Virginia History Day Teacher Manual: The Basics, Lesson Plans, & Contest Policies

Virginia History Day is organized by the

VIRGINIA MUSEUM OF HISTORY & CULTURE

Virginia History Day: The Basics

Introduction 1
NHD Competition Basics 6
Tips for Classroom Implementation 9
Parents and Evaluation 13

Virginia History Day: Lesson Plans

Introduction, Theme, and Choosing a Topic 17
Research and Note Taking 34
Organizing and Writing an Argument 62
Project Specific Organization 74
Process Papers and Annotated Bibliographies 97

Virginia History Day: Contest Policies

Photography and Videography Guidelines 110

Special Awards Sponsorship and Judging Guidelines 111
Contest Fees and Cancellation Guidelines 113
"Teachers Rule:" Guidelines on Teacher Discretion in Shaping a Classroom History Day Assignment 114
Plagiarism Identification and Investigation Process Guidelines 117
Contest Advancement and Results Disputes Guidelines 119
Conflict of Interest Guidelines 122
Spectator Expectations and Behavior Guidelines 124
Judge Expectations Policy 126

Virginia History Day: The Basics

Introduction

What is National History Day (NHD)?

National History Day is a year-long contest allowing students to not only express and explore their passions in history, but also to foster growth in historical research and creative expression. Students begin by deciding a research topic which fits the yearly theme and the student's interests. From there, they conduct historical research and analysis of primary and secondary sources, which they will present in the form of exhibit, documentary, paper, performance, or website. After creating their research project, students have the option to compete at the regional, state, and national level, should their project be selected to advance. Available to them are scholarships and national recognition for their achievements.

What is Virginia History Day (VHD)?

Virginia History Day is the state affiliate of National History Day and is organized by The Virginia Museum of History & Culture (VMHC). Throughout the year, the VHD Coordinator works with teachers, students, and local historical institutions to implement the program in classrooms. For VHD purposes, Virginia is broken into 8 geographic regions. Regional contests begin in late February and are organized by local institutions, in conjunction with the VHD Coordinator. In late April, qualifying students compete in the state contest at the VMHC in Richmond.

What NHD Does

1. National History Day is best known for its annual contest for students in grades 4-12. The contest is massive in scope and reaches over 600,000 students at the regional level across 56 affiliates.

2. In addition to and in support of the contest, NHD seeks to improve history education through programmatic materials, curriculum assistance to schools and teachers, and participation in national forums.
3. As NHD recognizes the critical role played by teachers in the promotion of history education, NHD conducts a week-long summer teachers' institute. This intensive program for about 30 educators from across the affiliate spectrum focuses on a topic or period in history as related to the host location of the institute. Renowned historians provide lectures and tours, drawing connections between broad historical concepts and local/regional people and events. Teachers are given a reading list prior to the institute and are required to make presentations about their experience upon their return home. Recently, NHD has pioneered a teacher-student institute, welcoming teacher and student pairs to participate together in *Normandy: Sacrifice for Freedom*.

Effectiveness

NHD has proven to be very beneficial to students, as found in formal studies:

- NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
- Independent writing assessments show it pays off.
- NHD students already know how to do college-level research.
- NHD students are critical thinkers who can digest, analyze, and synthesize information.
- NHD builds college readiness and 21st Century skills.

NHD Project Basics

NHD is a national program that encourages students to investigate a topic in history and create a project based on a nationally chosen theme. Throughout the process, student choice should be encouraged as much as possible. Below are the 5 basic steps of a NHD project.

1. **INTRODUCTION**
   Explain to your students the different steps of the NHD process and the general skills they will be working on throughout the year. Introduce this year's NHD theme and have students read the NHD Theme Book for a closer examination. Brainstorm different interpretations of the theme.

2. **TOPIC SELECTION**
   There are no limits as to the type of historical topic students may choose. Emphasize to your students that they will be working with their topic for a long period of time, so they need to be thoughtful and interesting to the student. A good topic needs to be the right size; not too big where a thesis statement is difficult to craft (WWII) or too small where

research or historical significance can't be found (a single battle during WWII). Making an argument as to the importance of a topic in history is crucial. Therefore, it is recommended that topics focus on events at least 20 years in the past, providing enough time for historical relevance to be clear.

3. **RESEARCH**
   Research about the chosen topic is the foundation of a History Day project. Students should spend the majority of the project's length researching a topic in order to complete a quality, thorough, unbiased investigation. Emphasis should be on primary sources, however, there is no set number of sources students must have for a quality project. Students will be asked to gather, analyze, and present the relevant information of their topic.

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

5. **PRESENTATION**
   The final step of the process is project creation and presentation. Students will assemble their findings into one of the 5 project categories (see below). In addition to category specific requirements, every student creates a process paper and annotated bibliography. Once their projects are complete, students should be given the opportunity to present their work to an audience. This can be through the contest structure of NHD or simply a classroom presentation to their fellow students. This last step allows students to feel proud of their work and think more deeply about their topic when answering questions.

Annual Theme

To keep the program fresh year to year and to encourage creativity and variety in topic selection, an annual theme governs the entry development and evaluation processes. The themes are broad enough to facilitate wide variety in topic selection-from local to national to international history-- but narrow enough to enable focus. Themes may be repeated, but never within a seven-year time span so that a sixth grader will see a different theme each year through twelfth grade. For more on this year's theme, please visit www.nhd.org.

Learning Targets

How does a historian think? Analytically. Critically. Broadly. By the time your students complete their NHD projects, they should be able to check off these learning targets.

- ❏ I can pose research questions about a topic in history.
- ❏ I can gather and organize a variety of primary and secondary sources related to my research question.
- ❏ I can analyze primary and secondary sources for credibility and bias.
- ❏ I can suggest possible answers to my research questions.
- ❏ I can write a thesis statement related to the History Day theme, taking a position on my topic.
- ❏ I can organize primary and secondary sources in a format that tells a historical narrative.
- ❏ I can organize primary and secondary sources in a format that proves my thesis statement.
- ❏ I can draw conclusions from my research findings and explain the impact my topic has on history.
- ❏ I can present and cite sources in an annotated bibliography.
- ❏ I can compose a process paper that explains how I selected my topic and conducted my research.

Student Skills

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

Some of the skills that will be developed are:

- Topic Selection
    - Socratic Seminar
    - Thinking in historical eras
    - Understanding different areas of history (using acronyms such as SPRITE, PARTIES, etc.)
- Research
    - Note taking
    - Developing research questions
    - Online and library-based research
    - Verifying source integrity
    - Plagiarism

    - Primary vs. secondary sources
    - Reading primary sources
    - Reading maps
    - Reading images/cartoons
- Analysis
    - Writing thesis statements
    - Understanding historical context
- Presentation
    - Writing in five paragraphs (or a script)
    - Project organization and planning
    - Project development
    - Writing a Process Paper
    - Completing an annotated bibliography

Models of History Day Participation

Social Studies/History Classroom Assignment

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

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

Interdisciplinary Assignment (Language Arts/Social Studies)

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

Alternative Classroom Enrichment Assignment

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

Extracurricular/Club Activity
Offered as an after school activity or club for interested students. Requires at least one sponsoring teacher to supervise. As students work on different aspects of the project, "guest" teachers with different backgrounds could work with them on specific skills, ex: Social Studies for topic selection, Librarian for research, Language Arts for writing and story creation.

NHD Competition Basics

Keep in mind, entering into the contest aspect of NHD is **NOT** required. You may use the general structure of NHD with your students in any way you feel works best for your situation. The following standards only apply to projects when entering into a NHD contest.

VHD follows NHD project and contest rules. You'll find NHD contest information at https://www.nhd.org/how-enter-contest.

Rules

The NHD *Contest Rule Book* is a student's guide to creating an entry and preparing for judging. It stipulates the general rules that pertain to every entry, such as the requirement of an annotated bibliography and process paper. It also covers the category-specific rules with detailed rules including size limit for exhibits, time limits for documentaries and performances, etc.

Every student should be given access to the *Contest Rule Book,* either by receiving a printed copy or through a PDF copy, which is available as a free download at www.nhd.org Refer directly to the Rule Book when questions arise. When in doubt about NHD rules, contact your state coordinator or NHD. Ultimately, NHD's executive director is the final arbiter of all rules.

Divisions and Categories

For purposes of fairness and greater participation, student entries are divided into age divisions: **Elementary**, grades 4-5; **Junior**, grades 6-8; **Senior**, grades 9-12. Elementary Division students are not eligible to compete at the National Contest. Within each age division, there are five categories of projects that students can create: **Paper, Performance, Documentary, Exhibit,** and **Website**. Elementary Division students may only compete in the Exhibit category. Except for Papers, students can enter individually or as a group of up to five. Individual and group projects compete separately in every division. Adding together the divisions and categories, there are twenty total categories of competition, nine each in the Junior and Senior Divisions and two in the Elementary Division. Each category requires different skill sets designed to appeal to

student interest and abilities. After all, project work is more enjoyable when one can build upon existing skills.

- **VHD Contest Divisions -** For contests, students are broken into age divisions as follows:
    - Elementary Division: Grades 4-5
        - Elementary students may compete in the regional and state competitions, but cannot advance to the National Contest.
    - Junior Division: Grades 6-8
    - Senior Division: Grades 9-12
- **VHD Project Categories -** For each category (except Paper), students may work individually or in a group of up to five students.
    - Paper (individual only; group work not allowed)
        - Historical research paper between 1,500 and 2,500 words
    - Exhibit (Elementary students may only compete in the Exhibit category)
        - Three-dimensional visual representation of a topic, similar to a poster board
    - Website
        - Collection of web pages that present a topic, must use NHDWebCentral web builder
    - Performance
        - Dramatic portrayal of a topic
    - Documentary
        - Audio/visual representation of a topic
- **Universal Project Elements**
    - Title Page - Project's title, division and category, student name(s), word counts
    - Process Paper - Answers the following questions:
        - How did you choose your topic and how does it relate to the annual theme?
        - How did you conduct your research?
        - How did you create your project?
        - What is your historical argument?
        - In what ways is your topic significant in history?
    - Annotated Bibliography - Lists all sources students consulted
        - Citations follow Chicago or MLA format (Chicago preferred)
        - 1-3 sentences explaining how and why student used each source
            - Elementary Division students do **NOT** need to annotate their bibliographies

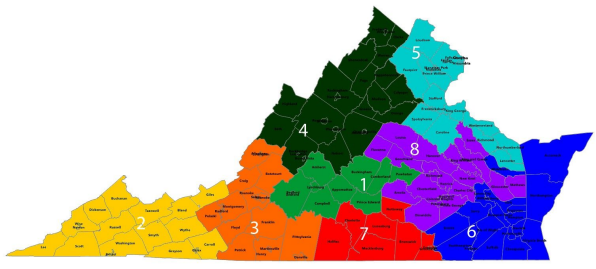
Competition Levels

The contest year begins immediately after the National Contest and ends in June with the National Contest. Generally, the more levels of competition, the higher level of quality of advancing student entries as, ideally, students take advantage of judges' advice to improve their projects.

In Virginia, there are three levels of competition:

- **Regional/ District Contests:**
    - Most affiliates (states) are subdivided into regions, which might be county-based or by some other system. Each region hosts a regional contest, with winners advancing to the affiliate contest. Regional contests are typically held in February and March.
        - Within some regions, particular schools have such large participation that they hold in-school contests prior to regionals.
- **Affiliate (State) Contest:**
    - Affiliate contests occur between late March and early May. Students who win 1st or 2nd place at their affiliate contest are eligible for nationals, with 3rd place winners serving as alternates in case the top finishers are unable to attend.
- **National Contest:**
    - The National Contest is held during the second week of June at the University of Maryland in College Park, Maryland.

VHD Regions



DISTRICT ONE - Amherst, Appomattox, Bedford, Buckingham, Campbell, Cumberland, Lynchburg

DISTRICT TWO - Bland, Bristol, Buchanan, Carroll, Dickenson, Galax, Giles, Grayson, Lee, Norton, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe

DISTRICT THREE - Alleghany, Botetourt, Covington, Craig, Danville, Floyd, Franklin, Henry, Martinsville, Montgomery, Patrick, Pittsylvania, Pulaski, Radford, Roanoke City, Roanoke, Salem

DISTRICT FOUR - Albemarle, Augusta, Bath, Buena Vista, Charlottesville, Clarke, Culpeper, Frederick, Greene, Harrisonburg, Highland, Lexington, Madison, Nelson, Orange, Page, Rappahannock, Rockbridge, Rockingham, Shenandoah, Staunton, Warren, Waynesboro, Winchester

DISTRICT FIVE - Alexandria, Arlington, Caroline, Fairfax, Falls Church, Fauquier, Fredericksburg, King George, Lancaster, Loudoun, Manassas Park, Manassas, Northumberland, Prince William, Richmond (County), Spotsylvania, Stafford, Westmoreland

DISTRICT SIX - Accomack, Chesapeake, Franklin City, Hampton, Isle of Wright, Middlesex, Newport News, Norfolk, Northampton, Poquoson, Portsmouth, Southampton, Suffolk, Surry, Sussex, Virginia Beach, Williamsburg, York

DISTRICT SEVEN - Brunswick, Charlotte, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward, South Boston

DISTRICT EIGHT - Amelia, Charles City, Chesterfield, Colonial Heights, Dinwiddie, Essex, Fluvanna, Gloucester, Goochland, Hanover, Henrico, Hopewell, King and Queen, King William, Louisa, Mathews, New Kent, Petersburg, Powhatan, Prince George, Richmond City

Tips for Classroom Implementation

Sample Timeline

Introduction to National History Day **Week 1-2**

- Explain what NHD is, the theme, and what student expectations will be
- Introduce thesis statements, primary and secondary sources, and annotated bibliographies – provide examples of each for students
- Introduce sample topics – these can come from content you intend to teach through the semester or year
- Topic selection activity – have students bring in a newspaper or magazine and point out topics that relate to the theme.

Article analysis/Preliminary topic chosen **Week 2-3**

- Have students determine their broad topic of interest and choose and read two articles/ chapters related to it.

- Their response to the sources should identify and describe the author's thesis, evaluate their use of evidence (i.e. what stats, examples, data support their thesis), and explain if the author was successful or not.
- They should address how the article/chapter helped them in their research.

Primary Source Analysis **Week 3-4**

- Introduce students to places to find primary sources: public and university libraries, Library of Congress, National Archives, Kentucky Historical Society, and Chronicling America.
- Have them find at least two primary sources related to their preliminary topic.
- They should read and analyze the sources and write an annotation for them.
- Their annotations should address: the type of source, its subject, bias of the author, and how it supports their research.

Article/Source Analysis **Week 4-5**

- Students should find two more secondary and primary sources each as related to their topic.
- They should be beginning to narrow their topic focus.
- They should submit annotations for each source.

Final topic and initial thesis **Week 5-6**

- Students should have narrowed their focus from their initial broad topic.
- They should submit a provisional thesis statement
- Students should submit a revised annotated bibliography for the eight sources they have up to this point.

Revised thesis/article analysis **Week 6-7**

- Students should submit annotations for two more primary and secondary sources each.
- They should submit a revised thesis based on your feedback.

Outline **Week 7-8**

- Thesis statement
- Main supporting points with topic sentences
- Should include which primary sources will be their evidence
- Annotated bibliography

Rough draft of paper **Week 9-10**

- Five- to seven-page paper that has a thesis, three to five supporting points, conclusion, and annotated bibliography
- This paper will provide the text for whatever project type they choose.

Final draft of paper **Week 10-11**

Determine project type: January
Work on projects: January/February/March
Competition: March/April

Tips for Creating Your Classroom Calendar

You can apply these tips for creating your classroom calendar to an in-school or after-school program design.

- Start the calendar with the first day of your school year
- End the calendar with the NHD National Contest in June (Hey, shoot big. You never know.)
- Include these dates:
    - Your school or local contest (if you have one) for sharing student projects with their peers other teachers and administrators
    - Your regional contest (February-March dates to be determined.)
    - The state contest (April)
    - Your school's winter/spring breaks, religious holidays, state testing weeks and any other days you know when student work will be limited.
    - When you will introduce NHD to your students.
    - When students will propose topics to you.
    - When you will attempt to reserve time in your school library / computer lab / media center.
    - Interim deadlines when students will submit research / annotated bibliography phases to you
    - Interim deadlines when students will submit evidence of their research.
    - When students will submit their project in pieces / phases for peer or teacher feedback.
    - When complete drafts are due for all students.

Teacher 'Must Do's' For History Day Success

1. **Connect with Virginia History Day staff.**
    a. The VHD staff at the Virginia Museum of History & Culture will be there to help you throughout the process. Make sure to let them know that you are participating by filling out an online enrollment form.
2. **Build your support network.**
    a. In addition to the VHD staff, it's useful to begin building your support network in your school.
        i. Your English or Language Arts teacher may be able to assist with aspects of writing thesis statements or creating bibliographies.
        ii. Your librarian or media specialist may be able to support the research process.
        iii. Connecting with community or university libraries will help your students to access even more research resources.

3. **Keep parents informed.**
    a. Letting parents know about this project, important deadlines, as well as ways that they can assist.
4. **Know the deadlines.**
    a. By enrolling and connecting with the VHD staff, you will get regular updates on program and competition deadlines. Keep these dates in mind as you plan your History Day calendar.
5. **Divide the project into parts.**
    a. Don't forget that this may be the first time your students have embarked on a research project of this size. By dividing the project into smaller parts, helping them to meet the smaller deadlines along the way, and awarding points for the process – not just the final project – you will help them to build time and project management skills.
6. **Don't rush it.**
    a. Students may be excited and motivated by the possibility of creating the final project, but there are important steps along the way that they need to go through. Allow time for them to first understand the theme, explore topics, and conduct research before letting them put their actual project together.
7. **Think about skill-building.**
    a. There are many ways to scaffold important lessons that will support a VHD project. Before you even introduce the project, there are likely important skills that you are already planning on introducing in your classroom that will feed into History Day. For example, do you have other lessons already planned to explain the difference between primary and secondary sources? How to analyze documents? Maybe the Language Arts teacher is already planning on covering thesis statements and bibliographies? These skill-building activities can do double-duty in a History Day classroom.
8. **You don't have to be an expert on every topic.**
    a. Many teachers initially feel overwhelmed by the prospect of having students researching topics with which they may be unfamiliar. Remember that you don't have to be the content expert on each of your students' topics. You are the expert in the process and can guide them to where they might find those answers.
9. **Know that each student will get something different out of History Day.**
    a. While the competition is an exciting part of History Day, the ultimate goal is the academic growth of the students. Not all students are going to go to the national contest. Help students to understand that even if they don't win, they have still gained important skills as historians and scholars.
10. **You are the boss.**

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

Parents and Evaluation

Communication with Parents is Key!

Annual parent surveys show parents appreciate regular communication from teachers about the project and competitions. Since the state History Day office does not communicate directly with parents, this communication needs to come from teachers. We asked parents "What do you wish you would have known before starting History Day." So, what do parents want to know?

Introduction to the Project

Give parents a heads up about History Day before it begins. Share the introductory video with them. Let parents know about the theme. Consider hosting a parent kick-off at school. Send home one an introductory parent letter. Let them know ...

- **That History Day is worth the work**. You've chosen to bring History Day into your classroom because it meets state standards and teaches valuable college and career skills. Topic and category choice empowers students and motivates learning. Sure, it's work, but it's worth it!
- **That History Day can extend beyond the classroom.** Some parents weren't aware of the competitions associated with the project, or that 8,000+ Virginia students participate in History Day each year!
- **That this is a big project.** Many parents were surprised at the amount of time their son or daughter invested into this project, especially if they advanced to State History Day.

Project Steps and Deadlines

This may be the first time their son or daughter is completing a project as large in scale as History Day. Parents want to know the steps in the process and clear deadlines for completion. Share with them a project timeline that lists the major milestones in the project.

A Parent's Role

Parents want to support their child, but also don't want to cross the line. Remind them that doing well with History Day doesn't mean spending a lot of money and students should do **ALL** the work themselves. Guidelines on reasonable adult help can be found in the NHD Rule Book.

Where to Get Help

Many parents didn't feel that they knew who to contact when they had questions. Most importantly, parents said they didn't know that there was a website of resources from Virginia History Day until too late in the process.

- **School-level Requirements and Deadlines**: Parents should contact teachers with school-level issues.
- **Regional/District Contest**: We post information about these events on our website. If parents have questions, they can contact the local History Day volunteer coordinating the event.
- **Virginia History Day**: Contact the VHD Coordinator at sflorer@virginiahistory.org or 804-342-9672.
- **General Questions**: The answers to most general questions are on our website. Parents should start at https://www.virginiahistory.org/learn/virginia-history-day.

Rules and Rubric

Parents want to make sure they are directing their child down the right path. Let them know not only the classroom expectations, but how those requirements might change if their son or daughter's project advances to a Regional or State competition. Many parents also expressed frustration at the rules "changing" partway through the school year. Be clear that the official rules never change mid–year.

- Direct parents to the complete NHD Contest Rule Book: https://www.nhd.org/how-enter-contest
- Help parents understand how projects are evaluated by providing them access to NHD Evaluation Sheets

Communication

Parents appreciate the regular flow of communication via a newsletter, email, blog, or other format. They also recognize that their own son or daughter may be the missing link in effective communication, so make sure that parents have other ways to access this information.

The Evaluation Process

Evaluation forms for each category can be found at https://www.nhd.org/categories. These forms can also be used by teachers for classroom level assessment.

Each NHD evaluation form has two sections:

- **Historical Quality (80%) -** This section focuses on the strength of historical argument, research, and relationship to the theme and is the same for all categories.

- **Clarity of Presentation (20%) -** This section evaluates how well a project communicates an argument using the tools of a specific category and is different for each category.

The Benefits of the Evaluation Process
Judges' evaluations are part of the learning and skill building process of NHD. Judges' evaluations identify areas for improvement and provide positive feedback. The judges' comments also can provide students with ideas for revisions and enhancements as they move from one contest level to the next.

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

How Does the Evaluation Process Work?
At official NHD contests, each separate NHD division and category is usually judged by a separate panel of judges. After the judges review a student's project, they then conduct a brief (5-10 min) interview to ask follow up questions. A student's interview skills are not officially judged. Instead, the interview provides an opportunity for the student to explain their historical thinking process and more clearly add their voice to their project.

Time constraints, due to the number of entries, often require that some categories have a first round and a final round. In such cases, the entries judged best by each team of initial judges are re-evaluated by a new team of judges to determine the winning entries in the category. The number of entries in finals and procedures for judging vary by contest.

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

The Subjective Nature of Judging
Remember, judges must evaluate certain aspects of an entry that are objective (e.g., were primary sources used; spelling and grammar). However, judges also evaluate interpretive aspects of an entry that are qualitative in nature (e.g., analysis and conclusions about the historical data). Historians often reach different opinions about the significance of the same data. It is therefore crucial for students to base their interpretations and conclusions on solid research. Judges will

check to determine whether students used available primary sources and if they were careful to examine all sides of an issue and present a balanced account of the research. The process paper and annotated bibliography are critical to this process.

The Decision of the Judges is Final

All parties taking part in a NHD contest should realize that inadvertent inequities may occur in judging and that contest officials do want to be informed of any problems. However, the decisions of the judges are final.

Virginia History Day: Lesson Plans

Introduction, Theme, and Choosing a Topic

LESSON: INTRODUCTION TO HISTORY DAY

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

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

1. Read the story to the students.

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

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

- *What did you like?*
- *What stood out to you?*

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

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

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

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

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

Lesson Extension/Alternatives

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

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

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

LESSON: INTRODUCTION TO HISTORY DAY – THEME

Essential Questions: 1. What do we mean by the theme? Why do we have a theme?

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

Grade Level: 6 – 12

Time Needed: 50 minutes or more

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

Procedure

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

1. Outline the goals for the day. *What do we want to get out of this conversation?*
• We need to understand what the theme means before selecting topics. In the end, we are going to be looking for History Day topics that have connections to the theme. The theme is a lens by which we view topics. We need to understand what these words mean in order to see how these ideas played a part in history.

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

3. Explain the Socratic Seminar method. *With your knowledge of the National History Day program, we are going to have an open conversation to keep you thinking about the use of the theme and the program. A Socratic Seminar is based on Socrates and his students having conversations and constantly bringing up more questions to consider. With this method, we are going to set goals of what you would like to achieve and share responses. After setting goals, we will look at the questions and add anything else you would like to consider. We will set ourselves*

in a circle to welcome conversation. I do not have the answers to these questions. This is a time for us to all explore the theme and History Day further to benefit your classroom.

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

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

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

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

Lesson Extension/Alternative

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

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

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

Group Question Generation: Read the theme narrative prior to the lesson. Mark places in the reading where questions from your students may occur. In class, explain that you are going to create a class list of questions for discussion based on the History Day theme. Read the theme narrative with your students, stopping to generate a list of questions on the board. This should include any questions that students come up with and any questions that you anticipated but did not come up during the reading. After reading the theme narratives, lead a class discussion to try

to answer the questions. For each question you answer, see if you can create another question to add to the list. This can be based on the information from the question just answered, or just a general question about the theme. Essentially, you are modeling the process of generating research questions students will need to use during the research portion of the project. Explain that new information should generate more questions. Before the end of class, have students write a summary of what they understand the theme means to them.

LESSON: CHOOSING A TOPIC 1 – USING HISTORICAL ERAS

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

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

2. Make a list of eras or significant decades students are familiar with on the board (five to seven eras that fit your students). With these examples, have students name ONE event/invention/figure associated with that era.

- Medieval – Kings and Queens
- Colonization – Tri-corner hats
- Early America - Independence
- Civil War – Slavery
- World War I – Trench warfare
- World War II - Holocaust
- Imperialism – Loss of indigenous culture
- Ancient Rome – Julius Caesar
- Ancient Greece – Olympics
- Pre-Columbian – Native American creation stories
- Make sure whatever era used in the introduction is also included

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

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

5. Give the following instructions: *Today you are going to investigate three historic eras of your choice. You can take examples from opening activity, or use another textbook/timeline to discover an era. Using the worksheet provided, you will fill in the following blanks on* ***Worksheet: Choosing a Topic 1*** *about the three eras to become familiar with the time period and possibilities in each era.*

- Social – Relating to society such as class status, friendly relations, and/or customs
- Political – Related to the government, laws, practices, policies
- Religion – Fundamental set of beliefs and practices
- Intellectual – Education of society and new ideas or developments
- Technological – Advancements in technology in all aspects such as transport and agriculture
- Environmental – Interactions and appreciation of what surrounds the community

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

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

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

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

Lesson Extension/Alternative

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

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

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

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

WORKSHEET: CHOOSING A TOPIC 1

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

Historic Era 1: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 2: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

Historic Era 3: _____

Social: _____

Political: _____

Religion: _____

Intellectual: _____

Technological: _____

Environmental: _____

WORKSHEET: CHOOSING A TOPIC USING HISTORICAL ERAS

As an extension of the previous activity, choose an era from the list below and read about it.

Choose an event that is significant in that era and answer the following questions.

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

Historic Era 1:

_____

Event:

_____

Which SPRITE category does this event belong in? Circle one.
Social Political Religion Intellectual Technological Environmental
How do you think this event connects to the History Day annual theme?

Historic Era 2:

_____

Event:

_____

Which SPRITE category does this event belong in? Circle one.
Social Political Religion Intellectual Technological Environmental
How do you think this event connects to the History Day annual theme?

Historic Era 3:

_____

Event:

_____

Which SPRITE category does this event belong in? Circle one.
Social Political Religion Intellectual Technological Environmental
How do you think this event connects to the History Day annual theme?

WORKSHEET: CHOOSING A TOPIC

Topic Idea
1:_____

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

Topic Idea
2:_____

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

Topic Idea
3: _____

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

Name: _____

WORKSHEET: FOCUSING HISTORY DAY TOPICS

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

1. Start by thinking about the theme for History Day this year.
2. Narrow down to a general area of history that interests you.
3. What are some general topics connected to that area of history?
4. Narrow the broad topic to something more specific. Consider location, person, or event.
5. Your thesis will address specific issues or ideas related to your topic.

SAMPLE TOPIC NARROWING FUNNELS

1. *Amendments*
    a. *First Amendment*
        i. *Symbolic Speech*

Texas v. Johnson 1989

Symbolic speech, no matter how offensive to some, is protected under the first amendment

1. *Civil Rights*
    a. *Denial of Rights*
        i. *Jim Crow Laws*

Loving v. Virginia 1966

Violation of equal protection under the 14th amendment

1. General Interest

2. Broad Topic

3. Narrow Topic

4. Thesis

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

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

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

1. As students are doing preliminary reading with their topics, they should begin to think about the research questions that will guide their process. This will give their research process focus, rather than trying to gather every fact they can about their topic. Explain the difference between information gathering questions and research questions.

- **Information gathering questions** will help you to get the basic facts about your topic. These questions are often the "who, what, when, and where" questions.
- **Research questions** get at more of the "why and so what" questions, that address the significance of the topic in history. These questions will often address:
    - Cause and Effect: What were the causes of past events? What were the effects?
    - Change and Continuity: What has changed? What has remained the same?
    - Through Their Eyes: How did people in the past view their world? What were their motivations for their actions?
    - Turning Points: How did past decisions or actions affect future choices?
    - Using the Past: How does the past help us to make sense of the present

2. Walk through the process of writing a research question together for a topic previously discussed. Discuss with students how these questions are more than “yes” or “no” and go beyond just finding facts. Research questions should address “why and so what” issues.

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

4. If students would like to work together but cannot choose a topic, the following questions may be helpful:

a. Which topic do each of you like? Why?
b. What do you want to find out about your topic?
c. Is there any way your topics are related?
d. What are the benefits of working together?
e. What are the drawbacks of working with a partner or in a group?
f. Why do you want to work together?
g. Ask individually: How flexible are you with your topic choice? Are you determined to do this topic, or can you research whatever?

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

Name: _____

WORKSHEET: HISTORY DAY SELF-REFLECTION (CONFIDENTIAL)

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

Why?

_____
_____

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

_____
_____

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

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

_____
_____
_____

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

_____
_____

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

_____
_____
_____

WORKSHEET: HISTORY DAY CREW CONTRACT

Contract Due Date: _____

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

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

Type of Project: _____

Project Due Date: _____

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

Student's Signature: _____

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

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

Adult Signature: _____

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

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

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

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

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

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

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

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

Bon Voyage and smooth sailing on your History Day journey!

Research and Note Taking

LESSON: RESEARCH – NOTE TAKING

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

Before Class: Work with the ELA teacher or other social studies teachers to be on the same page of note-taking practices. If Cornell or another note-taking device is used, use this lesson to review note-taking with the resources they may already have.

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

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

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

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

5. Walk through the **Worksheet: Note Sheet** using the paragraph as a model to take notes. Make sure to emphasize the bibliographic information. *Where do you find the information? How does knowing the author and the date something was published help us to understand the source? What is a bibliography? What is the purpose of a bibliography? To make students do more work? Like note- taking, bibliographies are a learning tool.*

- Help the reader check the information you present. It helps the reader trust that you know what you are talking about.
- Help the reader go to the source you found to use in their own work. Giving the date of publication, journal location, and page information are great clues to other researchers.

6. Using the website from the "Introduction to History Day" lesson (http://62437547.nhd.weebly.com), demonstrate the importance of looking at the bibliography. Ask students to:

- Skim the bibliography.
- As a group pick a website from the bibliography and check the information.
- Go to the website and find where the information was taken. Showing the process of the bibliography helps verify the information presented is accurate.

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

Lesson Extension/Alternative

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

Additional Guidance for Citations: For more on bibliography, create another lesson. Walk through the different parts needed for a proper citation, how to read a citation and where to find

the information. Using a book, journal article, newspaper, letter, diary entry, and other sources, practice writing citations and keeping track of the information.

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

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

WORKSHEET: NOTES

Bibliography information

1. Author

2. Book title

3. Publication Date

4. Publishing house

Information about the source

5. What clues are you looking for?

6. What do you want to remember from this source?

7. What three things has this source said that is relevant to your topic?

8. What do you know about the author?

Information from the source

9. Who?

10. What?

11. When?

12. Where?

13. Why?

14. How?

What did you learn from this source?

15. What research question did this source answer or address?

16. What new questions did you find from this source?

17. What quotes stood out to you?

18. What images stood out to you?

LESSON: RESEARCH – LIBRARY RESOURCES

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

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

Grade Level: 6 – 12

Time Needed: 100 minutes

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

Procedure

Before Class: Set up time in the library or in your classroom when a school librarian/media specialist can show the students how to use the books and Internet finding aids available to them. Using a pre-discussed topic, the presenter can search/research throughout class and show students how it is done.
1. *Where have you researched so far?* List on board. *Has this been successful or unsuccessful?* 2. *What are you looking for?* List on board *3. How many sources do you have so far? 4. How are you using the sources? 5. How are you keeping track of the sources? Using the note sheet from previous lesson? 6. Where do you find new sources for new information?*

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

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

Have students ask the librarian questions to show where resources for their specific topic can be found. Ask the media specialist/librarian to suggest some websites to start research.

Lesson Extension/Alternative

Provide Beginning Websites to Search: For students who have trouble navigating the vastness of the web, provide them with a list of websites to start looking, and search terms to narrow their scope. Or, start with overview books and encyclopedias.

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

Name: _____

WORKSHEET: SECTION CHECKLIST – MAIN EVENT

Research Question:_____

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

1. _____

2. _____

3. _____

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

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

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

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

1._____

_____

2._____

_____

3._____

_____

LESSON: RESEARCH – VERIFICATION OF INFORMATION/INTEGRITY OF RESEARCH

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

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

Grade Level: 6 – 12

Time Needed: 50 to 90 minutes

Materials: Computer hooked up to a projector.

Procedure

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

2. Pull up a website that does not cite its information and is not clear on its authority of a topic. (http://sciway3.net/proctor/marion/military/marion_wbts.html) Poke through it with the students and then ask:

• *How do we know the author is telling the truth?*

• *What information is left out?*

3. After a brief discussion (about one minute), go to a website that does have sources and credible information (https://www.encyclopediavirginia.org/american_civil_war_and_virginia_the)

• *How do we know the author is telling the truth?*

• *What is left out of the information given? Point of view? Perspective?*

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

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

6. *Ask students*: What makes something credible? Definition:

• Offering reasonable grounds for being believed.

• Of sufficient capability to be militarily effective.

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

8. With your partners or with another individual, pick one source and complete the **Worksheet: Verification, Integrity.**

• What do you know about the author?
• What information do you have that gives you that answer?
• What information has the author given that you can trust?
• What perspective does this author have?
• Are they biased?
• What information have you read about other places?
• How do you use their bibliography for your benefit?

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

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

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

12. Using the source you brought in today, find three to five more sources from that source, using the bibliography. Also, consider the following questions about research questions:

• Which of your research questions have you answered so far?
• How do these answers help your understanding of the topic?
• What new research questions do you have?
• Where can you look to find those answers?

Name: _____

WORKSHEET: VERIFICATION, INTEGRITY

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

1. What do you know about the author?

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

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

4. What perspective does the author have?

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

6. What information have you read other places?

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

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

1. _____

2. _____

3. _____

LESSON: RESEARCH – LIBRARY VISITS

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

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

Grade Level: 6 – 12

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

Procedure

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

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

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

1. Students have been finding sources, and taking notes.

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

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

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

LESSON: RESEARCH – PRIMARY SOURCES/DOCUMENTS

Part A: What are primary and secondary sources?

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

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

Procedure

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

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

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

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

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

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

5. As students are categorizing sources, they can use the **Worksheet; Analyzing Primary Documents** to begin evaluating what the primary sources mean. Questions include:

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

b. What is the purpose of this document?

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

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

e. Why was this document written?

f. What makes this document unique?

g. What kind of language is being used?

6. Have students present new findings, while changing the information on the board.

a. What are the expectations of the author?

b. Who is the intended audience of the document?

c. What is the perspective of the author?

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

Lesson Extension/Alternative

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

Primary Sources in the Real World: Contact an historian, a history professor, a history graduate student, scientist, lawyer, a police officer, or anyone who needs to gather evidence for

their research or job. As a class, come up with questions to ask the visitor. Questions about how they use evidence or support to do their work. Examples:

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

HANDOUT: PRIMARY AND SECONDARY SOURCES

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

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

Examples of Secondary Sources:

• Biographies

• History textbooks

• Books about the topic

• Articles about the topic

• Encyclopedias

• Media documentaries

• Interviews with scholars/experts

• Websites

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

Examples of Primary Sources:

• Historic objects • Government records • Photographs

• Manuscript collections • Newspapers from the era • Music of the era

• Interviews with participants • Letters • Original film footage

• Autobiographies

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

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

Name: _____

WORKSHEET: ANALYZING PRIMARY DOCUMENTS

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

2. What is the purpose of this document?

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

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

5. Why was this document written?

6. What makes this document unique?

7. What kind of language is being used?

8. What are the expectations of the author?

9. Who is the intended audience of the document?

10. What perspective is shown in the document?

Primary Source Archives – United States History

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

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

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

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

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

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

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

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

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

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

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

Community, Middle East and South Asia, September 11th Sourcebooks, Humanitarian interventions, and Government secrecy.

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

Primary Source Archives – World History

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

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

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

LESSON: RESEARCH – HISTORICAL CONTEXT

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

1. Start a movie that many students haven't seen, but is appropriate, in the middle. Consider older movies such as Citizen Kane, Rear Window, Metropolis, or any silent movie. Watch 10 minutes and then stop. Ask these questions:

a. What do you think?

b. Are you confused?

c. What questions do you have? d. *Do you want to see more?*

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

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

4. How does this apply to your History Day research? There are usually five sections to a History Day project.

a**. Historical Context**

i. **Background**: Information about the topic with big ideas. This is usually a description of the existing problem, condition or situation that will change as a result of the Main Event. What was the background in the class example of a project we saw in earlier lessons?

ii. **Build-up:** More specific information about the topic including events that directly lead to your main event. What was the build-up in earlier lessons?

b. **Main Event** (Heart of the Story):

i.The heart of your story and the main focus of your project. What was the heart of the story in earlier lessons?

c. **Historical Significance**

i. **Impact**: The short-term impact of your main event. What was the impact from the story in earlier lessons?

ii. **Legacy**: Long-term impact of your topic, usually telling the reader why this is important in history. What was the historical significance of the story from earlier lessons? Why is that important in history?

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

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

7. Think about the connection between the background and the main argument of History Day projects. *What is the connection between the build-up and the main argument? What is the cause and what is the effect? In the story from the introductory lesson, what is the connection between the main topic (heart of the story) and the background information given? What do people need to know to understand your story?*

Lesson Extension/Alternative

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

Name: _____

WORKSHEET: SECTION CHECKLIST – BACKGROUND

Research Question:_____

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

1. _____

2. _____

3. _____

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

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

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

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

1._____

_____

2._____

_____

3._____

_____

Name: _____

WORKSHEET: SECTION CHECKLIST – BUILD-UP

Research Question:_____

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

1. _____

2. _____

3. _____

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

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

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

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

1._____

_____

2._____

_____

3._____

_____

LESSON: RESEARCH – HISTORICAL SIGNIFICANCE

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes.

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

Procedure

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

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

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

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

5. Let students know that with History Day, they have to illustrate the historical significance of their topic. They need to convince the reader that this is important. That is often seen in what the topic influences and causes. This is another research component. You can define significance as:

a. An impact

b. A reaction

c. A legacy

d. Changes

e. Consequences

f. Lasting effects

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

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

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

Lesson Extension/Alternative

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

Name: _____

WORKSHEET: SECTION CHECKLIST – IMPACT

Research Question:_____

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

1. _____

2. _____

3. _____

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

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

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

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

1._____

_____

2._____

_____

3._____

_____

Name: _____

WORKSHEET: SECTION CHECKLIST – LEGACY

Research Question:_____

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

1. _____

2. _____

3. _____

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

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

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

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

1._____

_____

2._____

_____

3._____

_____

Organizing and Writing an Argument

LESSON: PROJECT ORGANIZATION – THESIS DEVELOPMENT

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

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

Grade Level: 6 – 12

Time Needed: 90 minutes

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

Procedure

1. Ask students if they know the definition of a thesis statement. Based on their responses, expand on what they already know and discuss the definition and role of a thesis statement. A thesis statement:

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

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

3. Go, write! (Just kidding). Using the **Worksheet: Thesis Development,** walk through a sample thesis writing process with a topic that students already know. Pick a topic that no one has – so

you are not writing a thesis for a student. Abraham Lincoln and Rosa Parks are provided as samples. Before beginning, discuss topic narrowing with students: *What specific issues are we going to focus on for either of those topics – we won't be able to cover their entire life.*

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

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

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

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

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

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

Lesson Extension/Alternative

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

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

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

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

WORKSHEET: THESIS DEVELOPMENT Sample: The Montgomery Bus Boycott

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

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

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

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

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

WHY: Why is it important? What were the outcomes? *The boycott forced change in Montgomery and succeeded in overturning the law requiring racial segregation on public transportation through a Supreme Court battle. This boycott inspired other civil rights movement protests and helped Martin Luther King, Jr. develop nonviolent strategies to fight segregation.*

Thesis:

Rosa Parks was arrested in Montgomery, Alabama when she refused to give up her bus seat to a white passenger in 1955. The following year-long bus boycott and Supreme Court battle broke the barrier of segregation on public transportation, opening doors for other civil rights movement victories through non-violent protest.

WORKSHEET: THESIS DEVELOPMENT

TOPIC:

_____

WHO: Who was involved? Who was affected?

_____

_____

WHAT: What happened? What was the main event?

_____

_____

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

_____

_____

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

_____

_____

WHY: Why did it happen? What caused it?

_____

_____

WHY: Why is it important? What were outcomes?

_____

_____

THEME CONNECTION:

_____

_____

Put it all together into a thesis statement:

_____

_____

LESSON: PROJECT ORGANIZATION – NARRATIVE ORGANIZER

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

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

Grade Level: 6 – 12

Time Needed: 90 minutes

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

Procedure

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

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

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

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

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

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

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

Lesson Extension/Alternative

Checklist Alternative: The checklists that students may have completed though this entire process could form the foundation for the **Worksheet: Narrative Organizer.**

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

Name: _____

WORKSHEET: NARRATIVE ORGANIZER

1. Thesis:

2. Background: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

3. Build-up: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

4. Main Focus: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

5. Impact: Topic Sentence/Point

a. Point 1

b. Point 2

c. Point 3

d. Point 4

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

a. Point 1

b. Point 2

c. Point 3

d. Point 4

LESSON: PROJECT ORGANIZATION - WRITING FOR YOUR CATEGORY

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

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

Grade Level: 6 – 12

Time Needed: 100 minutes

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

Procedure

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

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

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

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

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

HANDOUT: ORGANIZING INFORMATION FOR HISTORY DAY

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

Top Tips on Writing for All History Day Categories

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

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

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

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

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

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

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

Strategies for the Writing Process

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

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

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

Project Specific Organization

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

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

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

Grade Level: 6 – 12

Time Needed: 50 minutes

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

Procedure

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

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

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

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

5. Share sample projects with students and discuss the characteristics of successful projects in each category. Try sharing a sample website – such as the website that has been used for other lessons – and modeling this analysis as a class.

- What do you like about this project?

- What could be improved?
- What makes this category unique?
- Do you think the author could have used the category more effectively? Could they have used more/less media? More/fewer words? More interactive?

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

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

Exhibit Organization

Title

BACKGROUND

Place your topic in Historical Context

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

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

BUILD–UP

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

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

What are the events leading up to the main event?

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

THESIS

MAIN EVENT

Major details about the main events in your topic

THE HEART OF THE STORY

SHORT TERM IMPACT

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

What changed? New laws? New way of thinking?

Who was affected by the event?

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

HISTORICAL SIGNIFICANCE

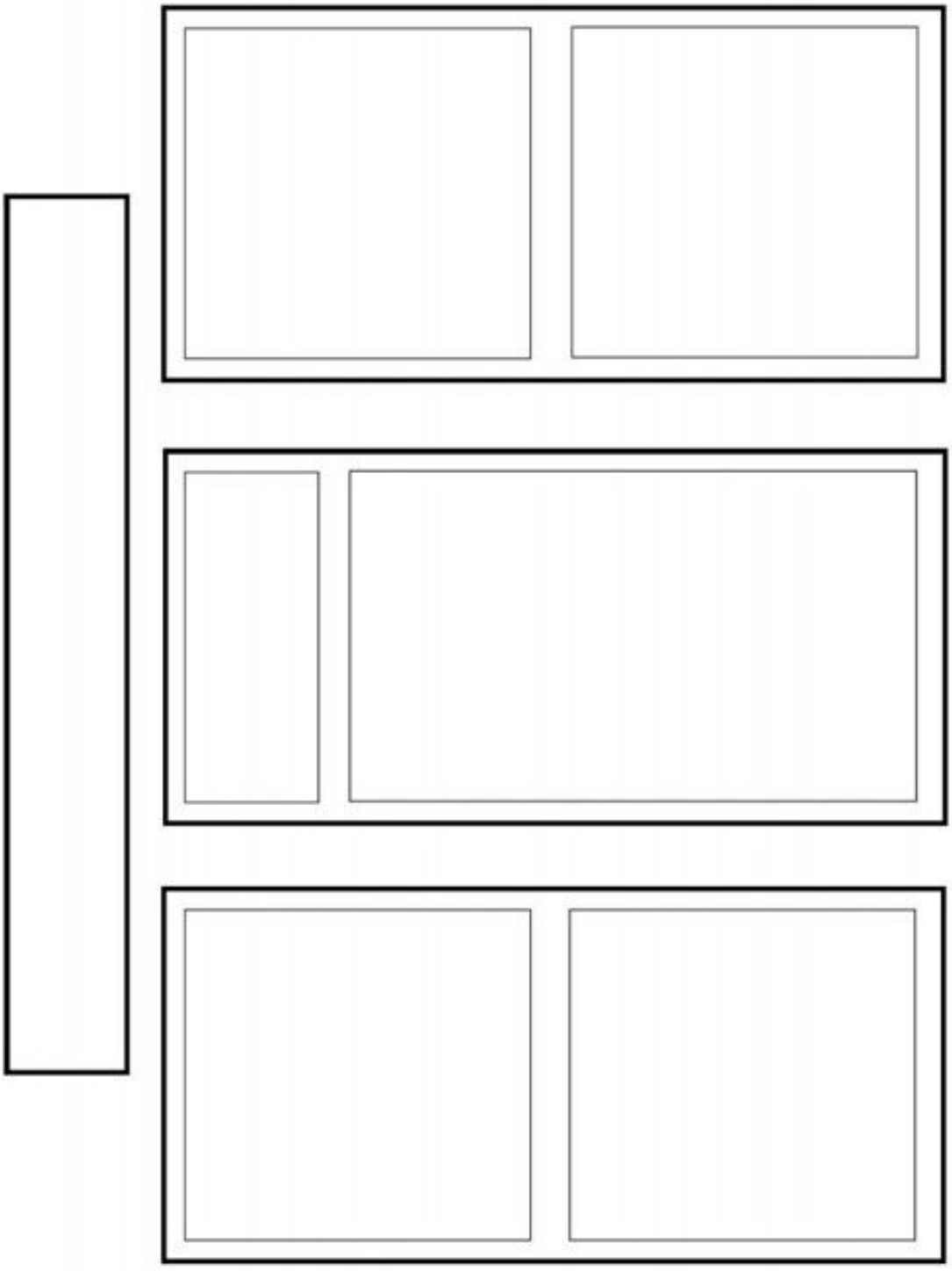
Why is this topic important in history?

What is the long term significance?

What were the intended/unintended consequences?

So what?

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



HANDOUT: ELEMENTS OF AN EFFECTIVE EXHIBIT

Orientation

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

Make the main idea or thesis clear to the viewer.

Segmentation

Organize the exhibit into subtopics.

Use design elements to make subtopics clear to viewer.

Explanation

Use clear and concise captions and text to:

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

HANDOUT: LEVELS OF TEXT

Introduction to the use of labels on historical exhibits

A TOWN BUILT ON IRON

The main title introduces the topic and attracts viewer interest.

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

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

Moving the Town

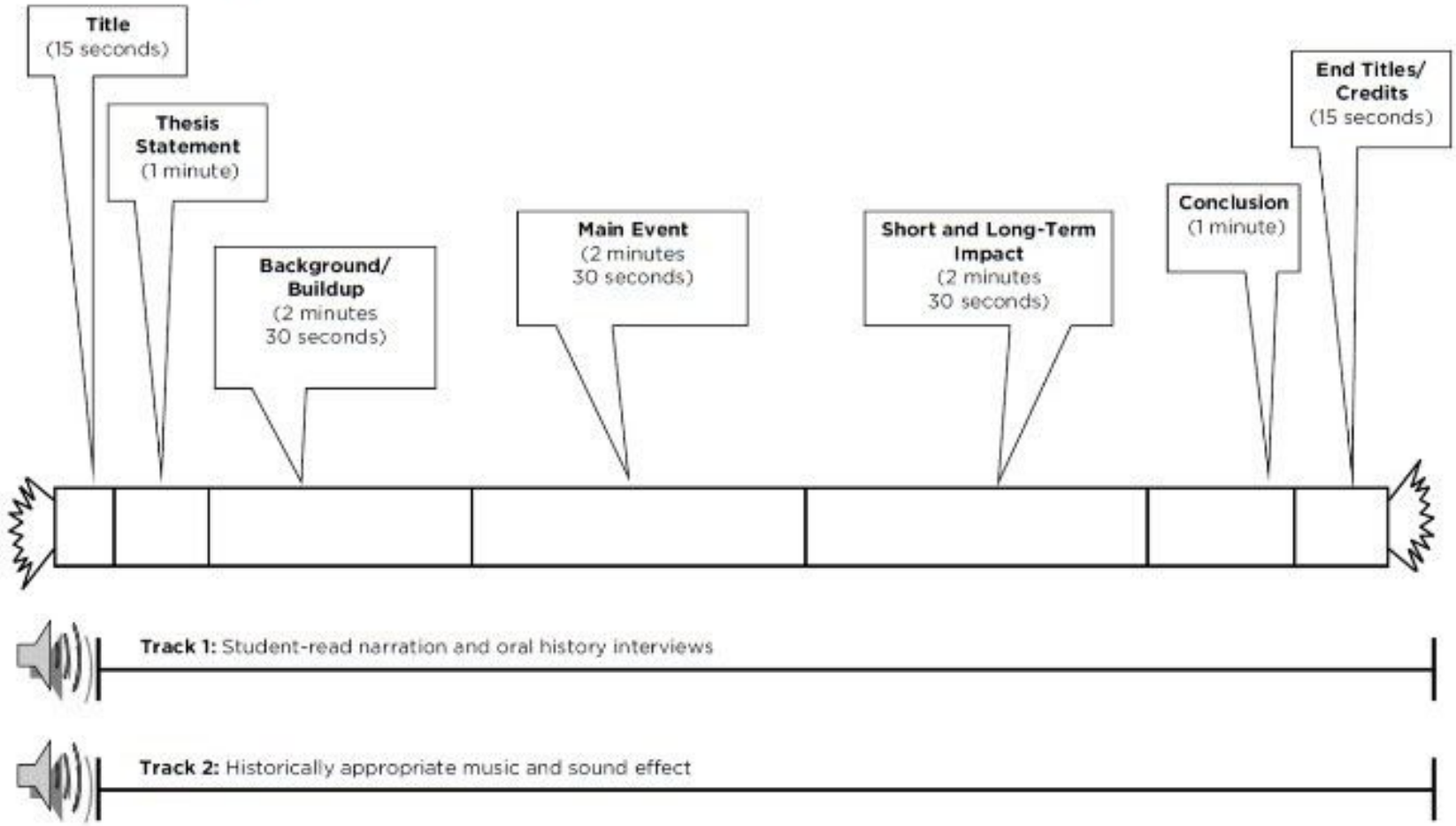
A subject label breaks down the topic into smaller parts for explanation and organization. These labels guide the viewer around the exhibit.

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

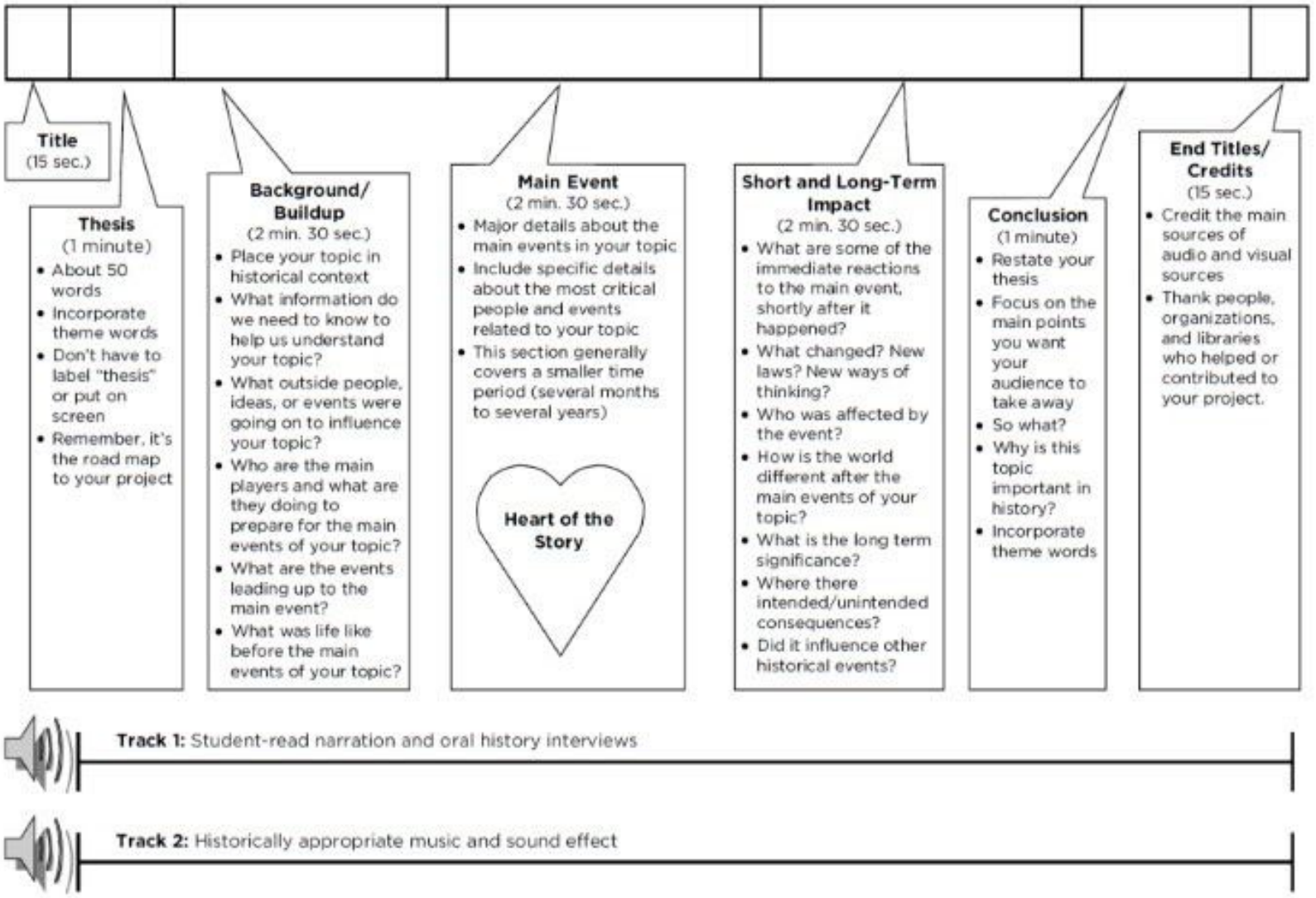
Captions are the most detailed label and provide the opportunity for interpretation. These should be short, active, and clear.

THE DOCUMENTARY Tootsie® ROLL

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



THE DOCUMENTARY Tootsie® ROLL



HANDOUT: ORGANIZING YOUR INFORMATION: DOCUMENTARIES

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

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

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

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

Example of a Storyboard

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

HANDOUT: 11 HELPFUL TIPS FOR MAKING A DOCUMENTARY

1. Always write the script before you start creating the documentary!
2. Make sure you have enough visuals for your documentary
    a. You might need more than you'd think:
        i. Documentary = 10mins = 600 seconds
        ii. Avg. length of time each picture is on the screen = 5 seconds.
        iii. 600/5= 120 images!!
            1. Other types of visuals: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents, title screens, talking head, etc.
    b. No fuzzy pictures. Period!
    c. Places to go for visuals:
        i. Scan from books
        ii. Take digital photos of books/hard copy photos
        iii. Google Images - Use medium or preferably large sized images only
        iv. Take video from other documentaries (its okay, just don't take the narration!)
3. Do a storyboard so that you know you have the visuals to support your narration
    a. Documentary-makers mantra: "Say cow, see cow!"
4. Record the narration before you insert the visuals
    a. The story must drive the visuals, not the other way around
5. Chop up your script into small chunks (1 or 2 paragraphs) to be recorded separately. This makes it easy to edit if you make a mistake.
6. Use a decent microphone. The ones built into computers aren't very good.
    a. Talk over your microphone so you don't get "popping" noises
    b. Limit distracting background noises
7. Save your project frequently!

8. Make sure you have enough space (iMovie and Windows Movie Maker projects can take up several GB of space). If you need to transport the project from computer to computer, be sure you have an external hard drive.
9. Do an interview (or a couple!)
    a. Interviews provide a validating outside opinion and add spice to the flow of the documentary
        i. Good interview subjects:
            1. Eyewitnesses
            2. History professor
            3. Authors
            4. Newspaper reporters
            5. Elected officials
            6. Anyone else who can speak with a unique/authoritative voice on the subject
10. Don't try to cram too much into your project
    a. Talking faster just makes it harder to understand your project
    b. Leave enough time to utilize title screens and dramatic pauses for effect and to allow your points to sink in with the audience
    c. Sacrifice interesting details so that you can include more historical context and analysis
11. Don't go crazy with the transitions
    a. At some point, they just get annoying
    b. Mix it up, use a variety of transitions, and concentrate on using the less noticeable ones
12. Listen to your project with a critical ear toward the audio
    a. Make sure narration volume levels are consistent, especially from one speaker to the next
    b. Add music to create flow and build intensity/emotion
        i. Use instrumental music only, unless there is some lyrical music that relates to the topic and is used unobtrusively

ii. Check www.freeplaymusic.com for copyright-clean, instrumental music that can be tailored to the length you want
iii. Classical music is also good

c. Balance music volume so that it is not competing with the narration

13. Add a brief credits screen to give credit for music, research archives, interview subjects and any "special thanks" you'd like to give
    a. Credits do NOT need to be your complete bibliography. Credits will be much briefer, usually only listing major sources of information.
14. Make backup copies of your project and make sure it plays on a variety of formats and machines.
    a. Check with your teacher or event coordinator to double-check what technology is going to be available at the competition.
    b. History Day recommends that all students bring their documentaries as DVDs formatted to play on a standard, non-computer based DVD player (like the one attached to a TV set). Remember that this is different than saving your documentary on a DVD. When you format your documentary as a DVD, you should be able to play it on any DVD player.
    c. Test your documentary on different DVD players, including those not attached to a computer.
    d. If your project does NOT play on a standard DVD player, you may need to bring equipment with you to the competition.
    e. You may also want to save your project to a flash drive (and be sure it plays on multiple computers) or upload it to the internet (YouTube, Vimeo, Google Drive, the Cloud, etc.) as another back up option.

HANDOUT: ORGANIZING YOUR INFORMATION: PERFORMANCES

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

Name: _____

WORKSHEET: PLANNING YOUR PERFORMANCE

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

DRAFTING YOUR SCRIPT

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

SCENARIO BRAINSTORM

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

Scenario 1

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

_____

Setting: _____

Timeframe: _____

Describe Scenario: _____

_____

_____

_____

_____

_____

Scenario 2

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

_____

Setting: _____

Timeframe: _____

Describe Scenario: _____

_____

_____

_____

_____

_____

What Would Your Character Know?

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

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

[Words in brackets]: Blocking on stage

Line between paragraphs: Denotes new section

(Setting: Barcelona hotel room, 1939)

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

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

If you want a scrap of history from my life, this is one of the most important reminders. The tears I shed on Black Friday, November 11, 1887, still stain this handkerchief. I have left them there these 52 years to remind myself and others of the bravery of the men butchered that day, and of the legacy they left behind for me to carry out.

[Sit down] There were eight of them, anarchists all, who were speaking peacefully in Haymarket Square when a bomb was thrown, and of course the first people the government blamed were the anarchists. All they were trying to do was speak! Their constitutional right, or so it was supposed to be. But the government did not listen, and eventually four of them were hung on Black Friday. I cannot understand how the government can deny them this right they claim to grant to every American citizen, except for peaceful anarchists, I suppose.

[Stand up, pack handkerchief] So, an anarchist I became, devoted to eliminating the silencing laws. And I am still fighting. It is for anarchy that today I am going to Canada. I am going to raise money for some Italian anarchists. I cannot go to Italy because I was banned from there,

just as I was once banished and deported from the United States. They were always looking for a way to get me out of the county, so on December 22, 1919, they sent me and 248 other anarchists to Russia, to be rid of the only people who truly understood the atrocities of the government.
[Find articles in drawers, put on glasses] These are some articles that I saved that went out of their way to slay us; perhaps one of them is from your newspaper. The Cleveland Plain Dealer: "It is hoped, and expected, that many more vessels, larger, more commodious, carrying similar cargo, will follow in her wake." The St. Paul Pioneer Press: "Banished Reds Curse America." I did not curse America. In fact, I warned them of the inevitable turning of events.
[Put down cane, straighten up, take two steps forward, as if going back in time to a younger Emma] This government has signed its death warrant with these deportations. This is the beginning of the end of the United States government, but I will not stop my work as long as life rests with me. [Slouch, step back, pick up cane, go back to older Emma] That was a long time ago; twenty years only, but it seems more like a century. But I am off the subject and we have so little time. Now, everyone knows that the government is run by men, and oy, if I have not had problems with them both.
[Find picture of Johann Most] This is one of the most important men in my new life in America, Johann Most. Aye, he was a homely man, but a brilliant speaker who taught me to speak just like him to the very souls of my comrades.
[Pack picture of Johann] But one night, as I was giving a speech for Johann in Cleveland, urging the futility of the struggle for the eight-hour work day, an elderly man brought to my attention how useless my argument was. And I realized that I was nothing but a creation of Johann's, speaking only what he told me to speak. I knew that if I were to be a true anarchist, I must speak with what came from my own heart. When I approached Johann about this, he flew into a rage and shouted at me, "Whoever is not with me is against me – I will not have it otherwise!" Now you would expect a tiny, 21-year- old girl to shrink back in fear and obedience. But you are speaking to Emma Goldman! And I told him I would not repeat his beliefs, I would not fall into the slavery of marriage, and I would not advocate violence as a method for reinforcing my beliefs. Ironically, the one time I was forced to use violence to reinforce my beliefs was against Johann. In front of a crowd Johann verbally attacked my dear friend Alexander Berkman, my own dear Sasha, for a crime that Sasha had committed in the name of anarchy.

And I, enraged that anyone should dare to slay Alexander's name, leapt onto that stage and attacked Johann with a horsewhip, and cracked it over my knee.

[Pretend to crack cane over knee] I will not allow anyone to slay me or my partner, whether it is the government or the man who gave me my start. Then there is my Sasha, my anarchist partner until his death three years ago.

[Find Sasha's picture] Together we fought the evils of law and brought many new lost souls to the beauty of anarchy. Our greatest stand against authoritative unfairness was when he sought to murder the industrialist Henry Clay Frick, who in collaboration with Andrew Carnegie sought to initiate and 18 percent wage cut – 18 percent! – to the workers of the Carnegie Steel Company. The Homestead Strike incited from this, and the union was destroyed.

[Pack picture of Sasha] We felt it was our duty to these people to do away with Frick. Sasha shot him twice but Frick did not die, and Sasha was sentenced to prison for his pains, 21 years.

[Find letters in drawer] These letters are a painful reminder of the nine years he spent in prison, and a painful journal of the one time I was forced to turn my back on my partner for something I believed in.

[Sit down with letters] You are probably too young to remember the assassination of President William McKinley in 1901, but it is fresh in my mind, as is the sad face of his assassin, a young Polish man named Leon Czolgosz. Leon was an aspiring anarchist, listened to my speeches religiously, occasionally offering his own interpretation. He did what he thought he had to do for the good of the people, and how was I to turn my back on him when my own Sasha had committed the same sort of violence.

[Stand up, pack letters] Sasha, from where he waited in prison, wrote that he felt it not to be a proper stand against the government; he and my fellow anarchists felt that the assassination had done the movement more harm than good. So there I was, caught between my partner and fellow anarchists, and my true opinions and beliefs, frustrated, confused as to where I should go. But my dedication to my cause overrides everyone and everything, and I chose to stand by him and offer him the support of a woman who understands the need to do what one thinks is right. But now they are all gone, and I am alone. Do you see what the men in my life have done to me? They have angered me, inspired me, challenged me, into living and breathing my cause so that it will never leave me, even when society says that a seven-decade old woman should be planting

flowers and doing cross-stitch. Never will you find Emma Goldman in idle retirement. My body is old, but my heart is still young with the hope for a peaceful society.

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

WORKSHEET: WEBSITE ORGANIZATION

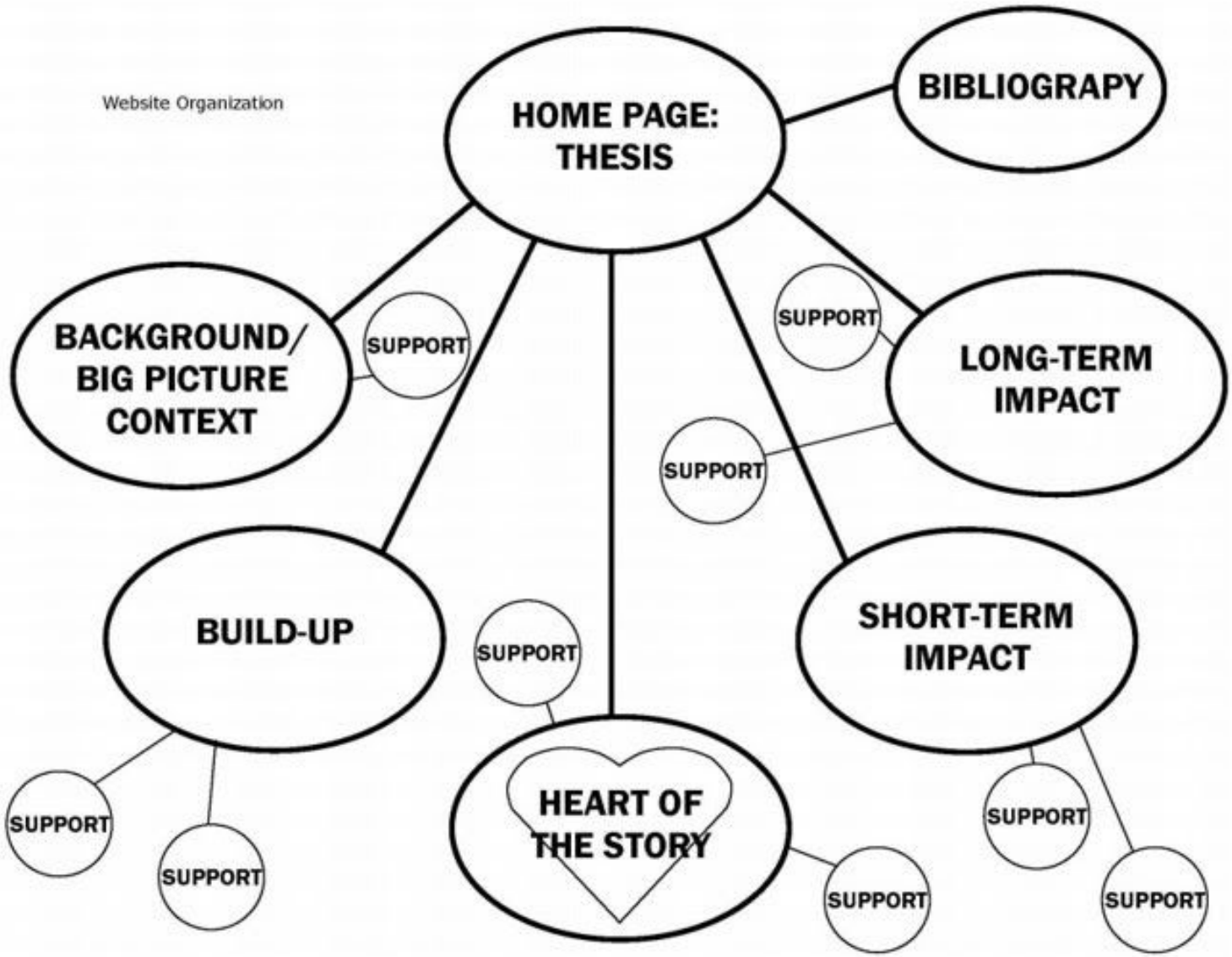
Begin planning out the places you will need in your website on paper before you start using the NHD Website Editor. Each page should directly support your thesis statement. **Remember**: These are just some beginning ideas. You may want to include more pages, fewer pages, or create subpages on your website.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

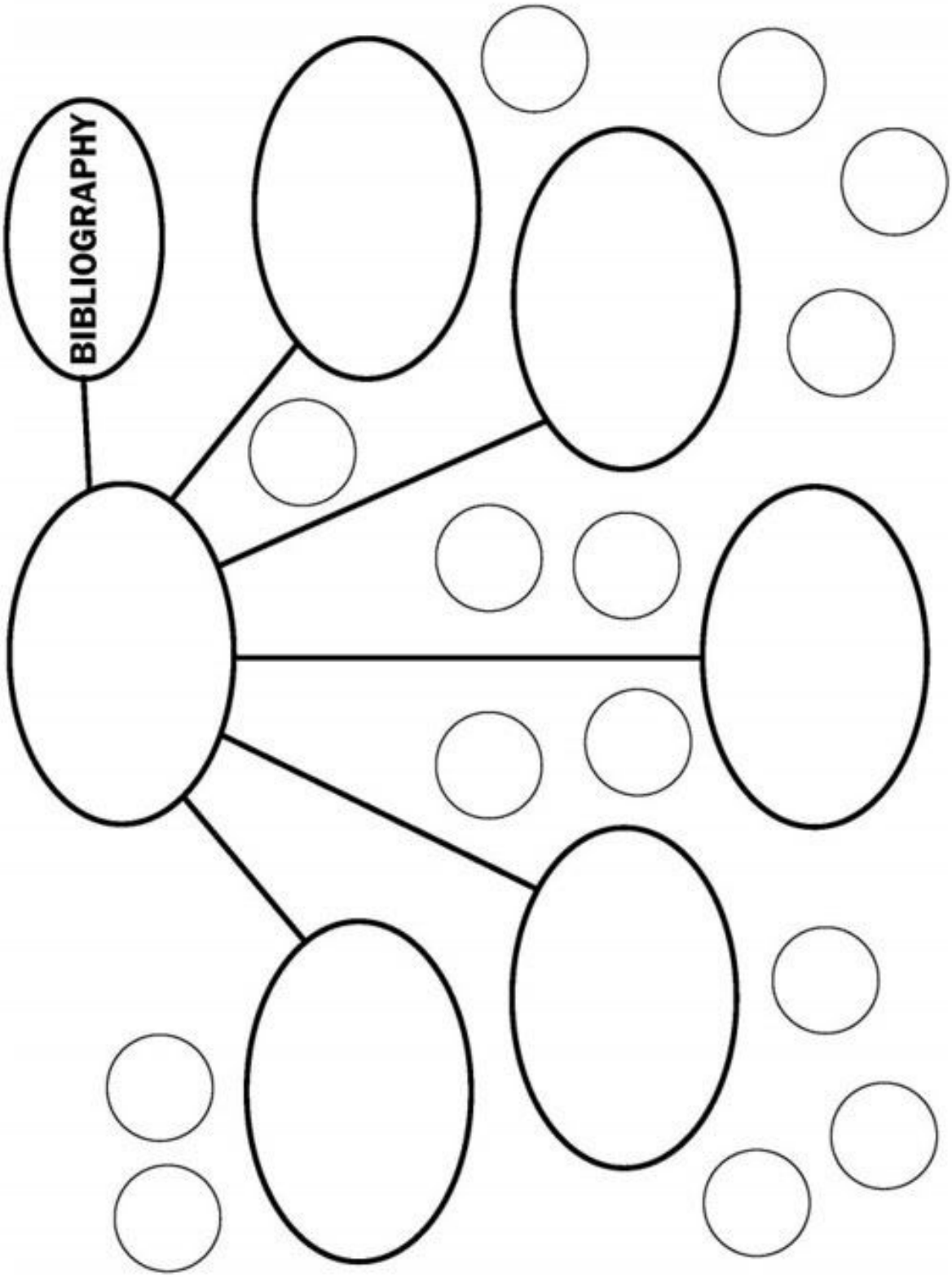
Title
(Brainstorm a creative title for your website and write it here.)

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

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

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


Website Organization
HOME PAGE: THESIS
BIBLIOGRAPHY
BACKGROUND/ BIG PICTURE CONTEXT
SUPPORT
SUPPORT
LONG-TERM IMPACT
SUPPORT
BUILD-UP
SUPPORT
SHORT-TERM IMPACT
HEART OF THE STORY
SUPPORT
SUPPORT
SUPPORT
SUPPORT
SUPPORT


BIBLIOGRAPHY

HANDOUT: ORGANIZING YOUR INFORMATION FOR RESEARCH PAPERS

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

1. Basic Outline
    a. Introduction
        i. Use this section to briefly introduce your topic. Give the reader enough information to orient them about when and where your topic is happening. Don't spend a great deal of time explaining everything. That is what the rest of your paper is for.
        ii. Your thesis should be included in this first paragraph as well. It should help to outline the rest of your argument for the reader.
    b. Body Paragraphs
        i. Each of these paragraphs should make a point that ties back to your thesis.
        ii. Tell a story with your writing. You want the information to be segmented and arranged in a way that flows from one point to the next.
        iii. You may want to consider tools like subtitles to orient the reader and make it easier to fill in your information as you write.
    c. Conclusion
        i. The conclusion of an effective paper restates (in a slightly different way than the thesis) your argument and summarizes your evidence. Every sentence in this paragraph needs to be powerful and use an active voice. This is your final impression – so make it a good one!
2. Other Notes to Consider When Writing
    a. Physically arrange your work on flat surface. This often lets you see "the whole picture," which normally can't fit on a computer screen.

b. Don’t throw anything away! You may want to discard a lot of your work as you go because it doesn’t seem useful to you. However, often people who read early draft of your work may make suggestions to include a part you tossed away. Don’t create more work by throwing parts away prematurely.
c. Pay close attention to grammar, writing style, and citation. Avoid redundant sentence structures (starting sentences the same way) and use a thesaurus to spice up your writing.

Process Papers and Annotated Bibliographies

LESSON: PROJECT ORGANIZATION – PROCESS PAPER AND ANNOTATED BIBLIOGRAPHY

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

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

Grade Level: 6 – 12

Time Needed: 100 minutes

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

Procedure

1. Pull up the websites from the "Introduction to History Day" lesson: http://62437547.nhd.weebly.com.
2. Walk through it again while asking the students, "Have you completed this for your project?" They should say yes to every portion until you get to Process Paper and Annotated Bibliography.
3. Distribute the **Handout: Process Papers and Annotated Bibliographies** instruction sheet.
4. Ask students: Why are the process paper and bibliography important?
5. **Process Paper:** In the Process Paper, students reflect on the project, what they have done, how it relates to the theme, and what challenges or triumphs they encountered. It is a way to share that with the judges or whoever is reading their project. Walk through the Process Paper outline and tell students they will write that today.
6. **Annotated Bibliography:** The information students need to include should be verifiable by another person.

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

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

Lesson Extension/Alternative

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

NoodleTools: NHD has a partnership with Noodletools to give History Day teachers free access to this resource! Visit www.nhd.org and click on the Noodletools logo on the Teacher Resources page for more information.

HANDOUT: PROCESS PAPERS AND ANNOTATED BIBLIOGRAPHIES

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

1. TITLE PAGE
    a. Title of Entry
    b. Student Name(s)
    c. Age Division and Entry Category
    d. Word Count:
        i. Exhibit: Include the student-composed word count for the exhibit and the total word count in the process paper
        ii. Documentary and Performance: Include the total word count in the process paper
        iii. Paper: Include the student-composed word count for the paper and the total word count in the process paper
        iv. 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
    e. **DO NOT** include your grade, school name or teacher name!

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

2. PROCESS PAPER (500 words, 4-5 Paragraphs)
    a. How did you choose your topic and how does it relate to the annual theme?
    b. How did you conduct your research?

c. How did you create your project?
d. What is your historical argument?
e. In what ways is your topic significant in history?

3. ANNOTATED BIBLIOGRAPHY
    a. Separate into primary and secondary sources and alphabetize. Use MLA or Chicago guide for your citations. (Chicago preferred)
    b. Use a two-sentence annotation format:
        i. How did you use this source?
        ii. How did the source help you understand the topic ?

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

SAMPLE: STUDENT PROCESS PAPER (2005)

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

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

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

My documentary relates to both aspects of this year's theme: communication, and understanding. It concerns communication because the fear instigated by the murders

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

HANDOUT: ALL ABOUT ANNOTATIONS

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

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

Example Annotations:

- "This book was a collection of the letters that Joe Kennedywrote from 1914 until his disabling stroke in 1961. Although there were not letters speaking of Rosemary receiving the lobotomy, Joe did write of his concerns for his daughter and the prospect of getting her the operation."
- "We used this book to learn more about recent events in the Israeli- Palestinian conflict, especially the war. It also contained some maps in it, which we used to get a better picture of the partition."

Annotation Sentence Starters

- Try not to use "this source..." to start each annotation. Change it up by trying any one of the following. Remember: If you are working in a group, your annotations should use words like "we" and "our." If you are working alone, your annotations should use words like "I" and "my."
    - This book helped me / us to understand…
    - This document was important to my/our topic because…
    - After reading this newspaper article I / we ....
    - I / We used this speech to…
    - This website was…
    - I / We found out that…
    - This memoir provided me / us with…
    - I / We learned that…
    - This manuscript showed me/us that…

- I / We had a new perspective on the topic after reading this source because…
- This interview talked about…
- This book helped me / us to understand our topic better because…

Stuck? Feel like you're repeating yourself?

Pretend that you're describing the book to your teacher. Try describing the author's point of view in the source.

- Did this source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Describe why.
- Be specific. Was there one particularly important part of the source?

HANDOUT: BIBLIOGRAPHIES MADE EASY!

- Bibliographies are required for all entries. Your bibliography is a reflection of the depth of your research, making it a crucial part of your project. We know that they can be one of the most frustrating and difficult parts of the History Day process! With the invention of online reference and citation websites, the process is far less painful. Below are tips to make the process easier.
- Historians cite their sources for a few important reasons. First, it is important to give credit to someone else for their work. In fact, not giving them credit is essentially stealing their work (called plagiarism). Second, citing sources proves to readers that you have done the hard work of learning about your topic and they can trust that your facts are accurate.
- Finally, citing sources shows that the argument you are making has a firm foundation. It shows that you have taken time to understand how others have researched the topic and built your argument based on those sources.
- What do I need to find for each citation? When you find a new source, write down all the required information for each source. Keep track of it somewhere safe! Depending on the citation style you use, different information may be required.
- You can use MLA or Chicago format for your citations. The required information for the Chicago style includes:
    - Author/creator of the source (including any editors or translators)
    - Title (including the title if it's part of a larger work -- not just the webpage title, but the website title as well)
    - Publisher Information: Name, City, and Year
    - Where the source can be accessed
        - For online sources: Website URL
- Use of an online citation generator is allowed. Students will want to be sure that their citation style is available through the online generator they would like to use; Turabian is not always a free citation style to use. It is free through citationmachine.net and bibme.org. If your school subscribes to Noodle tools or Grammarly, you might be able to use them to create your citations. Whatever you use, you will still need to check to make

sure all the information is included. If the generator says that it could not find a date or publisher, it is your job to go back to the source and see if there is one.

- Sample Chicago (9th Edition)
    - Citation Formats
        - Books (Print)
            - Last Name, First Name. Book Title: Subtitle of Book. City of Publication: Publisher, Year of Publication.
        - Journal Article (Online)
            - Last Name, First Name. "Article Title: Subtitle of Article." Title of Journal Volume Number, Issue Number (Date of Publication): page numbers. URL of database and the article
        - Newspaper Article (Print)
            - Last Name, First Name. "Article Title." Newspaper Name [City] Month Day, Year Published.
        - Newspaper Article (Online)
            - Dibble, R.F. "She Blazed a Trail for Suffrage: Now a Shrine Will Honor Susan B. Anthony Whose Slogan Was: 'Woman Was In Chains.'" New York Times. April 12, 1925. https://nyti.ms/2G1GL54.
        - Websites
            - Last Name, First Name. "Article Title." Title of Website. Name of Institution/organization who sponsored or published site (if not the same as Title of Website). Date last modified or date published. URL. Accessed Month Day, Year.
        - Films
            - You have a choice here! You can list the film either by its name first or by the director first.
            - Name of Film. Directed by First Name Last Name. Name of Company that produced or distributed the movie, year the movie

was released or created. Running time of film.URL if you watched it online.

OR

- Last Name, First Name, director. Title of Film. Name of Company that produced or distributed it, year the movie was released or created. Running time of film. URL if you watched it online.

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

SAMPLE: SELECTED ANNOTATED BIBLIOGRAPHY (2005)

Primary Sources

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

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

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

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

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

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

Secondary Sources

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

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

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

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

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

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

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

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

Virginia History Day: Contest Policies

Photography and Videography Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

The goal of all History Day contests is to recognize student achievement and ensure fair judging. At no point should photography and/or videography interrupt or influence contest judging.

Official Event Photography/Videography

Official photographers/videographers will be identified either through a Virginia History Day lanyard or staff/mentor attire. These photographers/videographers will capture many elements of the event, which may include registration, student presentations, and awards.

Spectator Photography/Videography

Photography and videography by attendees and their teachers/families is permitted at the event. All spectator photography/videography must adhere to the following guidelines:

- Photography/Videography During Student Presentations: Spectator photographers and videographers must get the prior consent of the student participant(s) before photographing or video-recording student presentations.
- Photography/Videography During Student Interviews: Spectator photographers and videographers must get the prior consent of both the student participant(s) and judges before photographing or video-recording interviews.

Media Release

As part of the registration process for Regional/District and State contests, all participants will be asked to agree to the following: "I give the Virginia Museum of History & Culture, Virginia History Day, and National History Day, Inc. and its partners the unlimited right to use the voice and/or image of me or my child/legal ward, for publicity, and/or in documentaries, or other education materials and media."

Do Not Photograph Requests

"Do Not Photograph" requests must be made in writing to the event coordinator at least one week in advance of the event. We will do our best to ensure that official event photographers do not photograph your student, but cannot eliminate the risk from event attendees and spectators.

Special Awards Sponsorship and Judging Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

What are Special Awards?

Special Awards are additional awards recognizing outstanding student work at Virginia History Day. The prizes recognize entries that fall under a specific content focus (e.g. women's history, labor history, etc.) or students who did something specific in creating their entry (e.g.such as using a particular library). In addition to recognition, award winners receive a monetary prize determined by the prize sponsors (often ranging from $50 to $500 per entry). Prize Sponsors determine the total number of awards.

Who sponsors Special Awards?

Individuals and organizations sponsor prizes. They work with the VHD staff to determine the specific criteria and prize focus.

Who Judges Special Awards?

VHD staff will designate a panel of independent judges to evaluate Special Award nominated projects. Generally, Special Award sponsors are not included on this panel.

How are Special Awards judged?

Special Awards are evaluated separately from, but at the same time as, the regular State VHD competition. A project's ranking in the competition does not impact any Special Awards that may be awarded.

1. NOMINATION: Students nominate their entries for Special Awards during the State VHD registration process. Students must submit any materials the prize sponsors require. Incomplete nominations cannot be considered for prizes.
2. SCHEDULES: Nominating an entry does not guarantee that a project will be reviewed by Special Award judges. VHD staff review nominations to create a judging schedule. Not all projects nominated for a prize will be reviewed by the Special Awards judges. Special Award judge schedules are not posted or shared with student competitors.
3. JUDGING: Special Award judges will watch Documentaries and Performances as they are presented. Special Award judges will view Exhibits, Papers, and Websites without students present. There are no interviews for Special Awards.

4. SELECTING WINNERS: Judges select prize winners according to the award criteria and historical quality. Prize winners are announced at the awards ceremony and posted online with contest results.
5. REDEEMING AWARDS: Prize winners will receive additional information on how to receive the award. In general, students will submit financial paperwork (W9) for the individual student or group leader. Award checks are processed by the Virginia Museum of History & Culture or sponsoring organization and mailed to the student.

Can my organization sponsor a Special Awards?

Our capacity to offer Special Awards depends on event capacity and prize focus.

- Capacity: Special Awards are currently offered primarily at the State VHD Contest. Any additional sponsor spots are made available at the discretion of the VHD staff.
- Prize Focus: VHD staff will work with organizations to determine the prize focus. In general, staff works to ensure limited overlap between awards and a broad enough focus to allow the prize to be competitive.

Contest Fees and Cancellation Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

2021 Fee Structure

- Regional Contest: Varies by region
- State Contest: $25/student
    - Applies to all students registering for Virginia History Day.

Invoicing and Payment

After the registration deadline, participating schools will be invoiced for the total number of students registered for the event. Payments must be submitted online or to the Virginia Museum of History and Culture PO Box. We are unable to accept payments during the event itself.

Attn: Virginia History Day Staff
Virginia Museum of History & Culture
P.O. Box 7311,
Richmond, VA 23221-0311

- If the school is covering registration fees, the invoice will include information on how to pay via check or purchasing card.
- All members of a group must register, pay the entry fee, and be included in the online registration form even if they are unable to attend the = contest. We are unable to waive fees for contests.

Cancellation and Refunds

- Before the Registration Deadline: If an entry drops out before the registration deadline, the school will not be invoiced for the entry.
- After the Registration Deadline: We are unable to refund registration fees after the deadline has passed.
- If a registered student cancels or does not attend the contest, the school/student is still responsible for the entry fee. If you have an extenuating circumstance, please contact the State Coordinator. Any changes to these guidelines will be made at the coordinator's discretion.

"Teachers Rule:" Guidelines on Teacher Discretion in Shaping a Classroom History Day Assignment

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

- Within the structure of the National History Day Contest Rule Book, teachers have the ability to make important decisions to shape the implementation of the program within their own classroom.
- "Teachers Rule" is Virginia History Day's philosophy to support the ability of teachers to make decisions about the following aspects of NHD in ways that are best suited to their curriculum and available resources:
    1. Individual/Group Size: Teachers may limit the option to work alone or in a group. While NHD permits groups of up to five students, teachers may limit the group size to less than five (but not more than five).
    2. Group Member Selection: Teachers may determine how student groups are formed. Teachers may require parental "sign-off" on group work.
    3. Topic Selection: Teachers may choose to limit student topic selection to a certain time period, geography, content area, etc. to better fit the content of the course in which NHD is being used. Teachers may create lists of topics that are not permitted in their class or require parental/ administrative "sign-off" on topics. Teachers may limit the number of duplicate topics within a contest year.
    4. Category Choice: Teachers may choose to limit the category options (Documentary, Exhibit, Paper, Performance, Website) available to students. Teachers may also choose to limit the number of projects in a certain category being created at the school.
    5. Advancing from School-Level Contests: It is up to the teacher or teachers at the school-level to determine which projects advance to the Regional/District level of competition. Teachers may ask students to volunteer, make these decisions on their own, host a competitive school event with volunteer judges, or a combination of the above to determine which entries advance.
- When possible, Virginia History Day encourages disputes between student participants, parents, and teachers to be resolved on the school-level. While we will not overturn school-level decisions on implementation-related decisions (such as those listed above), we can help provide clarification and discuss possible additional options.

Event Attendance Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

Whenever possible, we expect all students connected with an entry to attend the contest. We do recognize that there may be times when this is not possible. Students may still be able to enter the Regional/District or State contest, even if they may not be able to attend on the day of the contest. Student competitors should weigh these options against other obligations to determine if they wish to participate in the History Day contest.

Religious Conflicts

Students with religious conflicts for the day of the competition should contact the event coordinator to discuss options before the event registration deadline. Documentary, Exhibit, Paper (State), and Website students might be able to have an advanced interview. If the student wishes to attend the event, but cannot operate technology for religious reasons, a staff member is able to assist.

Group Entries

Documentary, Exhibit, and Website entries can be judged with only one group member present. There is no penalty for missing group members. All group members must register and pay any applicable fees.

Performance entries with missing group members cannot substitute in other students for missing group members. The script must be re-written for only the group members that are able to be present. A group Performance cannot switch to the Individual Performance category.

Phone Interviews

Phone interviews must be requested by the student and approved by the event coordinator in advance of the contest.

- For Documentaries and Exhibits, a teacher or classmate must set-up the project and supporting materials.
- For Documentaries, Exhibits, Papers, and Websites, a teacher or classmate must be present at the judging time with the student on the phone for the interview. Judges will not call the student on their personal phone.

Websites Entries

If the student(s) from a Website entry do not show up at the event and no prior phone interview has been requested or approved, the entry will be treated as a “no show.” The entry will not be

permitted to advance to the next level and the judges will not provide any written feedback for the students.

Major Event Conflicts

If another event conflicts with Regional, District, or State contests and has the possibility to significantly negatively impact History Day attendance, History Day staff reserve the right to arrange additional alternate options for students. These options will be designed to improve access to the event and will be applied consistently across all schools. Lead teachers will be informed of these additional options in advance and students should follow these additional guidelines.

Plagiarism Identification and Investigation Process Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

Rules and Definitions

The NHD Contest Rule Book, Section 5.1. Rule 5 states: "Plagiarizing all or part of your NHD project will result in disqualification. You must give credit to the primary and secondary sources you use and provide a complete citation and annotation for all of your sources in your annotated bibliography."

- Rule 5 defines plagiarism as: "To steal and pass of (the ideas or words of another) as one's own; To use (another's production) without crediting the source; To commit literary theft; To present as new and original an idea or product derived from an existing source"
- **Please Note: If a teacher knows that an entry is plagiarized, or suspects that a student has not created the project, they should not register it for a History Day contest.**

Process

History Day staff and judges start from the assumption that all work entered into a History Day competition is the work of the student. When plagiarism occurs, it is often unintentional on the part of the student, due to lack of experience with research and citation. When plagiarism is identified, Virginia History Day's goal is to use this as a teachable moment, rather than to penalize or embarrass the student(s) and to focus on significant infractions, rather than clerical errors.

- **Identification in Advance of the Contest**: Websites and Papers are reviewed in advance of the Regional/District and State contests.
    - If a judge identifies plagiarism, they should contact the event coordinator and identify the plagiarized portion of the project as well as the original source material.
    - The event coordinator will review the project and affirm if there is plagiarism present.
    - If time permits, the event coordinator will notify the teacher and develop an action plan. Depending on the severity of the problem, a teacher may wish to:
        - Withdraw the student from competition. The contest fee will not be refunded. The event coordinator will make the determination if it is

logistically feasible for the school to replace the entry (Regional-level only).
        - Have the student participate in the contest, but not be eligible to advance to the next level of competition. Judges will do their best to provide feedback on other elements of the project.
    - History Day staff and/or the teacher may be called to participate in the interview, depending on the severity of the plagiarism.
- **Identification at the Contest:**
    - If a judge identifies plagiarism, they should contact the event coordinator. The judges should identify the plagiarized portion of the project as well as the original source material.
    - If possible, the event coordinator will discuss the issue with the teacher. The event coordinator will review the project and affirm if there is meaningful plagiarism present and the impact that will have on a project's ranking.
    - Projects with significant plagiarism are ineligible to advance to the next level of competition. Judges will do their best to provide feedback on other elements of the project.

Contest Advancement and Results Disputes Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.
*********SUBJECT TO CHANGE IN 2021*********

Advancing from School-Level Contests

It is up to the school to determine which entries are eligible to advance to the next level of competition. Schools make these decisions in a variety of ways:

- A school-level contests can be held to determine which projects advance with judge feedback
- A school may hold a showcase event, which may or may not have judges present
- Teachers may decide which projects will advance to a Regional/District competition without a showcase or competition
- Students may decide they are interested in competing to fill the schools allotment of spots at the Regional contest

How many entries will advance?

At present, this policy is different for each region.

Please Note:

A student who participated in History Day at their school but did not advance may not register on their own for a Regional/District contest under the auspices of a different school or organization.

Students from schools that do not participate in History Day are allowed to compete at Regional contests.

Please contact the State History Day office for more information

Regional/District-Level Contests

At each contest, Regional History Day judges will select students for two types of awards:

- **State Qualifier**: State Qualifiers will receive a medal and are eligible to advance to State History Day.
- **Runner Up**: A runner up project will be selected and announced for each category. A certificate or medal may be given to runner up winners, as decided by each region.

How many entries will advance?

- Third place projects will serve as alternates and advance to the state contest if one of the top two projects is unable to. The top three projects in each category in the Elementary Division will advance to the state contest. Fourth place projects will serve as alternates and advance to the state contest if one of the top three projects is unable to.
- Judges will rank the top five entries in each category/division.
- The 1st and 2nd place projects at the state contest are eligible to advance to the National Contest. If a 1st or 2nd place entry is unable to attend the national contest, the spot will be offered to the 3rd place, then 4th place, then 5th place.

Please Note: History Day encourages judges to advance as many projects as possible to the next level of competition. If there are not enough entries or enough entries of sufficient quality in a particular category, judges may choose to advance fewer than the minimum number of entries per category/division or to award fewer Honorable Mentions.

Disputing Contest Results

According to the NHD Contest Rule Book Section 7.6. "Judges alone will determine each entry's ranking and whether a project advances to the next level of competition. The decision of the judges is final. If you have a concern, ask your teacher about the correct process for contacting the Contest Coordinator. "

- While the decision of judges is final, Virginia History Day strives to find solutions to correct the inherent inequities of judging when this is possible. As you process the contest results, you must keep in mind that:
    - **Viewing is Not Judging**: The experience of judging is different from viewing projects. Judges have received training and are looking for projects to meet specific History Day criteria. Judges also have access to the annotated bibliography and are evaluating the quality of research for each project they view. Viewers often do not have access to this material.
    - **Subjectivity**: There is an inherently subjective element to History Day judging. Historians will often reach different opinions about the significance of the same data.
    - **The Overall Quality of All Projects is High**: Judges are often making ranking decisions about projects that are very similar in quality. At State History Day, First-Round judges must rank the top three entries, 1st - 3rd, and Final-Round judges must rank the top five entries, 1st-5th, with no ties. A ranking between 2nd and 3rd place may not mean a significant quality difference in the project. History Day judges are not permitted to rank two entries as a "tie" at State History Day.

During the Contest

Teachers, students, or spectators should alert History Day staff during the competition if they have a question or concern about judging. We are happy to explain the process that is going on behind the scenes. History Day staff have more options to address a problem during the contest, rather than after the awards ceremony has concluded. This may include, but is not limited to:

- Discussion between staff and judges or students
- Representation of the project (especially in the case of technical difficulties)
- Assistance with locating materials (such as a missing bibliography during the event)

After the Contest

Teachers and students should contact the event coordinator with any concerns via email. Please provide as much information as possible. Next steps may include, but are not limited to:

- Follow-up with additional information on the judging process
- A review of judge comment sheets or
- Staff review of the project to provide additional feedback

At no point in the dispute process will we remove another entry's status as a State Qualifier to "swap in" another entry. It is at the State Coordinator's sole discretion to allow an additional entry to advance from a Regional/District contest to State. Judge decisions at the State contest are final. No additional entries will be permitted to advance from State to the National Contest.

Conflict of Interest Guidelines

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

What is a Conflict of Interest?

A conflict of interest may be defined as an interest (direct or indirect) between people that might affect, or might reasonably be thought by others to affect, the judging and/or outcome of an NHD contest.

- Virginia History Daywill take all practical and necessary steps to mitigate any identified conflicts and ensure a fair competition.

Judge Conflict of Interest Procedures

The Virginia History Day program takes steps to identify and mitigate any possible conflicts of interest between participating students and contest judges.

- People affiliated with History Day students or schools are allowed to serve as judges.
    - Judges are asked to disclose any relationships with History Day students or schools when they register.
    - VHD staff will assign these judges to a different category/division from those students/schools with whom they are familiar.
- Judges review their schedule of entries before judging begins, but do not have access to school information. When conflicts are identified, event staff will switch judging assignments. It is not necessarily a conflict of interest for a judge to have previously evaluated a project as long as no additional consulting took place.
- Judges with conflicts will not be able to access results before they are announced to the general public.
- If a conflict doesn't become apparent until the interview, the judge will immediately notify the event coordinator. The judge will not evaluate and rank that entry.
- In order to minimize possible conscious or unconscious bias, no school will be included on the materials handed to judges or on the individual room schedules posted in competition areas. Judges are instructed to refrain from asking students about the school they attend. Students should also refrain from wearing clothing with school logos or including their school name when introducing their project.

Staff Conflict of Interest Procedures

By nature of the work that Virginia History Day does with schools, staff members and mentors will likely develop relationships with students and teachers participating in Regional/District and State contests. While it is impossible to avoid all conflicts, we will make all reasonable efforts to assign staff members/mentors with close student/teacher relationships to jobs outside of the judge room or processing of results.

Access to Results and Competition Areas

Staff will not give competing teachers or students access to results for their students in advance of when these materials are available to the general public.

- Staff will not allow competing teachers or students access to judge deliberation rooms while judges are discussing entries or ranking projects.
- Staff will not allow competing teachers, students, or judges access to tabulation areas while preparing results and will limit the number of people working on results to as few staff as possible.

Discussion and Evaluation of Entries

Staff may advise on the impact of a rule violation on a project ranking, but will not make decisions in regards to a project's ranking.

- When it becomes necessary for a staff member or mentor to judge at a contest, they must review the schedule for possible conflicts. It is permissible for staff or a mentor to judge students with whom they may have had singular interactions, such as providing advice at a research session or having spoken to the student's entire class during a presentation.

Spectator Expectations and Behavior Guidelines

These guidelines specifically apply to the state Virginia History Day contest. Regional/District contests may have different policies, but if no specific policy exists, then these will apply.

Spectator Expectations

Spectators must be respectful of student presenters, judges, and event staff. In general, spectators should avoid behavior that would compromise the quality of judging. Please note that spectators:

- Should not enter or exit a competition room while the presentation is taking place. When possible, please also try not to enter or exit during the interview portion, but it is permissible.
- May not question students during the interview period.
- Should minimize possible distractions to students and/or judges, such as cell phones or media.
- Should give ample physical space to judges for project review, questioning, and comment writing.
- Should follow all spectator photography and videography guidelines.
- Should not personally approach or question the judges about a project's ranking during or after the interview.

Viewing Student Presentations (State Contest Only)

There are opportunities to view most types of projects at a History Day competition. If a room is open to public viewing, student presenters are not able to request that judges or event staff remove spectators unless spectators are being disruptive. These policies are for the State Contest only. Regional contests may have their own policies.

Documentaries	Spectators may view Documentaries and interviews as they are presented according to the event schedule.
Exhibits	Spectators may view Exhibits while areas are open for public viewing. Interviews are not open to spectators. See event schedule for specific times.
Papers	Interviews are not open to spectators. Papers are displayed for public viewing.

Performances	Spectators may watch Performances and interviews as they are presented according to the event schedule.
Websites	Interviews are not open to spectators. Website URLs are available at the event for viewing on personal devices.

Disruptive Spectator Behavior

Disruptive behavior has the potential to undermine the contest and impact the quality of the student and/or judging experience. This type of behavior may include, but is not limited to:

- Shouting, yelling, or speaking at a volume that distracts or impedes the student presentation or judge questioning, either within the presentation room or in areas adjacent to the presentation room
- Running, pushing, shoving, jumping, or any other potentially harmful behavior (to self or others)
- Use loud, abusive or otherwise harassing language. Harassment is unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward a person based on race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, disability, age, marital status, familial status, or status with regard to public assistance when such conduct has the purpose or effect of creating an intimidating, hostile, or disruptive environment.

Handling Disruptive Behavior

1. A judge or mentor may ask a spectator to stop a disruptive behavior if they feel it is impacting the quality of the student and/or judging experience.
2. A judge or mentor may ask the spectator to leave the area.
3. A VHD staff member may be called to assess the situation and may ask the spectator to leave the area.
4. If the behavior continues, the VHD staff member will determine if it is necessary to contact building security.

Judge Expectations Policy

These guidelines apply to Virginia History Day Regional/District contests and the Virginia History Day contest.

The Judge's Role

The History Day program, students, and teachers rely on judges as a critical part of the educational process. As a judge, you will:

- Sign up in advance on the website.
- Attend a judge orientation the day of the event.
- Work with a judge team of two or three to review projects and interview students.
- Select the strongest projects to advance to the next level of competition.
- Provide detailed written feedback about each project you view.

Expectations

A brief orientation at the start of the event will cover the fundamentals of judging as well as contest logistics.

- The following judge expectations may or may not be covered in detail, but include:
    - Event Attendance
        - Let us know as soon as possible if your schedule changes and you are unable to judge.
        - Arrive on time to all events for which you sign up and stay until the judging process is completed.
        - Attend the judge orientation at the start of the event.
    - Student Interactions
        - Pay careful attention so you can evaluate well. Students have worked for months on their projects and are looking forward to this opportunity to share their work. Judges should avoid distractions such as personal phone calls, texts, etc. during the event. Judges may not bring minor children that they need to supervise to the event.
        - Use a friendly tone of voice and positive language.
        - No one should be touched in a way that makes them feel uncomfortable or unsafe. Watch for the student to initiate appropriate touch, which might include a handshake, high five, or fist bump.
            - If a student, fellow judge, or event spectator needs first aid, contact a staff person immediately.
    - Fairness and Respect

        - Alert VHD staff to any conflicts of interest, including students you know personally or schools with which you have close relationships.
        - Set aside personal bias for or against topics. Judge each project based on the merits of the information that the student presents.
        - Act in a manner that is appropriate and respectful. Remember the age of your audience. Some students are as young as the 4th grade and may be nervous to discuss their work. Ask questions which prompt students to provide information, and be patient if they are shy or anxious.
        - You have a right to be respected. You do not have to suffer offensive language or hostile behavior from a student or a fellow judge.
    - At no point will judges be expected to be alone with student participants.
        - Judges work in teams of two or three people.
        - Rooms are open to the public when judges are interacting with students.
        - Teachers, parents and/or guardians have the option to be in the room or in the vicinity during the judging interactions.

Unacceptable Judge Behavior

Virginia History Day's highest priority is to run a fair contest that is educationally beneficial to the student participants. Judge behaviors that interfere with these goals will be investigated and may impact a person's ability to judge at future contests. Behaviors may include, but are not limited to:

- Discrimination against a student, including on the basis of race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, disability, age, marital status, familial status, or status with regard to public assistance
- Excessive use of phone, text, supervision of children, etc. that distracts a volunteer from judging.
- Failure to provide written feedback to students through the NHD evaluation forms.
- Use of loud, abusive, or otherwise harassing language directed towards students, fellow judges, History Day staff members, or mentors.
- Departing in the middle of a presentation or from the event without completing results (unless for a medical or personal emergency).
- Repeated failure to follow contest procedures, such as ranking based on non-official History Day criteria, providing oral critiques during the interview, or showing unfair bias for or against certain topics.

Addressing Judge Behavior

Judges are volunteers who believe in the value and mission of our program. We assume that judges have the best intentions in all contest interactions. Our goal is to fairly investigate and

counsel judges when behavior is deemed inappropriate. In the rare case that a judge behavior is flagged by a staff member, mentor, student, teacher, or fellow judge, History Day staff will take the following steps:

1. Discuss the issue with relevant parties, which may include students, teachers, fellow judges, History Day staff and/or mentors.
2. Follow up with a judge. Record the issue in the judge's file for future reference.
3. Judges who have more than one incident may be required to meet with VHD staff before volunteering again.
4. Judges who have repeated incidents of unacceptable behavior, or a single incident of egregious unacceptable behavior, will be placed on a "Do Not Invite Back" list and not allowed to volunteer for Virginia History Day again. A judge will be notified of this decision via postal mail.

Please Note: VHD reserves the right to immediately remove a judge in cases of egregious unacceptable behavior.