



UTAH HISTORY DAY

STUDENT GUIDE

2018



USEFUL WEBSITES

National History Day

<http://www.nhd.org>

Utah History Day

<https://history.utah.gov/utah-history-day>

Facebook

<https://www.facebook.com/UtahHistoryDay>

Utah History Day

Utah Division of State History

300 S. Rio Grande Street

Salt Lake City, UT 84101

utahhistoryday@gmail.com

801-245-7253

GETTING STARTED

FAQs

- ✓ **Who can participate?** Utah History Day is open to students in **grades 4-12** who attend public, private, parochial, charter, online, or home schools.
- ✓ **Is the program limited to Utah history?** No. UHD serves students in any year of the social studies curriculum, including Utah Studies, US I and US II, World Geography, and World History.
- ✓ **What are the categories?**
 - Documentary
 - Exhibit
 - Paper
 - Performance
 - Website
- ✓ **What are the age groupings?**
 - 4th-5th grade (Youth Division)
 - 6th-8th grade (Junior Division)
 - 9th-12th grade (Senior Division)
- ✓ **Can a student participate alone?** Yes. Students may complete a project and enter their local regional competition on their own. No teacher sponsor is necessary to compete as an independent student.
- ✓ **What does it cost?** It's FREE! There is no registration fee for regional or state competitions in Utah.
- ✓ **Which contest should I register for?** Look it up here:
<https://history.utah.gov/utah-history-day>

Why Kids Love History Day

https://www.youtube.com/watch?time_continue=2&v=uYPCpQRqHVc

HISTORY DAY ROADMAP



Step 1: Choose Your Topic

- Choose something that interests you!
- You must relate your topic to the Annual Theme.

Step 2: Research - Historians are like detectives who discover the past

- Start by finding at least 5 secondary sources. Read up on your topic using good secondary sources before you start searching for primary sources. Use credible sources that are created by experts. Evaluate every website you use.
- Find at least 10 primary sources on your topic. For some topics you can find hundreds of primary sources, so find as many as you can.
- Use a variety of sources. Historians don't just rely on the internet. They use actual books and articles, interviews, historic newspapers and magazines, letters, diaries, photos, maps, paintings, video clips, advertising, propaganda, government documents, etc.
- Conduct balanced research. Investigate various points of view, understand all sides of an issue, explore conflicts and debates.
- Dig deeper! Interview someone who was there. Find more sources.
- Track your sources as you go.

Step 3: Analyze and Synthesize

- Analyze your sources and think about what the sources show.
- Consider the ways your topic relates to the theme.
- Summarize the historical context and background. What events led up to your topic? How does your topic relate to the political, social, cultural circumstances of the time?
- Identify significance. What changed? What were the short-term and long-term consequences? Why does this matter?
- Draw conclusions based upon the historical evidence you have found.

Step 4: Create Your Project

- Start with a strong thesis statement.
- Explain what happened. Who, what, where, when, why, how?
- Discuss background, context, change over time, annual theme, and significance.
- Re-check the NHD Rule Book.
- Write your Process Paper & create a Title Page.
- Make your Annotated Bibliography

CHOOSE YOUR TOPIC

ANNUAL THEME



During the 2018–2019 school year you and all National History Day students will dive into a topic based on the theme Triumph & Tragedy in History. You will ask questions about time, place and context, cause and effect, change over time, and impact and significance. You must consider not only when and where events happened, but also why they occurred, and what factors contributed to their development. You will describe your topic and then further develop it through analysis, drawing conclusions about how the topic influenced and was influenced by people, ideas, or events.

Each year National History Day selects a theme that is intentionally broad enough so that you can select topics from anywhere in the world and any time period. After deciding on your research topic, you must investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites. Also remember to use evidence from your research to explain how your topic has influenced history. How did your topic create change?

Does every project need to include both triumph and tragedy? That depends on the topic you select. Look closely— most topics will include elements of both triumph and tragedy. History is inherently uneven, and there will not always be an equal split between the two sides. Do not ignore connections to both aspects of the theme when they exist, but do not force your topic to fit into both sides of the theme.

The Triumph & Tragedy in History theme is complex and requires you to view history through multiple perspectives. Can one person's triumph be another's tragedy? Can the same person or group suffer from tragedy and triumph at the same time? How does one ultimately triumph after tragedy? Can triumph lead to tragedy? Throughout this academic year you will ask yourself these questions and more, always looking for how and why.

What is triumph? According to Merriam Webster, the definition of triumph is “a victory or conquest by or as if by military force, or a notable success.” What does that mean in history? How can you define a historical event as a triumph? The first definition listed is victory by military force. Looking at military battles provides examples of triumphs, and tragedies, throughout history. Also contemplate the second definition, “a notable success.” How would you define a notable success in history? Consider the first organ transplant, or the first time Alexander Graham Bell spoke into the telephone and someone heard him at the other end. Does history remember those events as triumphs? If so, why? What makes them triumphant?

What is tragedy? Merriam Webster defines tragedy as a “disastrous event.” What are some examples of disastrous events throughout history? You could look to England in the mid-1500s. Many remember Lady Jane Grey as a tragic figure, but what makes her situation tragic? Or think back to America's Trail of Tears. What decisions allowed that event to come to fruition? What was the impact of those decisions? Who suffered the consequences? Examine the Tiananmen Square Protests of 1989. What were the consequences of those Beijing protests?

Can one person's triumph be another's tragedy? Whether an event is considered a tragedy or a triumph depends on one's perspective. Often a triumph for one is a tragedy for another. The American

Civil War offers numerous opportunities for in-depth research on a single aspect of the war. There were many triumphs, the North over the South, unionism over sectionalism, freedom over slavery, but what tragedies resulted because of this conflict? Did everyone feel that those were triumphs? Why or why not? How did one side view the events and consequences compared to the other side? If you are interested in architecture, perhaps you might choose to research the San Francisco earthquakes of 1906 and 1989. How did the consequences of the 1906 earthquake influence changes in engineering and design that would lessen the damage of the 1989 earthquake?

Can a person or group suffer both tragedy and triumph from a single event? Did Frederick Douglass triumph when he escaped from slavery? How did he use his freedom? What tragedies did he continue to face? Was he ever treated as an equal during his lifetime? Nuclear scientist Robert Oppenheimer triumphed with his most famous creation, but what tragic outcome came out of his invention? How did he view his work throughout his lifetime? Mahatma Gandhi led India to independence with his strategy of passive resistance, triumphing over violent protest. What impact did that movement have on the Muslim-Hindu relationship? What tragedies occurred and what ultimately caused them? How did independence affect the people living in the region?

How does one ultimately triumph after tragedy? Consider the tragedy of Pompeii. An entire community was tragically eradicated by a volcanic eruption, but what about the archaeologists who discovered it? How would you characterize their discovery? How have their discoveries affected life today? Are these discoveries important? If so, why? Think about the settlement of the American West. The settlers faced tragedy along the way, dealing with harsh weather, inhospitable terrain, and violent conflicts as they traveled west. How did their journey end? Did they eventually triumph in the face of such tragedy? How did their journey affect the future of America as a nation? Did the settlers' triumph mean tragedy for those who were displaced?

Can triumph lead to tragedy? Consider Neville Chamberlain's efforts to appease Adolf Hitler. What did people of the time think of that policy? What tragedies eventually resulted because of it? Many Russian people lost faith in Tsar Nicholas II's government and believed it was corrupt. Why did they decide it was corrupt? Nicholas was forced to abdicate his throne. What were the short-term effects of his abdication? The long-term impacts? Was his abdication a triumph for the Russian people? Did they achieve the change they were hoping for, or did it later lead to tragedy?

Sometimes the best stories are in your own backyard. Local history can open the doors to amazing stories. Check your libraries and historical societies for collections in your neighborhood, town, city, or state. In addition, the National Park Service, with historic sites throughout the United States, is a rich source of local history. For example, the Whitman Mission National Historic Site tells the story of Marcus and Narcissa Whitman, their Methodist mission in southeastern Washington, and their murder in 1874 by Cayuse Indians. That series of events reflects the interaction of cultures, religions, ideas, and perspectives.

Whether you decide to research ancient history, a local topic, or anything else, you must always place your project within its historical context. Examine the significance of the topic in history and show development over time. Your research should start with secondary sources, and then you can look for available primary sources. Using your research skills, you should clearly explain the topic's relationship to the theme Triumph & Tragedy in History. Always remember to support your interpretations of your topic's significance in history with evidence. With the knowledge and understanding gained from your research, you can develop quality papers, performances, exhibits, websites, and documentaries for National History Day.

TOPIC PROPOSAL FORM

Name(s):

Type of Entry

- Documentary
- Exhibit
- Paper
- Performance
- Website

Individual (1 student) OR:

-
-
-
-
-

Group (2-5 students)

-
-
- Not available
-
-

Proposal Description – Who / what do you want to study?

→ Subject:

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

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

a.

b.

c.

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

→ How does your topic relate to the NHD theme for this year?

“NHD Teacher Resources, Middle School Level” (<http://www.nhd.org/classroom-connection/nhd-in-the-classroom/>)

DO YOUR RESEARCH

HISTORY DAY RESEARCH STARTER

Sleuthing the Past

Good historians are like detectives – they investigate, search for evidence, and dig into records to find more sources. Then they piece together what happened based upon the evidence they find. For your History Day project, you'll do essentially the same thing. Start by learning all you can from experts on your topic, then search for and analyze primary sources.

1 Start with credible secondary sources

A credible secondary source is written by an expert on the topic (preferably a historian). Secondary sources include articles from professional journals, articles from the internet, and books from the library. Wikipedia is not a credible secondary source, but its articles can help you find better sources to use.

Tips for finding good secondary sources:

- Search for books at your local library or at Utah's Online Library (formerly PIONEER, <http://onlinelibrary.uen.org>). If your library does not have the book you want, you can usually request it from a partner library by placing a hold on the book.
- Search for articles through your local library or the Utah Online Library. Good article databases include EBSCO, JSTOR, and WorldCat.
- There are specialized historical journals on almost every topic (Western history, American history, Utah history, history of science, women's history, and so on) that contain excellent secondary source articles.
- Look at the bottom of an online article for its citations, then go find those articles or books.
- Look for secondary sources that show different sides of the story.
- Ask – Who wrote this? Are they an expert? If not, don't use it.

2 Read your secondary sources and take notes

These sources should give you a good understanding of the events you are covering, including important dates, names, and facts. They should also explore the background events leading up to your topic, the **historical context** (the social, cultural, and political circumstances in that time and place), and the consequences or outcomes.

Take notes using a notebook, a Google Doc, or Noodle Tools. Write down sentences you might want to quote exactly as they are written. Use quotation marks to show they are quotes.

Record the citation information for each source using a History Day Source Tracker or Noodle Tools, and keep this information attached to your notes.

3 Search for primary sources – voices from the past

Primary sources are materials that were **created at that time** in history. They include eyewitness accounts, newspaper and magazine articles, letters, diaries, books, government records, court cases, laws, photographs, paintings, drawings, maps, images, artifacts, clothing, tools, and objects. Interviews with people who were involved in the historical event are primary sources – these are called oral histories.

Primary sources are usually kept in archives, special collections, and libraries. If there are materials relevant to your topic at an archive near you, make an appointment to go and look at them.

Thousands of primary sources have been digitized and are available to researchers online. For links to high-quality online repositories, go to <https://heritage.utah.gov/history/uhd-research-resources>.

SLEUTHING TIP - To find out where the primary sources for your topic are held, look in the footnotes/endnotes or bibliography of good secondary sources.

4 Analyze your sources

Examine each source and ask questions such as...

- Who created this? When did they create it? Who was able to read or see it?
- Why was it created? What was its purpose?
- What does the image show? What does the document say?
- What is the point of view? (Example: is it proslavery or antislavery?)
- Is there something missing? What questions do you have after examining this artifact? How can you answer your questions?

Take notes and record the citation information for each source as you go.

5 Balance your research

- Find and use sources that show differing points of view.
- Use a variety of types of sources, not just one or two.
- Use books as well as websites.

6 Keep digging!

Research often builds its own momentum. When you find a lead, chase it down. Do your sources make you wonder about something? See if you can uncover an answer by doing more research.

SECONDARY SOURCES

Start with Five

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Dig Deeper! For most topics you will need more than five secondary sources, so don't stop here! Use these first five sources to gain a good understanding of your topic and its historical context. Then continue building your bibliography with more research and more sources.

WORTH A THOUSAND WORDS

Find Five Historic Images

Photographs, paintings, drawings, maps, advertisements, posters, illustrations
created at the time of your topic.

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
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Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

**You will probably need more than five images.
Find more and record them the same way.**

IN THEIR OWN WORDS

Find Five Historic Quotes

Write down the quote exactly as it is written. Use quotation marks.

Person Quoted: Martin Luther King, Jr.	
Date of Quote: 1964	Date of Source: Accessed 9/20/2017
Source of the Quote: National Archives website	
URL: https://www.archives.gov/files/press/exhibits/dream-speech.pdf	
Quote: "I have a dream that one day this nation will rise up, live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'"	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Found more than five quotes? Awesome! Record them the same way.

AND NOW A WORD FROM THE EXPERTS

Find Five Quotes by Experts

Write down the quote exactly as it is written. Use quotation marks.

Person Quoted: Doris Kearns Goodwin, a historian who specializes in U.S. presidents	
Date of Quote: 3/1/2016	Date of Source: 5/4/2016
Source of the Quote: PR Newswire, 2016 Lincoln Leadership Prize Awarded to Doris Kearns Goodwin	
URL: https://www.prnewswire.com/news-releases/2016-lincoln-leadership-prize-awarded-to-doris-kearns-goodwin-for-commitment-to-honoring-president-abraham-lincolns-legacy-300262291.html	
Quote: "I came to know, understand and admire Lincoln for his political genius and leadership along with his humanity, generosity of spirit, social conscience and sense of humor."	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Person Quoted:	
Date of Quote:	Date of Source:
Source of the Quote:	
URL:	
Quote:	

Found more than five quotes? Awesome! Record them the same way.

HISTORY DAY SOURCE TRACKER

Type of source:	Article	Book	Interview	Photo	Website	Film
	GovDoc	Map	Other:			
This source is:	Primary	Secondary				

Author: _____ Date Published: _____

Title: _____

For articles, name of the Newspaper, Magazine, Journal, Encyclopedia or Website:

For books:

Publisher: _____

City Published: _____

For photos, manuscripts, film clips, maps, unpublished materials, etc:

Collection: _____

Repository: _____

For Websites:

Website URL: _____

Date Website Accessed: _____

Notes:

ELECTRONIC BIBLIOGRAPHY TOOLS

EasyBib: <http://www.easybib.com>



HOME CITATION GENERATOR WRITING GUIDES CITATION GUIDES + BLOG

NoodleTools: <https://noodletools.com/>

Tutorials on using NoodleTools

Quick Guides (3)

- [NoodleTools Quick Guide for Students](#)
- [NoodleTools Quick Guide for Librarians & Teachers](#)
- [What are the main changes in NoodleTools' update – 2016](#)

Projects and dashboard (12)

- [How to work with Projects](#)
- [How to use the Dashboard](#)
- [How to share your project with a teacher](#)
- [Teacher: How to set up an inbox and work with projects shared with you](#)
- [How to set up a collaborative project with your classmates](#)
- [» See all 12 articles](#)

Notecards and outline (9)

- [How to create notecards](#)
- [How to create and use an outline](#)
- [How to use the Notecard Tabletop and Detail views](#)
- [How to export and print notecards](#)
- [How to link notecards to a source](#)
- [» See all 9 articles](#)

Troubleshooting (5)

- ["Your selected google account does not match..."](#)
- [When I tried to print/export my work, nothing happens](#)

Logins and access (10)

- [How to create a new NoodleTools account - School/district subscriptions ...](#)
- [How to register for and access an individual NoodleTools subscription](#)
- [How to access NoodleTools through Google \(G Suite\)](#)
- [How to access NoodleTools through Office 365](#)
- [How to access NoodleTools Companion when using Google for Education](#)
- [» See all 10 articles](#)

Sources and citations (14)

- [How to create and edit a source reference](#)
- [How to create parenthetical \(in-text\) references](#)
- [How to print/export your source list](#)
- [How to identify primary, secondary or tertiary source](#)
- [How to copy a source reference to another project](#)
- [» See all 14 articles](#)

Videos - Tutorials on using NoodleTools (6)

- [Video: How to create a new project](#)
- [Video: How to share your project with a teacher](#)
- [Video: How to add an image to a notecard](#)
- [Video: How to export your sources to Google Docs](#)
- [Video: How to respond to comments in projects](#)
- [» See all 6 articles](#)

View our NoodleTools Tutorial: <https://www.youtube.com/watch?v=6pNjVXUvICw>

THINKING LIKE A HISTORIAN

QUESTIONS TO ASK ABOUT YOUR TOPIC

Essential Questions:

- Who?
- What?
- When?
- Where?
- How?
- Why?

Cause and Effect: What were the causes of past events? What were the effects?

- Who or what made change happen?
- Who supported change?
- Who did not?
- Which effects were intended?
- Which effects were accidental?
- How did events affect people's lives, community, and the world?

Change and Continuity: What has changed? What has remained the same?

- Who benefited from this change? Why?
- Who did not benefit from it? Why?

Turning Points: How did past decisions or actions affect future choices?

- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people's lives?

Using the Past: How does the past help us make sense of the present?

- How is the past similar to the present?
- How is the past different from the present?
- What can we learn from the past?

Through Their Eyes: How did people in the past view their world?

- How did their worldview affect their choices and actions?
- What values, skills, and forms of knowledge did people need to survive and succeed?

HISTORICAL CONTEXT

Setting the Stage

History doesn't happen in a vacuum. Events, people, and ideas are shaped by the world around them – the political, social, intellectual, scientific, cultural, and economic realities of that time and place. Students need to show in their project how their topic fits within the historical context that surrounded it.

Here are some ways to think about historical context:

Background Events – What were the events that led up to this topic? Example: How did the conclusion of World War II set the stage for the Cold War? How did the Seven Years War lay the foundation for the American Revolution?

Social Context – What was the social environment like at the time? Example: Racism, segregation, and Jim Crow form the setting from which the Civil Rights Movement emerged. It's also an important context for Jazz music, for Jackie Robinson, and a host of other topics.

Intellectual or Scientific Context – How did experts understand this issue or question at the time? Example: What did scientists believe about disease transmission during the Flu Pandemic of 1918? How did Social Darwinism influence popular culture, or politics, during the early 20th Century?

Cultural Context – What were the cultural norms in the community? Example: What was the prevailing view of a woman's aptitudes and role in this time and place? What was the prevailing view of a man's aptitudes and role? What behaviors were considered inappropriate for a man or a woman?

Economic Context – How did the economy shape peoples' lives, choices, and decisions? Example: The Great Depression, crop failures, resource shortages.

Other Contexts – Can you identify other contexts that are relevant to your topic? Example: What contexts can help us understand the reasons that Japanese American citizens were sent to internment camps in the U.S. during WWII?

In many cases, your topic will center on a creative response, reaction, or attempt to change the prevailing circumstances of the time. A good understanding of the historical context will help you see and describe change over time, and to identify short- and long-term change.

HISTORICAL CONTEXT HELPER

Events, people, and ideas are deeply shaped by the world around them – the political, social, intellectual, scientific, cultural, and economic realities of that time and place. Students need to show in their project how their topic fits within the historical context that surrounded it. Pick 2 types of historical context that relate best to your topic from the word bank. Write a summary of each one and explain how it shaped your topic.

Background Events	Social Context	Intellectual Context	Scientific Context
Political Context	Economic Context	Cultural Context	Other Context

Historical Context 1: _____

Historical Context 2: _____

THESIS STATEMENT & THEME CONNECTION

A thesis statement expresses the main point, or *argument*, of your NHD project. In much the same way that an attorney presents evidence to support a case in court, your thesis statement makes an argument based upon historical evidence. The evidence comes from the primary and secondary sources you discovered during your research. A strong History Day thesis statement has four parts:

- Situates your topic in time and place
- Communicates your central argument
- Makes a meaningful theme connection
- States why your topic is significant in history

TOPIC: _____

WHEN & WHERE THIS HAPPENED:

CENTRAL ARGUMENT: What is your main point? What was the central event?

THEME CONNECTION: How did *Triumph & Tragedy* occur in this story?

SIGNIFICANCE IN HISTORY: What changed? Why is this important?

Now pull it all together into a thesis statement!

MAKING A HISTORICAL ARGUMENT

Evidence Matters

An argument is different from an opinion, and more than a simple restatement of facts. It is a reasoned conclusion that is supported by the **evidence** (information from primary sources) you discovered during your research. Remember, as a historian you must consider all sides of the situation. If you found evidence that contradicts your argument, discuss it! If there is controversy or debate, explore it!

<p>CLAIM Write three claims that support your argument.</p> <p>Keep each claim short (1-2 sentences).</p>	Claim 1	Claim 2	Claim 3
<p>EVIDENCE Support each claim with 3 or more facts from your research.</p>	Evidence 1. 2. 3. 4.	Evidence 1. 2. 3. 4.	Evidence 1. 2. 3. 4.
<p>ANALYSIS Why did this happen the way it did? What were the reasons for peoples' actions and choices? What sides did people take and why?</p>	Analysis	Analysis	Analysis
<p>CONCLUSIONS Given the evidence, what is your assessment of the facts? How did this change the world? Why does it matter? Why is it significant?</p>	Conclusion	Conclusion	Conclusion

CREATING THE FINAL PROJECT

MAIN EVENT SUMMARY

Use this tool to summarize the main events of your story.

WHEN?

WHERE?

WHO WAS INVOLVED?

WHAT HAPPENED?

WHY DID PEOPLE DO THIS?

DIFFERENT POVs

HOW?

TRIUMPH & TRAGEDY PROJECT ORGANIZER

<p>Time</p> <p>Historical Contexts Describe the social, political, economic, intellectual, or cultural events and circumstances that influenced your topic:</p> <p>Key Dates</p>	
<p>Tragedy</p> <p>Describe the tragedy in your topic.</p> <ul style="list-style-type: none"> • Who was involved? • What happened? • Why? • How did it happen? • What were the results? 	
<p>Triumph</p> <p>Describe the triumph in your topic.</p> <ul style="list-style-type: none"> • Who was involved? • What happened? • Why? • How did it happen? • What were the results? 	
<p>Transformation</p> <p>What changed?</p> <p>Short Term Outcomes</p> <p>Long Term Outcomes</p>	

THE NHD PROCESS PAPER

Title Page – Keep it simple!

- Project title
- Student name/s
- Age division
- Category
- Word Counts – see rules for each category

Process Paper – Behind the Scenes

- Four sections. Use headers:
 1. How you chose your topic
 2. How you conducted your research
 3. How you selected your presentation category and created your project
 4. How your project relates to the theme
- 500 words maximum
- Process Paper not required with Historical Paper entries

For the Competition:

- Staple together the Title Page, Process Paper, and Annotated Bibliography as one packet.
- Bring 4 copies of the packet to the contest. Exhibit students should leave three packets with their project.
- No slickers, report covers, fancy artwork, or borders, please!

Title of Your Project

By Johnny Rocket, Perry T. Platypus,
and Candace Flynn

Senior Group Exhibit

Exhibit Word Count: 498
Process Paper Word Count: 485

THE ANNOTATED BIBLIOGRAPHY

- The Annotated Bibliography is how you show your work – what sources you used and where you found them. It gives the information necessary for others to look up your sources and verify your research.
- Citation Style: Choose from **MLA** (Modern Language Association) or **Kate L. Turabian**. Use it consistently on all citations.
- Title: Annotated Bibliography
- Two Sections: List Primary Sources first, then Secondary Sources.
- Subdivide: Group types of sources within each section: Articles, Books, Interviews, Photos, Websites, other categories as needed.
- Alphabetize: List the sources alphabetically within each subsection.
- Annotations
 - Each source should have an annotation.
 - Annotations must explain how you used the source, how it helped you understand your topic.
 - If a source could be considered both primary and secondary, list it one time only and use the annotation to explain why you have classified it.
 - Bundle photos or other materials from the same collection in a single citation.
 - The Annotated Bibliography is not included in the word count.
- Track Your Sources:
 - Use a system to keep track of citation information as you do your research. Options include:
 - NoodleTools (online)
 - EasyBib (online)
 - History Day Source Trackers (paper)

Formatting Bibliography Citations in MLA

- Imitate the way commas, periods, quote marks, colons, italics, brackets, etc. are used.
- Format with a 0.5” hanging indent. Blank line between each citation.
- Sort the citations alphabetically by author.

Book:

Last Name, First Name. *Title of Book in Italics*. City of publication: Publisher, Year of Publication. Print.

Encyclopedia

“Article Title in Quotes.” *Name of Encyclopedia*. Edition. Year. Print.

Image

Last Name, First Name of Creator. *Title in italics*. Year image was created. Repository. URL.

Letter

Last Name, First Name of Writer. Letter to _____. Day Month Year. Name of collection. Name of repository, city of repository.

Newspaper Article

Last Name, First Name. “Article Title in Quotes.” *Newspaper Name in Italics* [City] Day Month Year: Page/s. Print.

Website

Last Name, First Name. “Article Title.” *Name of Website in Italics*. Website Publisher, Day Month Year published. Web. <URL> Day Month Year accessed.

Your source not shown here? Don’t guess. Look it up!

- Easy Bib: www.easybib.com
- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/747/01/>

Sample Bibliography with Annotations (MLA Style)

PRIMARY SOURCES

Articles

Bliss, Ed. "He Changed the World." Publisher Unknown. 3 July 1949: 3-4.

In my visit with a noted Browning historian, I found this article she had about Browning. The article must have been in a largely distributed magazine because Ed Bliss is a famous American journalist and news editor, working for CBS (1943-1968) in many jobs. He was both an editor and producer for Walter Cronkite and Edward Murrow. The article discusses Browning's impact on the U.S. and how we all owe gratitude to the famous inventor. He shows why he believes that "history of the world would be quite different" without Browning's contributions.

"Browning a Maker of Guns Since Boyhood." *The Sun* [Washington D.C.] 10 Feb. 1918, Front Page.

This newspaper article from the Library of Congress helped me understand Browning's early knowledge of gun making and Browning's presence in Europe; guns in Europe are called "Browning's." I found it valuable to learn more about Browning's influence internationally.

"Fascinating Story Told of John M. Browning: Ogden Gun Wizard Inventor of Many Weapons." *The Ogden Standard Examiner*, 17 Sept. 1922, p. 10.

This article is lengthy, discussing insights in to John Browning's life in Ogden. The best information described the results of the testing of the BAR. The Washington D.C. testing location had high-ranking military leaders from many countries; all 300 people present agreeing that it was 'the best machine gun in the world.'

Government Documents

Chinn, George M. *The Machine Gun, History, Evolution, and Development of Manual, Automatic, and Airborne Repeating Weapons*. Ordnance Bureau (Navy Department), 1951.

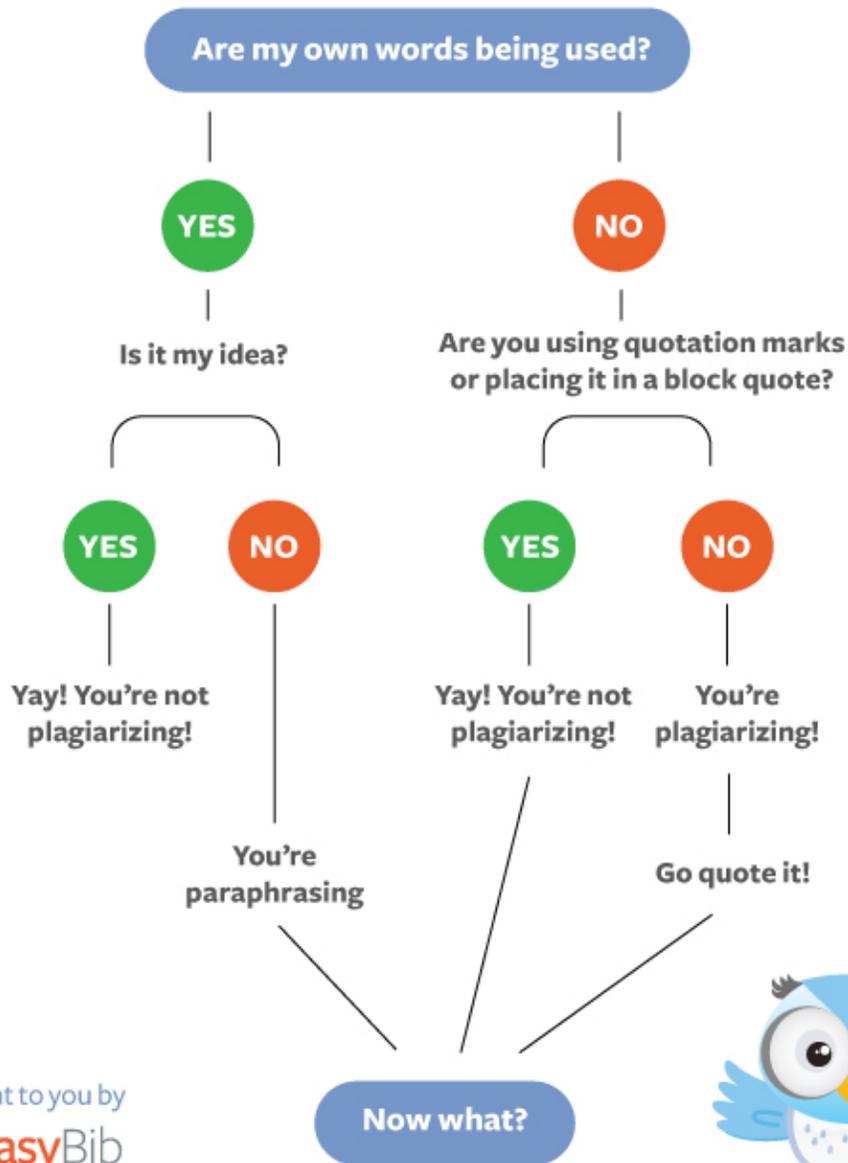
This is almost 700 pages of information about machine guns; one chapter is dedicated to John Browning. The source has a 1917 letter of appreciation from Newton Baker, Secretary of War, describing Browning's contribution to the U.S. military, particularly the financial generosity during critical war times.

Add categories as needed, such as Books, Images, Interviews, Websites. Repeat this format for Secondary Sources.

For more bibliography information, go to <http://nhd.org/bibresource/>.

PLAGIARISM

A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM



Brought to you by
 EasyBib



ADD A CITATION AND BIBLIOGRAPHY!

How to Recognize Plagiarism. Indiana University Bloomington's School of Education, 2005. Web.
<<https://www.indiana.edu/~lstd/overview.html>>.

KNOW THE RULES

- ✓ How big can my exhibit project be?
- ✓ What is the word limit for a website or paper project?
- ✓ How long can my performance or documentary be?
- ✓ How should I credit an image on my exhibit or website page?
- ✓ What are “student-composed words” and why do they matter?
- ✓ Can I include links that take the viewer outside my website?
- ✓ Can my parents help me set up my exhibit at the contest?
- ✓ Can my teacher operate my multimedia during my performance?

It is **your** responsibility to read, understand, and follow the rules in the NHD Contest Rule Book.

Download it for free here:

<https://www.nhd.org/how-enter-contest>

BASIC RULES

Read the NHD Rule Book for complete details!

Exhibits

- Dimensions: 40" wide x 30" deep x 72" high (maximum)
Word Count: 500 student-composed words
Includes captions and headings
Credits: On-board credits are required for images (repository, date of origin). These do not count against the 500-word limit.

Websites

- NHD Weebly: You must use the NHD Weebly Portal to build your website:
<https://nhd.weebly.com>.
Word Count: 1,200 student-composed words (maximum)
Credits: On-page credits are required for images and quotes (repository, date of origin). These do not count against the 1,200-word limit.
Links: Links leading outside your Weebly site are not allowed.
Registration: Provide your NHD Weebly URL when you register.

Historical Papers

- Word Count: 1,500-2,500 words
The word limit does not include footnotes/endnotes, annotated bibliography, captions, or appendix material.

Performances

- Time Limit: 10 minutes (maximum)

Documentaries

- Time Limit: 10 minutes (maximum)

PROJECT CHECKLIST

Here are the qualities a judge will use to evaluate your NHD project. After you create your project, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.

Historical Quality: 60%

- My project is historically accurate:** All information in my project is true to the best of my knowledge.
- I show analysis and interpretation:** My project doesn't just recount facts or tell a story. I interpret and analyze my topic. My project has a strong central thesis or argument that I prove. I can point to where I state my thesis in my project.
- I place my topic in its historical context:** My topic didn't take place in isolation. I make sure to place my topic into historical context—the intellectual, physical, social, and cultural setting for my topic.
- My project shows wide, balanced research. I use available primary sources:** These ideas all relate to the research behind your NHD project. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and want to see that you used a variety of source types.

Relation to Theme: 20%

- I clearly relate my topic to the theme:** My theme connection is clear in my project itself.
- I demonstrate the significance of my topic in history and draw conclusions:** My project does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.

Clarity of Presentation: 20%

- My project and written materials are original, clear, appropriate, and organized:** I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my project process paper, and bibliography.
- My project has visual impact, uses multimedia effectively, and actively involves the viewer:** I thought about the overall design and organization of my project. I chose multimedia and interactive elements to help viewers understand my topic and prove my argument, if appropriate for my category.

From National History Day Handbook, "How to Create a Website" pg. 61