



Student Voice: Student voice refers to your **ideas and analysis**. For NHD, this is a **clarity of presentation** criteria. How effectively are your ideas presented and supported in the project? Your ideas should be **clear and in balance with supporting evidence**, such as quoted material from primary or secondary sources.

Where does student voice come from?

Student voice is your **analysis**, your ideas and explanation of your topic. You form this based on your **research**, the information you collect about your topic. Your **evidence** will also come out of your research. Evidence is proof, the facts or information that help you to show that something is true. You will use your evidence to support your analysis.

What does this look like in an NHD project?

The basic idea of student voice is the same in all types of projects. Your project should be focused on your analysis and the evidence from your research that support these ideas. The actual way that student voice shows up in a project will depend on if it is a text-based presentation (Exhibit, Website, or Paper) or an audio-based presentation (Documentary or Performance).

- The **most important ideas** connected to the historical argument, or thesis, are **presented through the student-composed words** as much as possible instead of quoted material.
- **Quoted material is carefully selected to provide evidence** to support and prove the student's ideas and analysis.

Text-Based Projects: Exhibits, Websites, Papers

- The **evidence is in balance with your student-composed words** and does not overwhelm the your ideas.
- Your student-composed words are **easy to distinguish** from quoted material. Try using color, font style or size, placement, quotation marks, and/or source credits.
- The purpose of **quoted material is to provide evidence**, and not to get around the student-composed word limit.

Auditory-Based Projects: Documentaries, Performances

- **Scripts are not given** to judges during contests. Judges generally assume that these are your ideas, unless otherwise called.
- **Call attention** to the times you use quoted materials.
 - Include the author of a quote into the narrative of a documentary or into the speaking lines of one of your characters in a performance. *For example, Lincoln stated in 1863...*
 - Include a visual of the quote on the screen in a documentary.
 - Use props in your performance. A character might hold a book to show they are reading a quote, hold a map, or play an audio clip.
 - Use your annotations or process paper to describe other ways you incorporate evidence.
- Keep **quoted material in balance** with student-composed words. Select the most important part of longer sources (e.g. a long speech, or interview with a participant) and select the most important part for your project, rather than including lengthy excerpts.

How is Student Voice evaluated?

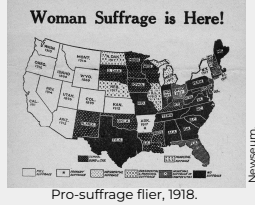
Judges will evaluate the strength of two main attributes in the project - that the analysis is **clear** and there is a **balance** between the student's ideas and supporting evidence, such as quoted material, illustrations, etc. Judges will rate the strength of these attributes on a spectrum from consistently to not evident.

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
STUDENT VOICE	<input type="checkbox"/> Student analysis is <u>consistently</u> clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is <u>mostly</u> clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is <u>somewhat</u> clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is <u>limited</u> in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

Student Voice: Example and Suggestions

The 19th Amendment and Women in Politics

Women's suffrage activism lead to the passage of the 19th Amendment in 1920, making it unconstitutional to deny citizens the right to vote on the basis of sex.



"Men are saying perhaps "Thank God, this everlasting woman's fight is over!" But women, if I know them, are saying, '**Now at last we can begin.**'... Now they can say what they are really after; and what they are after, in common with all the rest of the struggling world, is freedom."
-Crystal Eastman, 1920 speech following the ratification of the 19th amendment



Headline from Clinton's presidential nomination.

Suffragists' efforts helped secure new laws protecting the right to vote, paved the way for women to win elected office, and laid the foundation for modern activism.

"Women's rights are human rights, once and for all. **Women must enjoy the right to participate fully in the social and political lives** of their countries if we want freedom and democracy to thrive and endure."

-Hillary Rodham Clinton, U.N. Address, 1995

Try to...

- ✓ The most important ideas that prove the historical argument are mostly presented through the student-composed words.
- ✓ Student analysis is easy to distinguish from quoted material through use of color, font style or size, placement, quotation marks, and/or credits.
- ✓ The quoted material is carefully selected to provide evidence to support and prove the the student ideas. Selected items are called out from longer passages, or key words are highlighted.
- ✓ Interpretive captions can help show how the evidence helps to support the ideas.
- ✓ The evidence is in balance with student analysis.
- ✓ All evidence connects directly to the student's ideas.

The 19th Amendment and Women in Politics

The work of suffragists, like Susan B. Anthony, "was essential to raising awareness about the issue, resulting in the passage of the 19th Amendment" in 1920. This amendment "gave women the right to vote" and "increased their future political involvement."



"It took activists and reformers nearly 100 years to win that right, and the campaign was not easy."
-History.com



"Illinois, Wisconsin, and Michigan were the first states to ratify it."
-Archives.gov



The First Picket Line, 1917. Library of Congress.



Alison Turnbull Hopkins, 1917. National Archives.



Susan B. Anthony Scrapbooks, 1905-1906. Library of Congress.



Parade Tunic, 1916. Wisconsin Historical Society.

Avoid...

- ✗ In the main paragraph, quotes are used to convey the most essential ideas that support the student's analysis.
- ✗ To get around the word limit a "Frankenparagraph" mixes student-composed words with quotes from several different sources. It's hard to figure out the student's own ideas.
- ✗ The two quotes are from secondary sources. While this isn't against the rules, a primary source quote may provide better evidence. These quotes are merely stating facts.
- ✗ The evidence feels repetitive. The two protest photos are very similar.
- ✗ It feels cluttered, with too many sources. It's hard to figure out which sources go with which ideas.
- ✗ Some of the evidence doesn't connect strongly to the text. What evidence does the coin, suffrage stamp, headstone, or newspaper article about Anthony's death provide?