need to be able to make an argument about how your topic was important in history. This doesn't mean you need a world-famous topic. Even local history topics had an impact in history.
- **Your topic is historic.** If you select a topic that's too recent, you're going to have a hard time discussing your topic's long-term significance in history. Selecting a topic that took place at least 20 years in the past will help to ensure you're not focusing on current events.
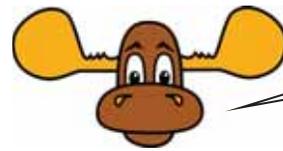
Like your topic. You will be spending a lot of time with it!

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## WORKSHEET: TOPIC BRAINSTORM

A good way to choose a topic is to start with a general area of history you find interesting. This might be something you read about in your textbook or something related to family history. Using the chart below, brainstorm one topic in each category that fits this year's theme, **Triumph and Tragedy in History**.

| Politics | The Environment |
|---|---|
| Topic Idea: | Topic Idea: |

| Civil Rights | Social Issues |
|---|---|
| Topic Idea: | Topic Idea: |

| Military History | Religion |
|---|---|
| Topic Idea: | Topic Idea: |

| Science & Technology | Education |
|---|---|
| Topic Idea: | Topic Idea: |

| Business | Arts, Music & Culture |
|---|---|
| Topic Idea: | Topic Idea: |

# NARROWING YOUR TOPIC

Once you know your interest, the next step is to narrow your general ideas into a more focused topic. **Why?** History Day projects aren't huge. If you pick a topic that's too big, you're not going to have enough space or time to include all the information you want in your project.

Consider this example. Your group is interested in **racial equality movements**, but realizes that this topic needs to be narrowed down. Because it is an election year you decide to research "**U.S. Civil Rights Movement.**" However, this topic is still too broad. You have not defined the "where" and "when" for your study.

| | |
|---|---|
| **Theme** ——————→ | Triumph and Tragedy in History |
| **General Interest** ——————→ | Racial Equality |
| **Broad Topic** ——————→ | U.S. Civil Rights Movement |
| **Narrow Topic** ——————→ | Montgomery Bus Boycott |
| **Thesis** ——————→ | Research Questions |

At this point one of your group members decided it would be best to focus on Martin Luther King Jr.'s involvement in civil rights in the United States.

After doing some research, you read about his work to fight segregation in Birmingham, Alabama. This would be a great, narrow topic to focus on for History Day!
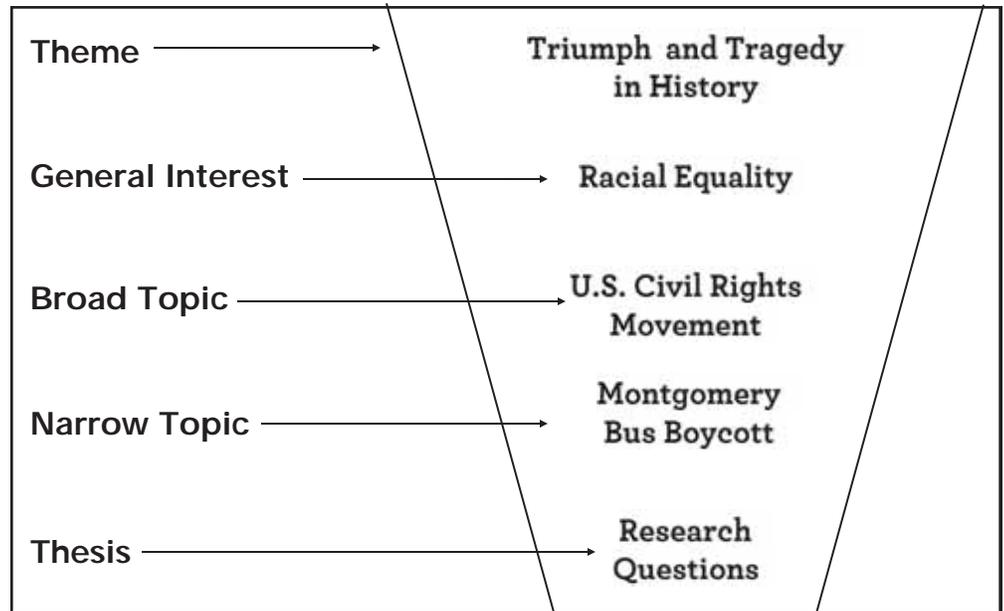
Your narrowing won't stop there. As you dig into this topic you will come up with **research questions**. What was happening in Birmingham? What sort of opposition did they face? How did their actions change history?

## WORKSHEET: THE TOPIC NARROWING FUNNEL
Using the funnels below, try narrowing down two of your general interests into more focused topics.

Triumph and Tragedy in History

_____

_____

_____

_____

Triumph and Tragedy in History

_____

_____

_____

_____

# FINDING INFORMATION

## Research Strategy
As you start to gather information it is important to have a **research strategy**. Your strategy has two parts:

1. Finding sources of information
2. Keeping track of notes and sources

### Where should I start?
The best place to begin your search for sources on your topic is in your school or local library. An encyclopedia is a good place to find basic information about your topic. Searching the Internet may also lead to some primary and secondary sources. It is important to find other sources of information and not depend only on encyclopedias and the Internet.
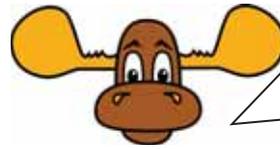
Books containing footnotes or a bibliography can provide you with listings of many other sources that the author used for their research, both primary and secondary, relating to your topic.

### How can I find more sources?
Once you have collected the basic information and sources on your topic, you may want to try to locate some unique sources. Consider looking for primary sources and more scholarly secondary sources at:

- **Municipal, County, or College Libraries:** These libraries have more resources than school libraries. They are especially helpful because they have primary sources, such as old newspapers.
- **Historical Societies:** If your topic is on Minnesota history, a historical society may be helpful. State and local historical societies specialize in collecting information about Minnesota. Some historical societies and archives also have specialized collections that relate to national topics.
- **Interviews:** If people connected to your topic are still living, you can conduct oral history interviews with them. Contact your interview subject to set up a time and place to meet. Write your questions in advance and be prepared to take notes or record the interview. If you cannot meet in person you can send them questions in the mail, by e-mail or over the phone. Make sure to remember to send a thank you note to them afterwards!
- **Talk To a Librarian:** One of the best resources for finding information on your topic is a librarian or media specialist. These people are professional information-gatherers and are helpful in answering your research questions.

## Using the Internet for History Day Research
The Internet is an extraordinary resource for research of all kinds, but it is not the answer to all your History Day research challenges. **What the Internet can do for you...**
- Along with reference books at your school library, the Internet is a great place to start your research. Find basic information about your topic or even figure out ways to narrow a topic.
- The Internet can even make your research trips to libraries more efficient! You can save valuable research time at the library by finding the library's available resources before you go.
- There are a growing number of sites that provide web access to primary sources. Once you narrow your topic, check to see if there are any primary sources available online.

### Caution! Caution! Caution!
- Beware of questionable Internet sites. Remember, anyone can post information on the web! A site hosted by the Library of Congress is more likely to have accurate information than a site hosted by "Jane the Civil War buff." Think about the credibility of Internet sites just as you would other types of sources.
- Only a small percentage of source material is available on the Internet. Online research should be done in combination with more traditional historical research, not instead of it.
- Often students complain that they are finding the same information on each website they visit. Books often offer a deeper level of analysis than websites. Going offline can broaden your understanding of your topic.

# PRIMARY & 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

### 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

# STAYING ORGANIZED

Information is only valuable if you can record it and use it later. One of the best ways to organize your research is to use note cards. Use one set of cards to record **notes and quotes** that you find in your sources. Use another set of cards to record the information about your sources that you will need for your **annotated bibliography**. Here are examples of index cards for a bibliographic entry and research notes about a women's rights crusader from Minnesota named Clara Ueland.



Bibliography        Secondary Source        Book

Gilman, Rhoda R.        Northern Lights: The Story of Minnesota's Past.
    St. Paul: Minnesota Historical Society Press, 1989.

This book contained a profile of Clara Ueland and her efforts to win voting rights for women. It also described the history of the suffrage movement in Minnesota. Illustrations in this book included a picture of Clara Ueland, a suffrage poster, and a picture of women voting for the first time in 1920.

Important Pages: 171-175

**Bibliography Cards** track the sources you used. Fill these out as you use each source. It will make your life easier when you go to create your bibliography later.

**Note Cards** track your notes, ideas, and quotes.



Clara Ueland's early career and suffrage ideas        Gilman, P. 172

Clara Hampson Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

"For years women had said that it was only fair for them to help to make the laws that they had to obey." (Gilman)

As president of the Minnesota Woman Suffrage Association in 1914, Clara Ueland declared that, "Mothers, from the beginning, have been the force that makes for better homes and higher civilization. This concern for home should be expressed in government." (Clara Ueland)

# 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.

## WORKSHEET: WRITING RESEARCH QUESTIONS

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

| Part of Project | Sample: Rosa Parks | Your Topic |
|---|---|---|
| **Long Before**<br>• What outside people, ideas or events were going on to influence your topic?<br>• What other information does your viewer need to know to understand the background of your topic? | What was going on in the Civil Rights Movement at the time? How were African Americans treated? | |
| **Right Before**<br>• Who are the main players and what are they doing to prepare for the main events of the topic?<br>• What are the events leading up to the main event | Who was Rosa Parks? Why did Rosa Parks give up her bus seat? What were leaders in Montgomery doing to prepare for this event? | |
| **Main Event**<br>• What happened? | What happened after Rosa Parks refused to give up her bus seat? | |
| **Right After**<br>• What are some of the reactions to the main event? Include both positive and negative<br>• Did anything change right away? | What changed right away in Montgomery because of the boycott? Did everyone agree on the boycott? How did people across the country hear about and react to it? | |
| **Long After**<br>• How are things different because of the topic?<br>• Did this topic influence other historical events?<br>• Why is this topic important in history? | How was the Montgomery Bus Boycott a turning point in the Civil Rights Movement? How did King become a national leader after this event? | |

# WORSHEET: RESEARCH STRATEGY

Plan a strategy for your History Day research, including what to search for and where to look.

**1. What are some important words, dates, or people related to your topic?** These words will help you to search for sources. Remember to check spelling!

_____        _____        _____

_____        _____        _____

**2. What types of secondary sources might exist about your topic?** Circle the types of sources you think you could find about your topic.

| | | | |
|---|---|---|---|
| Book | Video Documentary | Encyclopedia | Interview with Scholar |
| History Textbook | Biography | Website | |

**3. What types of primary sources might exist about your topic?** Circle the types of sources you think you could find about your topic.

| | | | |
|---|---|---|---|
| Diary | Manuscript Collection | Government Records | Letters |
| Interview with Participant | Autobiography | Photographs | Historic Objects or Site |
| Original Film Footage | Music of the Period | Newspaper from the Time Period | |

**4. Where can you go to find this information?** Answer the following questions and think about the places you could look for sources.

| | Tried It! | Doesn't work for my topic. |
|---|---|---|
| **School Library**—Name: | | |
| **Public Library**—Name: | | |
| **College/University Library**—Name: | | |
| **History Textbook**—Title: | | |
| **Electronic Library of Minnesota** (www.elm4you.org) | | |
|     Encyclopedia Britannica | | |
|     Academic Search Premier | | |
|     ProQuest | | |
|     Student Resources in Context | | |
| **Minnesota Historical Society** | | |
|     MNopedia (www.mnopedia.org) | | |
|     Library Guides (http://libguides.mnhs.org) | | |
|     Minnesota History Magazine (www.mnhs.org/market/mhspress/minnesotahistory/) | | |
| **Google** | | |
|     Google Search | | |
|     Targeted Search: "Primary Sources" or "History" plus your topic | | |
|     Google Books (www.books.google.com) | | |
| **Other Idea:** | | |
| **Other Idea:** | | |

# WORKING ON YOUR OWN OR IN A GROUP

### Working On Your Own
There are some advantages to taking your History Day journey on your own. Working alone is less complicated and presents fewer potential distractions than you might encounter in a group. There is no confusion over who is responsible for meeting deadlines. With no one else to depend on, the success or failure of your History Day project is your own.

### Working in a Group
Becoming part of a group has some distinct advantages. You and your fellow group members can share the work. Each member will bring a different set of skills and interests to the group. From deciding who will do what and agreeing on the interpretation of your research, to big-picture design decisions, your History Day journey will be one of compromise.

Be careful when choosing your group members. Remember, working with your best friend is not always the best idea. When selecting group members, ask yourself the following questions:
- What type of people do I like to work with?
- What skills will each group member bring to the project?
- What qualities make someone a good group member?
- What traits in people do I want to avoid when picking my partners?
- If you need to work outside of class, will you be able to get together?

## WORKSHEET: CATEGORY AND GROUP CHOICES
Use this worksheet to explain your choices about category and working alone or in a group.

1. Which category do you want to select? _____

2. Why is this the best category for you and your topic?_____
_____
_____

3. Do you plan on working individually or in a group? (Circle one)          Individually          Group

4. Fill out the questions below for whichever group size that you plan on selecting for History Day.

### Working Alone
A. What will be some of your responsibilities if you work alone?

B. Why is working alone the best choice for you?

### Working in a Group
A. What will be some of the challenges you face when you work in a group?

B. Why is working in a group the best choice for you?

# PART TWO

# ANALYSIS

Now that you've done your research, it's time to figure out what it all means. In this phase of History Day, you are going to be making an argument about the significance of your topic in history. This argument, also called your thesis statement, is the central focus of your entire History Day project!

## Thesis Statements

Your thesis statement is the essential element of your History Day project. It will be the centerpiece of any project. It should be clearly included in your website or exhibit. Your thesis should be woven into the beginning and the end of your performance or documentary script. The thesis should make an appearance within the first two paragraphs of a research paper.

Using your thesis as a guide, you will decide what information you need to include in the rest of your project as supporting information and evidence. Everything you include in your project should directly support to your thesis.

Writing a thesis statement can be hard work. You should go through several drafts of your thesis. Don't expect it to be perfect the first time. The worksheet on the following page will give you a few ideas about how to get started.

Remember when we talked about **research questions**? They can also come in handy when writing your thesis statement. The answer to well-written research questions can form the basis for a good thesis statement. Check out the example below about Rosa Parks.

| Research Questions | Sample Thesis |
|---|---|
| Why did Rosa Parks refuse to give up her seat on the bus? What other events were going on in the Civil Rights Movement? What impact did her actions have on the Civil Rights Movement? | Protesting the tragedy of racial segregation, Rosa Parks was arrested on December 1, 1955 in Montgomery, Alabama for refusing to give up her bus seat to a white passenger. Through the year-long bus boycott that followed, boycott leaders triumphed in desegregating public transportation, opening doors for other civil rights movement victories. |

## Remember Your Theme Connection

As you are thinking about developing your thesis statement, it's important to revisit your theme connection. The strongest History Day projects will weave the central ideas of the theme into the thesis, as well as the project itself.

At the very least, you should include either the idea of triumph or tragedy in your thesis. If your topic connects to both ideas, and you can weave both into the thesis, that's great… but not required by History Day. Look for ways to include the theme words in your section heading or text. This will help to show the judges your theme connection.

## Historical Context

Nothing in history happened in isolation. Every topic was influenced by people, ideas, or events that came before it. The impacts of every topic went on to influence other people, ideas, and events. This relationship of a topic to the environment surrounding it is called **historical context**.

In order to have a full understanding of your topic, you have to investigate its historical context. The chart on page 13 gives you some guiding questions to help figure this out.

# WORKSHEET: THESIS STATEMENTS

### SAMPLE TOPIC: Rosa Parks and 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.
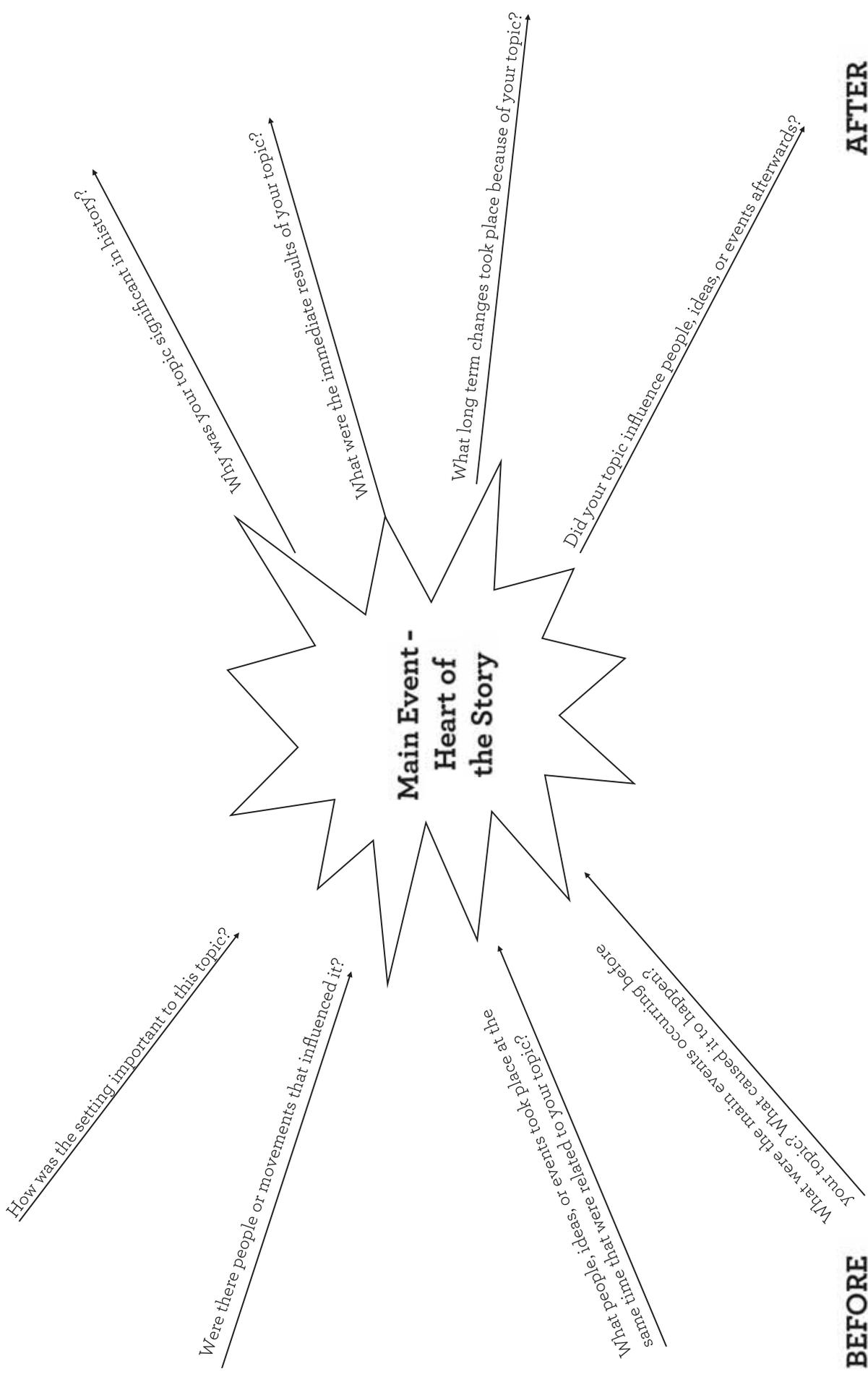
**THEME CONNECTION: Triumph and Tragedy in History**
*Remember: You can connect your topic to triumph or tragedy, but if your topic connects to both, you need to discuss both!*

- **Triumph**: The bus boycott eventually succeeding in overturning segregation laws established with Plessy v. Ferguson on city buses and was victorious in its Supreme Court case for equality.

- **Tragedy**: Plessy v. Ferguson established "separate but equal" under its ruling and legalized segregation in the US.

**Put it all together into a thesis statement.**

Protesting the tragedy of racial segregation, Rosa Parks was arrested on December 1, 1955 in Montgomery, Alabama for refusing to give up her bus seat to a white passenger. Through the year-long bus boycott that followed, boycott leaders triumphed in desegregating public transportation, opening doors for other civil rights movement victories.

---

**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?

**THEME CONNECTION: Triumph and Tragedy in History**
*Remember: You can connect your topic to triumph or tragedy, but if your topic connects to both, you need to discuss both!*

- **Triumph:**

- **Tragedy:**

**Put it all together into a thesis statement.**

# 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.

**Main Event – Heart of the Story**

Why was your topic significant in history?

What were the immediate results of your topic?

What long term changes took place because of your topic?

Did your topic influence people, ideas, or events afterwards?

How was the setting important to this topic?

Were there people or movements that influenced it?

What people, ideas, or events took place at the same time that were related to your topic?

What were the main events occurring before your topic? What caused it to happen?

**AFTER**

**BEFORE**

# PART THREE

# PRESENTATION

The third part of this guide offers ideas on how to present your research in one of the following History Day categories, including planning projects and category tips.

- **RESEARCH PAPER**
- **EXHIBIT**
- **DOCUMENTARY**
- **PERFORMANCE**
- **WEBSITE**

Remember, the research paper category is only open to individual entries. Exhibits, Documentaries, Performances, and Websites may be created as individual or group entries. Ask your teachers for rules about how many members you can have in a group. The suggestions presented here are not complete. These ideas are only a starting point, and you are encouraged to create your own strategies for developing your project.

## Choosing a Category

When selecting a category it is important to consider the following:

- Which category best fits your interests and skills (or the talents of group members)?
- Will you have access to the equipment or materials you need to present your entry? This is especially important for documentaries and websites!
- Does your research fit one category better than another? For example, do you have enough pictures and illustrations for a documentary?

Once you have selected a category, try to look at examples created by other students. Go to http://education.mnhs.org/historyday/ and click on the Students page for example projects. This may help give you ideas about the best way to present your topic. Your own creativity, in combination with good research, will make your presentation stand out.

## The History Day Contest Rule Book

After choosing your category be sure to consult the History Day *Contest Rule Book* for complete information on the rules that relate to your entry. The *Contest Rule Book* will also describe the judging criteria for evaluating History Day entries. Your teacher may be able to supply you with a *Contest Rule Book* or you can download one from our website. Go to http://education.mnhs.org/historyday/ and click on "Project Help" and "First Steps."

Download a *Contest"*
*Rule Book* from
our website!
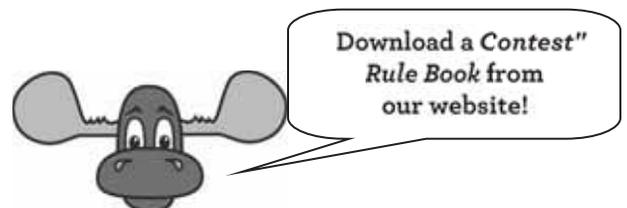
# CATEGORY: EXHIBIT



Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

## Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.

## Word Limit

**There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry.** This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video or computer files), or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words. You must give a brief credit for each visual on your board, these do **not** count towards your word limit. If you use a media device, you are limited to three minutes of audio or video.
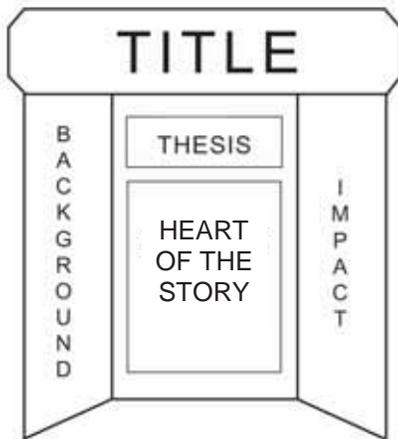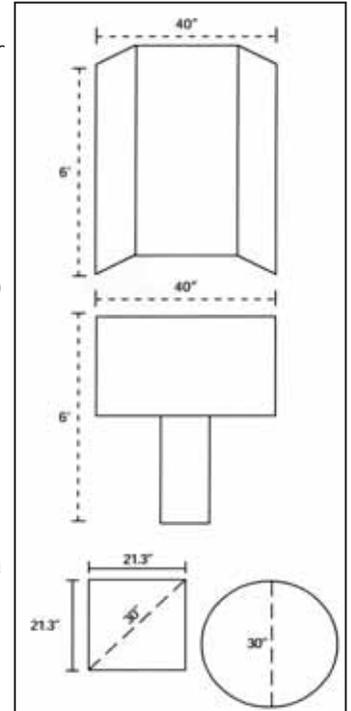


## Common Exhibit Types

### Three-Panel Exhibit

The most common style of exhibit entry is a three-panel display. This style is the least complicated to design and build, but is still a very effective way to present your information.

- Be sure your title is the main focus your project.
- Try to use the center panel to present your thesis.
- Remember that you read from left to right, so your exhibit should be in a logical order, beginning with the left panel.
- Artifacts or other materials may also be placed on the table between the side panels. Make sure they relate directly to your topic.



### Three-Dimensional Exhibit

A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.
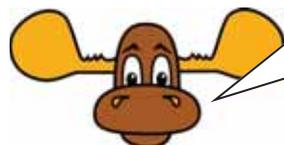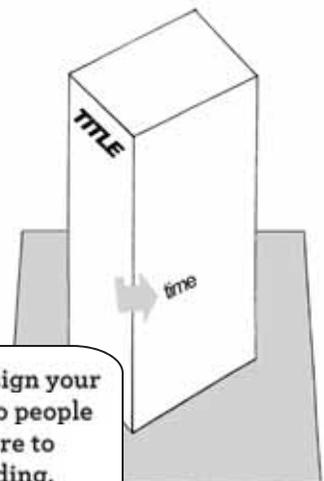
Be sure to design your 3-D exhibit so people know where to begin reading.

# Planning Your Exhibit

**A successful exhibit entry must be able to explain itself. The judges shouldn't need to depend on your interview to understand your argument.** It is important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

## Avoiding Clutter

It is always tempting to try to get as much onto your exhibit as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your exhibit. If your panels look like this , there's too much stuff!
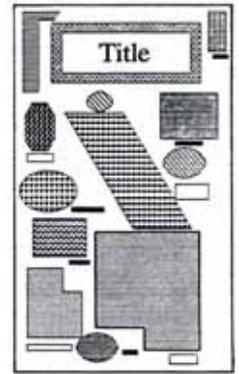
## Plot it Out Advance

It's important to plan out your exhibit in advance. Each section should be labeled. These labels for your title and main ideas are very important because they direct the viewer's eye around your exhibit. Figure out what you want in each section, including drafts of your text and ideas for quotes, photos, and other illustrations. Be sure to lay everything out BEFORE you glue it down.

---

# Exhibits Must Include Credits for All Visual Sources

Students must include a brief credit, on the exhibit itself, for all visual sources (e.g. photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. *(See: IV. Individual Category Rules – B. Exhibit, Rule B4, pages 24-25)*

- Keep in mind that a credit will be much briefer than a full citation. For example: The credit below includes the organization where this picture can be found (Library of Congress), but does NOT include the details that are part of the bibliographic citation.
- Students may consider including these credits in a smaller font, below the image on the exhibit, similar to how a credit appears in a book.
- These brief credits do NOT count toward the student-composed word count.

*A brief, factual credit is required and does not count toward the 500-word limit.*

*Consider including your credit in a smaller font either below or along the side of the image.*

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.

*A student-written caption does count toward the 500 word limit.*

*A caption is not required, but is sometimes a good idea to help show how the image supports your argument.*

# WORKSHEET: PLANNING YOUR EXHIBIT

Plan out what ideas you want to include in each section. Be sure to come up with creative titles for each section on your exhibit.

## Background

Put your topic into historical context.

- What was taking place before or at the same time as your topic that influenced it?
- What outside people, ideas, or events were going on to influence your topic?
- What other information does your viewer need to know to understand the background of your topic?

## Build-Up

Give more specific information related to your topic than the "background" section. You can also think of this as "the spark" that set the main event into action.

- 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(s)?
- What was life like before the main event(s) of your topic?

# THESIS
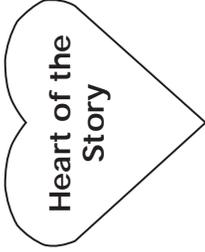
## Heart of the Story

The "Heart of the Story" or "Main Events" describe the key details of your topic.

- Give the major details about the main event(s) in your topic. What actually happened?
- 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).

## Short-Term Impact

Focus on what happened shortly after the main events of your topic.

- What are some of the reactions to the main event, shortly after it happened? Be sure to consider both positive and negative reactions.
- Did anything change right way? New laws? New ways of thinking?
- Who was affected by the event?
- Were there intended/unintended consequences?

## Long-Term Impact

Take a step back and think about the **historical significance** of your topic. Be sure to connect this back to your thesis!

- How are things different because of your topic?
- What is the long-term significance?
- Did your topic influence other historical events?
- Why is this topic important in history?

- **Theme Connection:** There is no requirement for where you should discuss **"Triumph and Tragedy"** in your project You should try to work these ideas into your project in the sections where it makes the most sense, based on your theme connection and thesis statement.

# CATEGORY: DOCUMENTARY

In the documentary category you will create a ten-minute film like the ones on PBS or the History Channel. Two popular technologies used for documentaries are computer-generated slide presentations and digital video presentations. Whichever technology you choose, keep the following in mind:

- Make a storyboard of the types of images you want to use to explain your topic.
- Collect a large number of images to avoid too much repetition. You'll need about 100 images for a ten-minute documentary.
- Use appropriate music as an important addition to your recorded script.
- Write your script or narrative first and then add images.
- Make sure that the script fits with the image on the screen.
- Preview early and re-edit at least once.

## Video Presentations

The availability of home video cameras and easy-to-use digital video editing computer software, such as iMovie or Windows MovieMaker, has made this type of documentary the most popular. Here are some suggestions for video presentations:

- Remember: Students must operate the camera and the editing equipment.
- Stay organized. Draw up a storyboard of the scenes you will be shooting.
- Present a variety of panning shots, interviews, original footage, and still photographs.
- Appropriate music is an effective addition to your soundtrack, but remember that the music must match your presentation. Do not let it overshadow the verbal presentation.
- Watch professional documentaries for ideas.
- At events, be sure to test the available equipment so that your DVD works correctly.
- If you are burning your documentary to a disc, make sure you burn the whole video, not just the file!
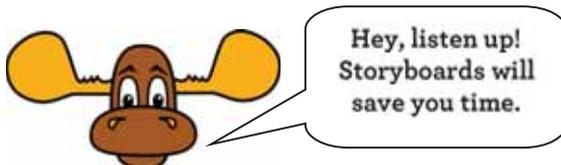
## Computer-Generated Slide Presentations

Computer slide-show software programs, such as PowerPoint, provide excellent tools for combining the audio and visual aspects of a documentary. When using computers to develop slide shows, don't rely on screen after screen of text to tell your story. Images driven by a recorded audio track are much more effective than bullet points or text pages. If you plan to run your slide show from a computer, be sure to bring all the necessary equipment with you to the History Day event. They are less common than video presentations.

## Storyboards

Regardless of what type of documentary you decide to create, a storyboard is a great tool that helps you combine the audio and visual elements of your project. It will also save you time when you go to create your final product.

You can make a storyboard form by creating a three-column table similar to the one shown on the right. Label the columns Notes, Visual and Audio. Use the Visual and Audio columns to match your narrative with the images you intend to use to illustrate your points. Use the Notes column to add any information about the section that will help you during the production stage.

# 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)
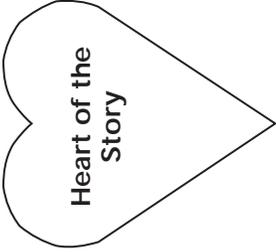
**Heart of the Story**

**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

# CATEGORY: PERFORMANCE

The performance category allows you to create a historical argument using acting. It will be a dramatic portrayal of your topic's significance in history. Entries in this category must have dramatic appeal, but not at the expense of historical information.

## Basic Rules
- No longer than 10 minutes
- Must be an original production
- You must set up the props before your performance by yourself

## Research Comes First
Don't jump right in and start writing a script. Do good research first. This is the foundation for your entire project!

## Develop a Thesis
Even in the performance category, it's important that you are discussing the significance of your topic in history. After you've done your research, develop your thesis before you start planning your performance.

## Brainstorm Scenarios
Once you have a thesis, it's your chance to figure out which characters and scenarios will best help you to discuss this for your viewers. Be creative! Consider not just the major players in your topic. What people were connected to this topic that might provide an interesting point of view on the issue? **Remember:** You want to avoid presenting an oral report on a character that begins with when they were born and ends with when they died. Become the historical figure and write your script around an important time or place that will explain your ideas.

## Write the Script
The average script for a ten-minute performance is four to five double-spaces pages. Make sure your thesis is clear in your performance, ideally incorporated into the beginning and ending of your performance. Make sure your script contains references to the historical evidence, particularly the primary source material you found in your research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways to put historical detail into your performance.

## Practice!
Once you have a solid script you can begin practicing. This will include blocking, memorizing, costumes and set design. Often times the more simple props and costumes are the better. Good costumes help make you convincing, but be sure they are appropriate to your topic. Consult photographs or costume guides if you are unsure about appropriate dress. See examples of historical plays to get ideas about stage movements, use of props, etc.

## Remember What's Important
Don't get carried away with props! Content is the most important factor in your performance and any props you use should be directly related to your theme. Props should help you to emphasize the key concepts of your performance. Remember, you only have five minutes to put up and take down your props.

A simple three-panel backdrop provides a great place to make costume changes!
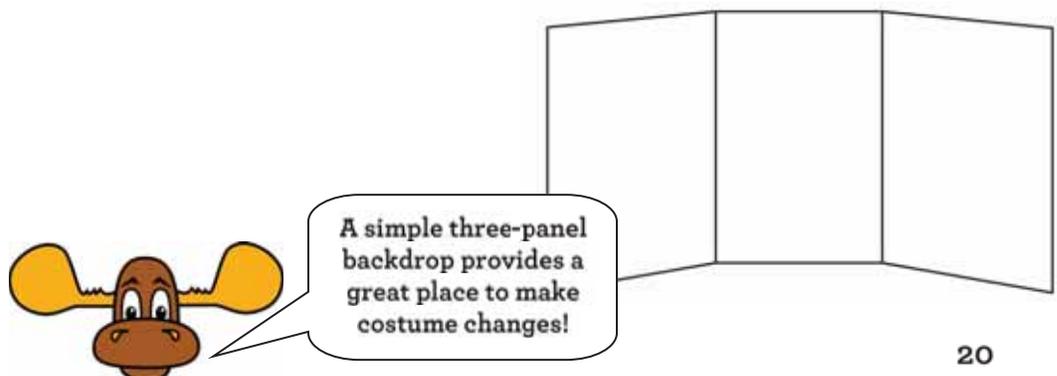
# WORKSHEET: PLANNING YOUR PERFORMANCE

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 stared. 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? <br> • Introduce your thesis |
| **Historical Context/ Background** (2 minutes) | • What happened before your topic to influence it? <br> • Were there other movements, people or ideas that influenced it? <br> • What events led up to the topic? |
| **Heart of Story** (3 minutes) | • Key events and issues related to your topic |
| **Short and Long -Term Impact** (3 minutes) | • What were the immediate outcomes of your topic? <br> • What has been the long-term significance of your topic in history? |
| **Conclusion/ Wrap-Up** (1 minute) | • Reinforce your thesis <br> • Conclude your character's 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 Characters Know?

When selecting characters for your performance, it's important to 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.

# CATEGORY: WEBSITE
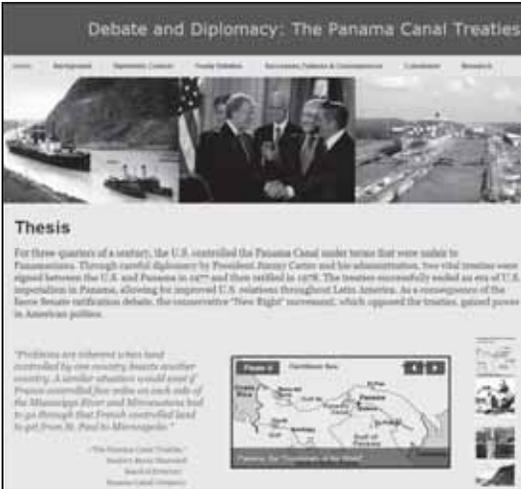
The website category allows you to create an interactive, educational website. The key to the website category is a strong historical argument and evidence supported by clear organization, simple navigation tools, and interactivity without glitz.

### The NHD Website Editor
Students creating a website **must** built their site using the NHD Website Editor, a free, online web-building tool. You can access this at http://nhd.weebly.com.

Students can save and edit their website throughout the History Day year, though you will be locked out of editing your website while judging is taking place. At the end of the school year, you can save or convert your website before they are cleared from the system on September 1.

### General Technical Specs
- No more than 1,200 visible, student-composed words. This doesn't count words you don't write (such as quotes or words in primary sources). It also does not count recurring menus and titles in the navigational structure of your site.
- Sites can be no larger than 100 MB. The NHD Website Editor will limit you to this amount.
- Your use of **multimedia clips may not exceed 4 minutes**. It's up to you if you do multiple short clips, or a few longer ones. You may not narrate audio/video clips.
- All visual and multimedia material must include a brief credit on your website as well as be included in your annotated bibliography. These do **not** count towards your word limit.
- Your process paper and bibliography must be included as an integrated part of your website. They do not count towards your total website word limit.
- See the National History Day *Contest Rule Book* for complete rules.
- Make sure to publish your website as you make changes!

## Research and Planning out Your Website First
It may be tempting to begin using the NHD Website Editor right away, but actually building your website is one of the final steps in your process. You will want to do your research and develop a thesis first. Once you have an idea of what you want to say, **plan your website out on paper.** Decide on the pages you need, how they will be organized, and what sort of supplemental media content you might want to use.

## Consider Including...
The most successful websites are more than just a paper on a computer screen. This category gives you the opportunity to share your ideas in a variety of engaging formats, including multimedia clips, images, and primary sources within your website. As you decide which elements to include, remember to only include those that relate most directly to your argument.

## Competing with Websites
- After your website is built, be sure to test it on a number of browsers (Internet Explorer, Safari, Firefox, Chrome) to ensure that it has the visual impact you desire.
- Keep track of your project's assigned web address as you will need this to register.
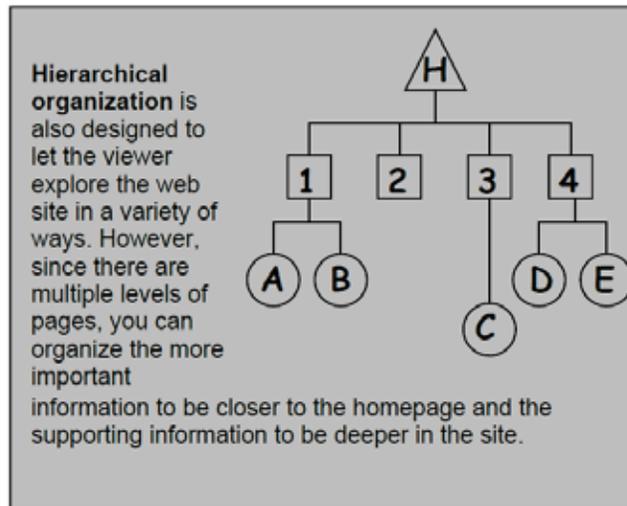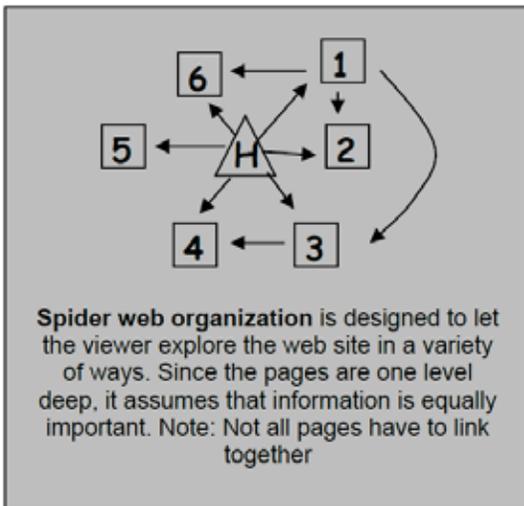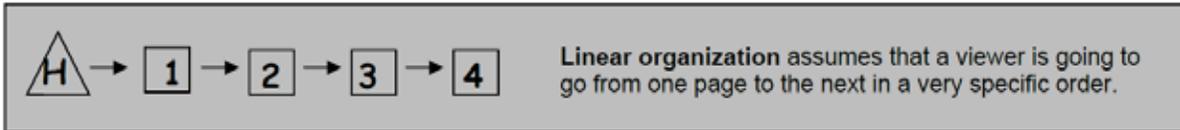
## Example Projects
If you would like to see some examples of other History Day websites, visit http://education.mnhs.org/historyday and select the "Project Help" and look at the "Categories" page.

## Organizing Your Pages

Once you've decided which pages you need on your website, there are several different ways to think about organizing and linking them together. No matter which approach you select, it's important that it makes sense and isn't confusing to viewers.



**Linear organization** assumes that a viewer is going to go from one page to the next in a very specific order.



**Spider web organization** is designed to let the viewer explore the web site in a variety of ways. Since the pages are one level deep, it assumes that information is equally important. Note: Not all pages have to link together



**Hierarchical organization** is also designed to let the viewer explore the web site in a variety of ways. However, since there are multiple levels of pages, you can organize the more important information to be closer to the homepage and the supporting information to be deeper in the site.

# Website Rule Reminders!

**Website: Multimedia is Limited to No More than Four Minutes for Entire Website**
A website may contain multimedia, audio, video, or both, but the grand total for all multimedia used within the website may total no more than four minutes. Clips are no longer limited to just 45 seconds each. Rather, students have a grand total of four minutes to divide up at their discretion. It is the student's decision to divide up this overall media limit to best provide supporting evidence in their website. *(See: IV. Individual Category Rules – E. Website, Rule E4, page 32)*
- Please note that any music or song that plays after a page loads is included in this total.
- A website could include many, smaller clips or include fewer, longer clips. The choice is up to the student.

**Website: Quotes and Visual Sources Must Be Credited Within Website**
Students must include a brief credit, in the website itself, for all VISUAL and WRITTEN sources (e.g. quotes, photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. *(See: IV. Individual Category Rules – E. Website, E5, page 33)*
- Keep in mind that a credit will be much briefer than a full citation.
- These brief credits do NOT count toward the student-composed word count.
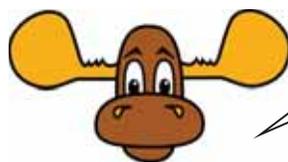


Be sure to visit our website and look for the Website Workbook for more website information!

# Guided History Day Website Map

These pages are the basics you will need to cover all the information about your topic in your website. You may end up adding more pages, but start with the basics first.
**Directions:** Use your thesis to decide which major ideas you want to include on each page.
- Start with the Heart of the Story (section one).
- Follow the numbers (two through five) to plan the rest of your pages.

## Before the Main Event

**Home**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Home
- Thesis
- Name(s), title, division, number of student-composed words in site, number of words in process paper, and navigational menu

**Build-Up**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Build-Up or
Right Before the Event
- Who were the main players?
- What are they doing to get ready for the main events of your topic?
- What events or ideas led up the main event?
- What was life like at this time?

(2)

**Background**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Background or
Long Before the Event
- What background information does your reader need to know about your topic?
- What events, ideas, or people happened before your topic to influence it?
- What was going on in the world?

(3)

## After the Main Event

**Long-Term Impact**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Long-Term Impact or
Long After the Event
- So what?
- Why is your topic important in history?
- How has your topic changed history?
- Why is the event still important today?

(5)

**Short-Term Impact**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Short-Term Impact or
Right After the Event
- What are some things that happened or changed right away?
- Think about positive and negative changes.
- How did this event impact different groups of people.

(4)

## During the Main Event

**Main Event**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Heart of the Story or
During the Event
Look for the 5W's and an H:
- What happened?
- How did it happen?
- When did it happen?
- Why did it happen?
- Who was involved or affected?
- Where did it happen?

(1)

**Written Work**
Home  Background  Build-Up  Main Event  Short-Term  Long-Term  Written Work

### Written Work
- Process Paper
- Annotated Bibliography

(6)

# CATEGORY: RESEARCH PAPER

The process of the research paper is similar to the writing of articles and books by college professors. Throughout your schooling, you will be expected to write research papers.

A research paper requires three basic steps.
1. Collection of information
2. Organization of information
3. Presentation of the topic in an interesting way

There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin. Ask your history or English teacher to suggest some useful guides. Here are some of the most common questions about research papers:

## What is a footnote?

Footnotes are explanations provided by writers about ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as "evidence" in support of your ideas. Usually footnotes occur in three situations:

1. **Quoting a Primary Source:** An example of this would be including a selection from a speech or interview.
2. **Quoting a Secondary Source:** If you take a direct quotation from someone's book, you must footnote it.
3. **Paraphrasing a Secondary Source:** Even if you change an author's ideas into your own words, you must footnote where you found this information.

## How long does this paper have to be?

History Day papers are 1,500 to 2,500 words in length (approx. 6-10 pages). Each word or number in the text counts as one word. The word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental appendix materials.

## Must the paper be typed?

No, but typing is always best, and you may have someone type your paper for you.

Be sure to refer to your Contest Rule Book for more information about title pages, footnote style, and entry requirements.
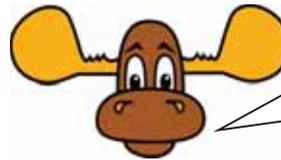
> Quotations count towards the word limit in research papers!

# Evaluating History Day Projects

At all levels of History Day competitions, judges are looking at the following criteria, which heavily focuses on the history behind your project.

- **60% Historical Quality**: Historical accuracy, analysis and interpretation, historical context, wide research, uses available primary sources, research is balanced.
- **20% Connection to Theme**: Clearly relates topic to theme, demonstrates significance of topic in history, draws conclusions.
- **20% Clarity of Presentation**: Uses the category effectively to explain ideas.
- **Rules Compliance**: Project follows general guidelines for History Day as well as category-specific rules.

# PROCESS PAPER AND ANNOTATED BIBLIOGRAPHY

All students must create and submit additional supporting materials with their projects. All categories must submit an annotated bibliography. All categories except papers must submit a process paper as well.

## Title Page
The title page includes the following information. Do not include any additional information or illustrations on the title page.
- Title of the entry
- Name(s) of the student(s) who developed the entry
- Age division and category of the entry
- 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

It is important to come up with a good title for your entry. A good title will quickly introduce your topic, but also adds wording that helps the viewer understand your point of view.

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

## Process Paper
Students creating entries in the exhibit, documentary, performance, and website categories must also write a process paper. It is important to do a good job on this part of your entry because it is the first thing that people look at when evaluating History Day entries. The research paper category requires a title page and annotated bibliography, but does not include a process paper.

The process paper is not a summary of the topic, but an essay that describes the process of how the students developed the entry. This paper is no longer than 500 words, usually 4-5 paragraphs addressing:
- 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 did you put your presentation together? What skills did you learn?
- How does your topic relate to the theme? Why is this topic important in history?

## Annotated Bibliography
A bibliography is an alphabetized list of the sources used in developing a historical project. An annotated bibliography not only lists the sources, but also gives a short description of each source and how you used it in your entry. A History Day bibliography should be separated in to primary and secondary sources. For guidelines on bibliographic style refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or the style guide of the Modern Language Association of America (MLA).