Teacher Playbook

A Guide to Success
from Coordinators, Experts, and Teachers

University of Colorado **Denver**

National History Day in Colorado
A pre-collegiate social studies and literacy program

Department of History
COLLEGE OF LIBERAL ARTS AND SCIENCES
UNIVERSITY OF COLORADO **DENVER**

NHD
NATIONAL
HISTORY DAY
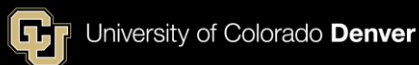
- Review theme, sample topics, and rules. Check out NHDC & NHD websites for important updates, helpful classroom tools, and more.

- Look at a variety of past projects to gain an understanding of what makes a good project (Examples are available on our website).

- Review timelines, syllabi, lesson plans & graphic organizers from our veteran teachers.

- Consider how long you would like your students to work on the projects: a semester, part of a semester, a whole school year, or as an enrichment activity.

- Think about timelines, classroom work, and work outside of the classroom. Plan your own timeline by working backwards from contest dates.

- Consider what types of topics are appropriate for your course.

- Consider making NHDC your class research project.

- Consider using NHDC as a cross-curricular project, i.e. social studies and literacy, science, technology, etc.

- Think about how you plan to assess your student's work by creating/reviewing rubrics and graded benchmarks on project progress.

- Introduce the program to students: Show them past projects. Review the theme, sample topics, and rules.

- Familiarize students with types of projects: documentary, exhibit, paper, performance, website.

- Ask students to think about working as individuals or in groups.

- Now it is time for your students to get started!

- Review the theme and sample topics. Check out NHDC & NHD websites.

- Look at past projects for inspiration.

- Select a topic.
  - Start with an area of interest and narrow to a workable topic.
  - Refer to the sample topics for suggestions.
  - Check with your teacher to make sure the topic is appropriate for your class.
  - Make sure that the topic is a good fit for the theme.
  - Become an "expert."

- Develop a "working thesis" connecting your topic to the theme (Remember: Topic + Theme + Impact= THESIS)

- Research the topic, using both secondary and primary sources. Keep detailed notes with reference information.

- Evaluate your sources: Consider the context (who, what, when, where, why, and how in addressing your topic).

- Finalize your thesis and evaluate your evidence.
  - Does your evidence prove your thesis?

- Create an outline from your research.

- Decide on the project format.

- Review the rules throughout the process. Be sure to proofread!

- Design and complete the entry.

- Complete the required paperwork.
  - Annotated bibliography required for all entries.
  - Process paper (unless in the paper category).

- Evaluate and edit the project.
  - Does your project pass the "so what?" test
  - Ask adults (teachers, parents) to review

- Decide if you will enter a school/regional contest. Register completely.

- Practice for the interview and prepare for the contest (inventory props, print required paperwork, backup your documentary in multiple places, etc.).

Table of Contents

Part I: Introduction

CU Denver National History Day in Colorado:

In early 2015, National History Day in Colorado was adopted by the University of Colorado Denver as a program under the K-12 outreach umbrella. Prior to that time, National History Day in Colorado was a program that struggled to find a home and maintain annual funding. CU Denver chose to adopt NHDC as a formal department in the University for many of the same reasons that many teachers chose the program: It helps precollegiate students develop necessary research and study skills needed for success in college.

CU Denver National History Day in Colorado remains an affiliate of the National History Day® program based in College Park, Maryland and stands by the existing framework that has inspired future historians and critical thinkers for over thirty years.

With the program in a consistently stable environment, the State Office is now able to make the experience much more than a day, and more of a yearlong process. As a result of the program shift, CU Denver National History Day in Colorado has implemented:
- Statewide teacher recruitment.
- Statewide teacher trainings.
- Expanded opportunities for teachers seeking recertification and graduate credit.
- Classroom workshops throughout NHD supported classrooms across Colorado.
- Internship programs.
- Winners' workshops for State Contest-bound students.
- Opportunities to engage elementary-aged students in historical thought through the Poster Contest.
- Increased statewide identification and engagement with cultural and historical partners.
- Identification of target areas for populations of high need and/or target populations for expansion.
- Guided research events and trainings to assist students in the development of their projects.
- Increased University involvement and opportunity at the secondary school level.

The State Office is thrilled to be a part of the CU Denver family and we look forward to many years to come.

University of Colorado Denver

It's More Than Just a Day…

CU Denver National History Day in Colorado (NHDC) is a social studies and literacy program that engages over 700,000 middle and high school students across the United States. Each year 10,000-20,000 Colorado students participate by researching and creating a historical project. It is a skills-based program that enhances student reading, writing, research, communication, critical thinking, creativity, and much more. In addition to the research and project development phase, there is an exciting optional competition element.

NHDC is a flexible program and is adaptable to practically any learning setting. Students can participate as part of a class, enrichment activity or independent study. The educational framework is available to any type of school: public, charter, private, parochial, urban, suburban, mountain, reservation, rural, online, or home school. Better yet, the program is adaptable to any type of learner. We have seen great success with the program with gifted and talented and students who are struggling to get engaged in their own educational experience. NHDC is an excellent tool for classroom differentiation.

The program aligns with the Colorado Academic and State Standards for social studies, literacy, and 21st century skills. The NHD® framework engage while making history relevant and exciting to students. Through hands-on experiences and presentations, students are better able to inform the present and shape the future.

Why Use History Day in the Classroom?

- The program focuses on SKILLS and CONTENT. Students learn reading, research skills, writing, critical thinking, analysis, and more while mastering a particular selected topic.
- Students master the Colorado Academic and State Standards for social studies, literacy, and 21st century skills through project-based learning of core subjects.
- Fulfills many aspects of SB191.
- Students become experts on their topics and share their knowledge with their classmates and community members.
- Inspired by the discovery of interesting primary sources, students get excited about investigating the past.
- The program promotes civic engagement by enhancing a student's understanding of the relationship between the past and present.
- The framework promotes high academic standards and the skills necessary to prepare students for college.
- Participants become informed writers (creating a thesis, researching, thinking critically and proving their thesis, and more).
- Studies show that NHD students perform better in all academic areas regardless of chosen topic.
- Students learn to collaborate and communicate effectively.
- Students connect with their community through interaction with local historians, historical sites, museums, and libraries.
- The program is flexible and can be adapted to fit any course, topic, or timeline.
- The program can reinvigorate your curriculum.
- The contest aspect can be a motivator for students who struggle in the classroom.
- The CU Denver NHDC office is committed to supporting teachers and students.
- Fulfills a graduation requirement on the Colorado Graduation Chart.

The Project:

Students create a project based around an annual theme determined by the National History Day® office in College Park, Maryland. From that, students chose a topic and conduct primary and secondary source research using libraries, archives, museums, online resources, personal interviews and more.

After completing the research phase, students develop a thesis, analyze their sources, and present their argument creatively in one of five available formats: paper, exhibit, documentary, performance, or website. In the creation of their projects, students can be as creative as they wish as long as they adhere to the rules outlined in the NHD® Rule Book.

An NHDC project is NOT a report. Rather, it is a persuasive, argumentative project that includes a thesis statement supported by primary and secondary sources and analysis.

The Competitions:

The competition phase of the program pushes students to develop presentation and public speaking skills, while showcasing student work. Students are encouraged to participate in this phase, but attending a contest is not required. In fact, many schools utilize the program without ever having students present outside of the school. Students receive the same research and development benefits regardless of contest participation.

The contest phase flows in the following way:
- **In-School:** Some schools may have to conduct an in-school contest prior to attending a regional contest. Ask your regional coordinator to see if this pertains to your circumstances.
- **Regional:** CU Denver NHDC sponsors regional contests all across Colorado during the spring semester. Projects are evaluated by trained volunteer judges for historical quality, relation to theme, and clarity of presentation. Refer to the map on page 35 to determine your region.
- **State:** The top three regional winners in each division and category move on to the State Contest at the University of Colorado Denver held usually on the first Saturday in May. Around 700 regional winners compete at this all-day event. Over 150 trained volunteer judges evaluate the student work.
- **National:** Held in mid-June, the top two State Contest winners in each division and category (over 50 students) qualify to go to the Kenneth E. Behring National History Day® competition at the University of Maryland College Park near Washington, D.C. where students compete against over 3,000 students across the U.S., territories, and a growing list of Asian countries.

The Program at a Glance…

National History Day in Colorado:

- is an affiliate of National History Day (NHD)®, a national program at the University of Maryland.
- is a program of the University of Colorado Denver located on the Auraria Campus.
- is a non-profit and is dependent upon donations and volunteers.
- builds community partnerships with cultural and educational institutions to better support teachers and students.
- has successfully engaged teachers and students for more than 30 years.
- provides training and support to teachers across the state, including graduate credit.
- supports students through:
    - -Research assistance at local libraries, museums, historical societies and more.
    - -Mentors, University interns, and direct classroom support.
- supports 16 regions and oversees regional contests throughout the state.
- coordinates the State Contest at the University of Colorado Denver.
- helps to coordinate participation at the National Contest.
- is endorsed by Colorado High School Activities Association (CHSAA).
- fulfills graduation requirements and state academic standards.

Part II: How to Incorporate NHDC in the Classroom

Specific Examples of History Day in Colorado Classrooms

The History Day curriculum is very flexible: It fits into nearly any classroom setting, can be applied to many different educational disciplines, and can be adapted to fit the educational needs of any type of student. Examples of courses and classroom settings where teachers have successfully integrated the History Day program include:

Social Studies
- Civics
- World History
- Economics
- American History
- U.S. Government
- Colorado History
- European History
- Geography
- Sociology/Psychology

Language Arts
- Writing
- Literature
- Blended Humanities

Core Topics & Electives
- Science
- Math
- World Language
- Drama
- Technology
- Performance
- Film/Video Production
- Art

Other
- Extracurricular Activity
- Independent Study
- Gifted and Talented
- Mainstream Classrooms
- Special Needs
- English Language Learners
- A.P. and I.B. Programs

Some of the most successful NHDC programs rely on the collaboration of teachers from different disciplines—such as social studies and literacy. Most have successfully integrated an NHDC project into the requirements for both courses. The students can make a research project on a historical topic and a writing project for a language arts course. Both teachers can achieve their goals and grade the students' work.

Think outside of the box! An English teacher could assist a student writing a paper; a science teacher or engineer might be just the right person to coach a group researching a technological development; a drama or voice coach could be ideal to help students develop and refine a performance. The annual theme is broad enough to be integrated into virtually any course.

Denver School of the Arts teachers, Leni Arnett and Barbara Allen, were all smiles when Ian Farmer won the United States Marine Corps History Award at the 2010 National Contest for his Junior Individual Performance, "Ernie Pyle: The Soldier's Soldier."

Leni & Barb attribute their years of success to cross-subject co-teaching with colleagues.

Barb Allen was the 2012 National Patricia A. Behring Junior Teacher of the Year winner.

The National History Day® curriculum has found success throughout classrooms across the United States (and in some cases, around the world). The strength of NHDC is that the program is flexible enough that teachers pace the timeframe and work of the students in the classroom.

- **Fairview High School**: All 10th grade U.S. History students participate.
- **Palmer Ridge High School**: A veteran teacher requires his 9th grade Honors Civics students to create an NHDC project for their primary class project. He also encourages his A.P. U.S. History students to create an NHDC project for extra credit.
- **Douglas County STEM School and Academy**: In 2013, every student created an NHDC project as part of his or her grade-specific social studies class. Students in the sixth grade created projects that related to Colorado immigration and urbanization. An in-school contest was held to determine which students would advance to the regional contest.
- **The Connect Charter School:** NHDC is part of the social studies curriculum within the school.
- **Denver School of the Arts (DSA):** A middle school social studies class focuses an entire school year on the development of an NHDC project. Additionally, DSA offers a high school NHDC video production class where students create documentaries and websites.
- **George Washington High School:** All International Baccalaureate (I.B.) students are required to create an NHDC project as part of their history course.
- **STRIVE Prep:** In 2015, incorporated NHDC into the 8th grade curriculum. STRIVE has found the program to be useful with English Language Learners.
- **After School Program:** Students work on their projects a few times a week after school. The program at **Wiggins High School** has had great success with this model.
- **Homeschools** are ideal settings for NHDC because the project is self-paced.

Topic selection is flexible and can be customized to specific courses and students, no matter the skill level. For example, if the annual theme was "Exploration, Encounter, Exchange in History" students in a European history course could choose something related to 16th century exploration of the "New World," James Cook and the exploration of islands in the Pacific, or Cecil Rhodes and Africa. U.S. Government students could choose a topic related to a court case around new frontiers and the complications that came with such claims. Science teachers can use NHD in the classroom to have students look at a specific aspect of science history (Charles Darwin and the voyage of the *Beagle*, space exploration, etc.). Likewise, math teachers have also used NHD to have their students explain the significance of mathematicians or theorems.

Teachers should encourage students to take-on topics that are personally interesting or meaningful. At Hinkley High School in Aurora, students are encouraged to choose topics related to their own heritage. Students across the state have completed projects on specific family members.

Amos Archuleta, 2015 state qualifier and winner of the Sangre de Cristo National Heritage Area Award, created a History Day project on his great grandmother Dr. Eppie Archuleta, a world-renowned weaver.

10. There is no such things as too much practice in advanced writing.

9. Are your students experts in knowing the difference between secondary and primary sources?

8. Handling a citation the right way is different than talking your way out of a speeding ticket.

7. Ten documents in an AP DBQ seems much easier after completing a great NHD project.

6. Did your principal just say, "Differentiation in your AP curriculum with AP rigor?"

5. AP & IB bonus points. Absolutely. And there's a defendable curriculum, complete with standards. History Day projects are great preparation for the IB extended essay.

4. NHD school competitions mean students get additional readers and evaluations before the AP or IB test.

3. Analyze, research, create, investigate, examine, deduce, hypothesize, summarize, elucidate are all AP, IB, AND NHD® activities.

2. AP & IB students make the best competitors and love the process- wouldn't it be great to have an academic medal in the case?

1. And our favorite reason: Those three weeks after the test before school is out are already planned— the kids will be getting ready for competition. Plus, did someone say Washington, D.C.?

I Teach Advanced Placement or International Baccalaureate Classes…Why Should I Use History Day?
By a former AP History Teacher

Teachers often worry that taking time "away" from prescribed or planned AP or IB curriculum will be a frivolous use of teaching and learning time. National History Day® is standards-based and aligned to Common Core, while offering valuable differentiation that matches the rigor of an Advanced Placement or IB classroom. Whether NHD® is used as an enrichment exercise, bonus point assignment or required AP or IB project, it allows students to demonstrate required skills such as analyzing, investigating, examining, hypothesizing and summarizing. It also gives teachers an opportunity to provide an AP/ IB appropriate assignment that will engage students beyond test day with possibilities for competitive success. If there is a school-based competition, consider that students will have multiple readers and opportunities for evaluation, without use of limited AP teacher time.

In completing the process, National History Day® students become experts in the same skills and abilities necessary to be successful Advanced Placement or International Baccalaureate students. And, because of the timeline, National History Day® becomes a logical, well planned, and standards-based practice for the testing required in AP and IB classes.

NHD® also complements the IB curriculum. Research and project development can all be applied to the IB extended essay. For example, many IB History students choose a topic for their Extended Essay in 11th grade. They then begin researching the topic and developing a National History Day® project that they complete as juniors. As seniors, they build on this research to complete their extended essay.

Timelines

One of the first steps in implementing the program is to decide how much time to devote to the process. There is not a prescribed schedule to ensure student success. The program can thrive in classrooms that devote the entire school year, half of a semester, part of a semester or as an extracurricular activity. Sample timelines are available on the NHDC website and in the notebook.

Create Your Own Timeline

Work backward. Start with the dates of your local or regional NHD competition. Include registration dates, and pre-submission dates for papers and websites. Then, divide the timetable into manageable pieces. Below are two examples (more can be found on the NHDC website).

Sample of a 6-12 Week Schedule

- 1 week for NHD process and theme introduction
- 1 week for topic selection
- 2-4 weeks for research, becoming an "expert," and development of final thesis statement
- 1-4 weeks for outline development and project creation
- 1-2 weeks for finishing, editing, and final touches such as writing the process paper and bibliography

Sample of a 13-20 Week Schedule

- 1 week for NHD process and theme introduction
- 1 week for topic selection
- 4-6 weeks for research, becoming an "expert," and development of final thesis statement
- 4-6 weeks for outline development and project creation
- 3-4 weeks for finishing, editing, and final touches such as writing the process paper and bibliography

Time management is a critical part of History Day success:
- Create graded milestone assignments.
- Make sure students understand dates and deadlines.
- Teachers should create a time management schedule, and encourage their students to do the same.
- Timelines should be reflective of important project dates, competition dates, and registration deadlines, but still tailored to individual classrooms

"Last minute" projects are rarely successful and generally lack the quality needed to excel at contests. Students who procrastinate do not experience the full educational benefits of the program. The "last minute" push should be reserved for fine-tuning, practice, and preparation for the judges' interview.

Note on website and paper entries: Students who are competing in a contest must submit website and paper entries prior to the competition date. Check nationalhistorydayincolorado.org for deadlines.

Part III: The Process in 11 Steps

#1 The Topic Selection Process

#2 Become an "Expert"

#3 The Thesis Statement

#4 The Research Process

#5 Make Sense of Your Research, Constructing Analysis, and Outlining Your Argument

#6 Choose a Category

#7 Groups or Individuals

#8 Project Creation and Rules Summary

#9 The Process Paper

#10 Citations and the Annotated Bibliography

#11 The Contest: Decision and Preparation

Simone Ong putting the final touches on her exhibit at the National Contest

Before beginning any project, teachers and students should review the rules summary and judging criteria sheets. It is important to be aware of the guidelines surrounding each project category.

Step #1: Topic Selection

For many students, the topic selection process is both exciting and daunting. Teachers should help students find topics that are interesting, appropriate to the annual theme, and focused. Students should be prepared to stick with their topic for a long period of time, so they should commit to something that will keep their interest and enthusiasm.
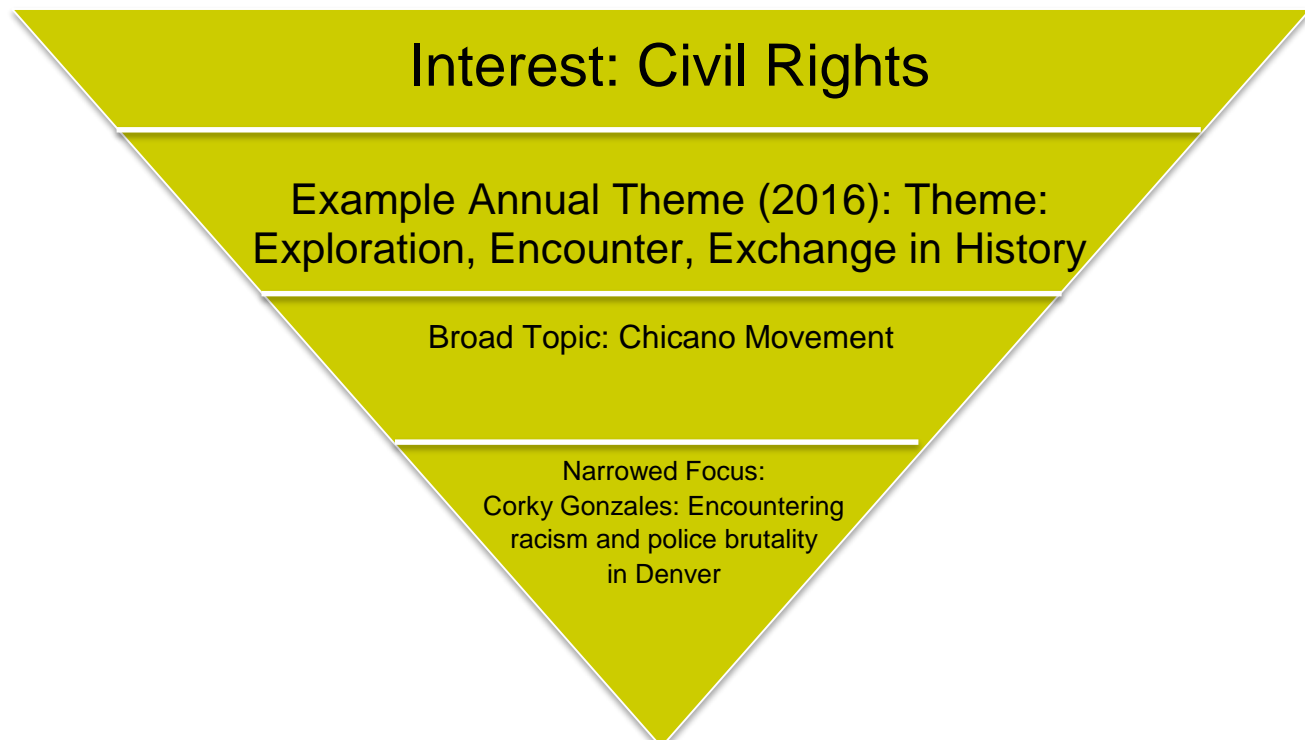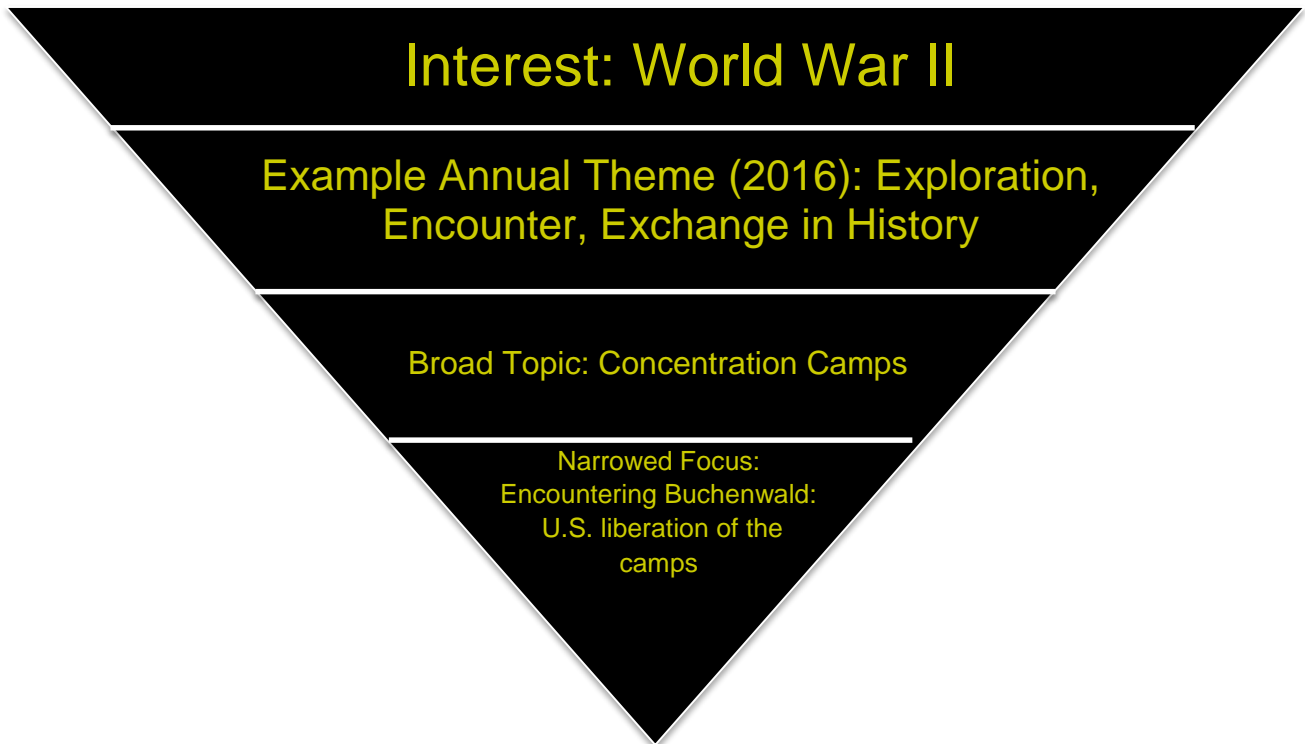
If you are teaching a large group, especially as a first-year teacher, consider limiting the topics so that you can better assist your students in research and topic analysis.

What to Consider When Choosing a Topic:
- The annual NHD® theme. Check the nhd.org website for useful classroom files on the annual theme.
- What topics are appropriate for the course? Some teachers may want to establish some sort of course criteria to guide the topic. For example, a teacher who teaches early U.S. history may want to limit students to investigating topics about the American Revolution (e.g. Paul Revere, Crispus Attucks, etc.)
- If using NHD® in a large class, a teacher may want to consider limiting students to 3-5 preselected topics in order to best support students and encourage collaborative research.
- Ideally, events related to the topic should be at least **25 years** in the past in order for the topic to have historical relevance and perspective are advised. It is not a rules violation for a student to choose more recent topics, however, they must be able to answer the "so what" question and show significance.
- Topics can be local, state, national, and international. Do not forget local history. It can be fun and meaningful for students to investigate nearby historical sites, libraries, museums, and conduct personal interviews. Local sources may be unique and easier to track down than topics on national or international topics.
- The best topics are often those that have good available sources (both primary and secondary), and are not too broad. Medieval history fascinates many students, but there may be a lack of primary sources. Students should be prepared to address any holes with their research in the process paper.
- Students should consider the language(s) of primary sources. If the student does not speak the language, will they have a means for translating the source?
- Students should choose a topic that is personally interesting since they will be dedicating considerable time to it.
- Students may find the project more rewarding if they have a personal connection and can interact with people or ideas that are familiar.
- Topics do not have to be political. They can be related to science, literature, language, math, arts, sports, and more. We have seen topics related to Dr. Seuss, the football helmet, the creation of the Barbie Doll, HeLa cells, Euclid, and more. The best thing about the annual theme is that it is broad enough to build an argument around virtually any topic if framed correctly by the student.
- By considering what special awards are offered at each contest level, students might be inspired to inform their project type and topic choices. Past awards include: Best Projects on Colorado History, Jewish History, Buffalo Bill, Telecommunications History, Geography, Western History, and more. Check out the NHDC website and NHD® websites for the current list of awards.

Narrow the Topic

Students generally choose a broad topic and then begin to narrow it down as they research. **Remember that there are word and/or time limits for every type of project that greatly restrict the amount of information that can be presented.** Part of the narrowing process is to decide on the "so what" factor: Why did the topic matter? What was the long-term impact of it? *Narrowed topics yield the best projects.*

Interest: World War II

Example Annual Theme (2016): Exploration, Encounter, Exchange in History

Broad Topic: Concentration Camps

Narrowed Focus:
Encountering Buchenwald:
U.S. liberation of the
camps

Interest: Civil Rights

Example Annual Theme (2016): Theme:
Exploration, Encounter, Exchange in History

Broad Topic: Chicano Movement

Narrowed Focus:
Corky Gonzales: Encountering
racism and police brutality
in Denver

Adapted from p. 54, Ch 2 *A Guide to Historical Research through the National History Day Program*

Step #2 Become an "Expert"

Constructing a successful and focused project means that students become an "expert" on their topic. In other words, if a student chooses to do a project on concentration camps and the Holocaust, they should first develop a well-rounded, general knowledge rooted in secondary sources of the major actors, events, and ideologies of World War II. This phase of project construction largely revolves around **contextualizing** the student's topic of focus. Becoming an "expert" allows students to develop thesis statements that are more concise, draw complex long and short term impacts, and come to more nuanced conclusions. Additionally, by becoming an expert, students feel a sense of achievement and accomplishment, and an excitement for the material they are learning.

Teachers can support students during this phase of the process by encouraging them to start by reading or viewing simple, general sources on their topics such as:
- Tertiary sources like encyclopedias (This is the students' opportunity to use Wikipedia).
- Anthologies.
- Children's books.
- Short, young adult books on historical topics.
- Documentaries or film clips.

Examples include:
- *We Were There, Too!: Young People in U.S. History* by Phillip M. Hoose
- *Free at Last!: Stories and Songs of Emancipation* by Doreen Rappaport
- *The Declaration of Independence from A to Z* by Catherine Osornio
- *A Day that Changed America: Gettysburg* by Shelley Tanaka
- *John, Paul, George & Ben* by Lane Smith
- *You're On Your Way, Teddy Roosevelt* by Judith St. George
- *Schoolhouse Rock* videos
- PBS, National Geographic, & CNN documentaries

Preliminary topic searches may lead to valuable and legitimate primary and secondary sources.
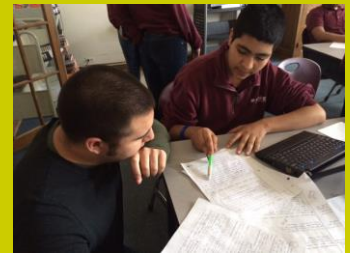
Contextualization requires asking the BIG questions:

WHO?   WHAT?   WHERE?

WHY?   WHEN?   HOW?

Create a "Wikipedia" Page

Though Wikipedia should not be cited in a student's annotated bibliography, it is a good starting place for initial research. The sources cited in Wikipedia articles often link-out to reliable sources that can be used in student bibliographies. Wikipedia articles are also a great example of summaries of general factual information necessary to contextualize a student's narrowed topic.

Having students construct their own Wikipedia page is a good exercise in helping them to become experts and to understand the larger contexts and ideologies of their narrowed topic. **Contextualization also allows students to draw more complex and credible impacts and conclusions.**

Below is a general template for creating a "Wikipedia" page (See the appendix for a full template):

Title: _____
From Wikipedia, the free encyclopedia

Brief Summary of person, event, place, idea, etc.:
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1. What happened?
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Contents
1. What happened?
2. Who was involved?
3. Where and when did it take place?
4. Causes—Why did it happen?
5. Impact—How does this even/person relate to Leadership and Legacy?

Adapted from a lesson developed by Elizabeth Milligan for her students at STRIVE Prep Federal in 2015.

Step #3 The Thesis Statement

Once students choose a topic, they begin researching it, and then develop a thesis statement or argument. Every project requires a thesis statement based upon conclusions reached through primary and secondary source research.

A good thesis statement:
- Demonstrates a strong connection to the theme.
- Explains to the viewer exactly what the project is about.
- Makes a claim that others might dispute.

How do students develop a thesis statement?
The thesis statement is the result of a lengthy thinking process. Before developing an argument on any topic, students have to collect and organize evidence, become an "expert" and contextualize their topic, look for possible relationships between facts (such as surprising contrasts and similarities), and think about the significance of these relationships. Once this is done, students will probably have a "working thesis," a basic or main idea, an argument that they think they can support with evidence but that may need adjustment along the way.

How do students know if a thesis is strong?
When evaluating student thesis statements, ask the following questions:
- **Does the thesis connect the topic to the theme?**
- **Is the thesis simply a summary or does it pose a position that could be challenged by others?**
- **Is the thesis specific enough?** (Avoid words/phrases like "good," "successful," and especially "changed the world")
- **Does the thesis statement pass the "so what" test?**
- **Does the entry support the thesis specifically without wandering?**
- **Does the thesis suggest that the topic had long-term impacts?**
  Adapted from: The Writing Center, University of North Carolina at Chapel Hill

Examples of Various Thesis Statements for the Theme of Leadership and Legacy (2015)

Weak Thesis
"Abigail Adams was a first lady of the United States."
Why this is a weak thesis:
- This is merely a statement of a fact.
- The statement does not integrate the theme.
- The statement does not leave room for disagreement.

Average Thesis
"Abigail Adams was a remarkable leader for early women's rights."
Why this is an average thesis:
- The statement addresses at least one point of the theme.
- The statement can be supported by evidence.
- The thesis is vague on the "how" aspect.

Strong Thesis
"Highly-educated and well-spoken, Abigail Adams advised and influenced many of the political and diplomatic decisions made by her husband and companion, John Adams, thus making her the first woman to influence American politics, and establishing her legacy as one of the first advocates of women's rights in America."
Why this is a strong thesis
- The statement addresses at least one point of the theme.
- The statement can be supported by evidence.
- The thesis answers the "so what" question.

Topic + Theme + Impact = THESIS

Step #4 The Research Process

Once students have chosen their topic and created a working (but evolving) thesis statement, they will need to expand on their research to find evidence to support their thesis or argument.

The primary role of the teacher at this point is to act as a mentor and facilitator, helping students to expand their search for sources and provide direction in the completion of their project. Although this is a time for students to do some independent research, the teacher should monitor the process.

How Can You Support Your Students?
- Help them understand the difference between primary and secondary sources.
- Point students in the right direction for reliable primary and secondary sources.
- Instruct students how to use the internet for research, navigate databases, and discern between quality and non-reputable sources.
  - Tip: Websites ending in .gov or .edu are a good place to start. Encourage students to do some research on questionable sites by looking at the "About" page.
- Help students locate people, historic sites, and/or museums that could prove useful
- Teach them how to take useful notes and create proper bibliographical records (Their notes should be a roadmap of their research process and easily adapted to an annotated bibliography).
- Encourage students to contextualize, analyze, critically read, and interpret information found in their research.
- Encourage creativity in the presentation of their research.
- Proofread throughout project development (typos and spelling errors are unacceptable).
- Provide technical support.
- Help students understand and adhere to the rules.

What is Analysis?

Synthesizing your own conclusions based upon the available sources.

The critical reading of sources and understanding of their context can enhance student analysis. When approaching sources, students should consider following:

When were they produced?

Who produced them?

Where were they produced?

And, for what purpose?

What biases does the author have?

What is the perspective of the source? How should I handle conflicting evidence?

How many sources should a student use?
- There is not a required amount, we encourage a baseline minimum of ten (with at least half primary).
- Students should use diverse sources and not rely on only one type of source (i.e. sources found on the Internet.) The strongest projects' sources include: articles, films, interviews, reputable websites, books, museums, etc.
- Research should be balanced. Students need to consider differing perspectives and biases in sources.
- Although judges look for breadth of research, students should not pad their bibliography with sources that were not useful.
- It is sometimes easier (and more fun) to research a topic that relates directly to local or state histories. Available resources may include: historical sites, historical societies, museums, archives, colleges/universities, and personal interviews of community members.

Understanding Sources and Taking Notes

Primary Sources are materials that are directly related to a person, place, or event by time, association or participation. Written material may be in a manuscript or printed form, and include letters, speeches, diaries, newspaper articles, transcripts of oral history interviews, and official records from the time in question. Photographs, paintings, music, artifacts, taped interviews and anything else that provides first-hand accounts are considered primary sources.

Secondary Sources include published books or articles that are based on primary or other secondary sources. Very simply, they are sources created after an event. Secondary sources provide vital historical perspectives and answer the "so what" of a topic.

Occasionally a source can be secondary for one research project but primary for another. It depends on the research topic and as to how the source is used. Students must explain their decision in their annotated bibliography.

Tertiary Sources include sources that are abbreviations of conclusions and facts found in primary and secondary sources. Students usually begin their research with a tertiary source such as almanacs, textbooks, encyclopedias, and even Wikipedia. Tertiary sources provide general background information and lead to further investigation, but should not be main sources of information.

A note on Wikipedia: Wikipedia is not a credible source and students should not rely on it for their research. However, students may want to begin their topic selection by searching on the site. Students may consider looking at the references on the bottom of an article for credible leads. Students **should not** include Wikipedia on their bibliography.

Students should read all sources critically and understand the context.

Research and the Importance of Note Taking
As students research their topic, it is essential that they keep notes with proper citations and bibliographical information. Many teachers have found Cornell notes useful. There are many different ways to take notes, including using index cards and typing/copying and pasting "notes" on a computer or tablet. Students participating in groups may want to establish an account on Google Drive to share notes.

Any sort of plagiarism will disqualify a project. The note-taking phase is often where inadvertent plagiarism occurs. At this phase, remind students that plagiarism is taking the work and ideas of others and claiming them as one's own. Students should have a system to recognize direct quotes, paraphrases, and others' ideas to avoid inadvertent plagiarism.

All sources should be cited in the Turabian or MLA styles. All projects require citations and an annotated bibliography. Annotations are notes about the usefulness of the source (See page 26 for more information about citations and the annotated bibliography). A good resource for students is Purdue's Online Writing Lab.

Plagiarism Spectrum
(by Plagiarism.org)

1. **Clone**: Completely stealing other's work.
2. **CTRL-C**: Taking large portions of text without citation.
3. **Find-Replace**: Using main concepts but changing certain terms/words.
4. **Remix**: Paraphrases from various sources with no citation.
5. **Recycle**: Borrowing from previous work without citation.
6. **Hybrid**: Mix of cited passages with non-cited material.
7. **Mashup**: Mixed copies of text from multiple sources.
8. **404 Error**: Citations are to nonexistent or "fudged" sources.
9. **Aggregator**: Proper citations, but no original work.
10. **Re-Tweet**: Proper citations, but paraphrases are closely copied.

Step #5 Outlining Your Argument

After students have selected a topic, researched primary and secondary sources, and analyzed the data, they should create a workable outline of their argument and evidence. Every project should consist of the following parts:

Introduction

Thesis

A concise statement of the argument linking the topic to the theme.

Topic + Theme + Impact = Thesis

Body – Main Point

Evidence (at least three strong, complex examples)
The evidence and analysis should "prove" the thesis.

Analysis of evidence: Discuss the context
Connect it to the topic.
Explain why this connection matters and is important in history.
Relate the source evidence back to the thesis of the project and justify how the content supports it.

Make certain that everything you include relates clearly to your thesis and helps you to make your case.

Conclusion

Reiterates the main points presented in the thesis and answers the "so what" question, demonstrating short-term and long-term consequences.

Required Written Materials

Title Page (with word counts!)
Process Paper
(not required for Paper category entries)
Annotated Bibliography
(Websites must display the Process Paper and Annotated Bibliography within the site)

When writing, <u>every paragraph</u> should be a **MEAL**

M: Main point of the paragraph

E: Evidence to support the main point

A: Analysis

L: Link back to main thesis

Key Work Habits of a Successful Project

- *Organization*
- *Time management*
- *Note taking*
- *Keeping track of sources*
- *Avoiding last minute bibliographies*

Step #6 Choose a Category

There are five formats for History Day projects in both the Junior (grades 6-8) and Senior (grades 9-12) divisions. **All categories require the same level of research and analysis.** A summary of the rules is on pages 23 and 24 or consult the **NHD® Rules.**

1. Paper
- Individual <u>only</u>
- 1,500-2,500 words
- Annotated bibliography (no process paper is required)
- Can be written creatively or analytically

2. Exhibit
- Trifold, freestanding, rotating, or creative formats (i.e. papier-mâché)
- No more than 6' high, 40" wide, 30" deep from exterior points
- 500 student-composed words—does not include quotations and other primary source material or citations
- Quotes and visual sources credited on the exhibit
- Printed process paper and annotated bibliography (six copies for each contest)

3. Performance
- 10 minute historical performance
- Should not be recitation of an entire speech
- Performances should be creative (like a play)
- Printed process paper and annotated bibliography (six copies for each contest)

4. Documentary
- 10 minute maximum
- Must have credits at the end
- Printed process paper and annotated bibliography (six copies for each contest)

5. Website
- Must be constructed on NHD's Weebly site (nhd.weebly.com)
- No more than 1,200 student composed words (citations do not count)
- All content must be on the site
- Quotes and visual sources credited on the website
- Must display the process paper and annotated bibliography within the website
- Weebly will not allow a site to exceed the 100 MB limit

	MIDDLE SCHOOL		HIGH SCHOOL	
	Individual	Group	Individual	Group
Exhibit	✓	✓	✓	✓
Performance	✓	✓	✓	✓
Documentary	✓	✓	✓	✓
Website	✓	✓	✓	✓
Research Paper	✓		✓	

Step #7 Groups or Individuals?

Students can choose to create their projects individually or in groups of two to five students. The paper category is individual only.

Some teachers require each student to develop a topic, thesis, outline and paper independently before deciding to join other students in the creation of a project. This is ideal when writing skills are being evaluated. Students can then turn their paper into a creative project individually or join others who have the same topic. Other teachers allow students to work as a group project from start to finish. The decision is yours.

Group participants must be aware that creating a History Day project and carrying it through the contest phases requires long-term commitment from all of the members. We recommend that students participating in groups sign contracts. Once the students enroll in a regional contest together, they must remain a group through all phases of the contest. At that point, they cannot replace members with new students or switch to an individual category (Refer to Rule 3 on page 14 of the Rule Book).

The NHDC website has handouts that are useful in the discussion with your students about this decision. Also included in the notebook are sample contracts that require students to commit to their decision and help parents understand and reinforce what is at stake.

Working as an Individual	
Advantages	**Disadvantages**
- Independence - Sole decision making - Control of schedule - No tension regarding work ethic or differences of opinion - Ideal in developing writing skills	- No collaboration - No cost sharing in project creation - No one to help brainstorm and motivate during "down times"
Working as a Group	
Advantages	**Disadvantages**
- Fun - Collaborative - Sharing of project costs - Draw on one another's strengths and talents - The workload can be shared: many hands make light work!	- Scheduling difficulties - Differences of opinion - Differences in work ethics - Increased communication demands - Student workloads can vary and cause problems - Group members cannot be replaced once entered into a contest cycle

Step #8 Project Creation and Rules Summary

Once students have chosen a topic, conducted research, developed an outline and thesis, settled on a format, and decided to work in a group or as an individual, the fun begins!

Each project is as unique as your student. There is not a prescribed "look." Encourage your students to be creative in their presentation, but also to not lose sight of the true purpose of the project. Some students can get lost in the "glitz and glam" so that the presentation of their research and their analysis becomes secondary. Remember, judges are advised to not give "cute points."

Please remind students to follow these rules as they create their project:

Exhibit Rules

- Size Requirements: No larger than 40 inches wide, 30 inches deep, and 6 feet high (measurements from furthest edges).
- Circular or rotating exhibits must be no more than 30 inches in diameter.
- Credits of quotes and visual sources are required on the exhibit itself.
- 500 word limit applies to student generated words—Image or quote credits do not apply to the limit.
- Media devices can run for three minutes—Judges must be able to control.
- Student generated materials presented in the media device are included in the word count.
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title page of the process paper must list the word count for the actual exhibit and the process paper.

Helpful Hints

- Do not dress up "in character" for the interview.
- Avoid using secondary source quotes to "beat" the word count. Use only when the quotes are especially significant.
- Quotations and other primary source materials do not count towards the word limit. We strongly encourage thoughtful choice of quotes that bolster the thesis. Try to avoid "padding" your project.
- Dates count as one word (i.e. June 6, 1944 counts as one word).
- Timelines must be cited, unless the student generates them.

Performance Rules

- Time Requirements: 10 minutes or less. At the contest students get an additional 5 minutes for set-up and 5 minutes for removal.
- Introductions include title of the entry and the name(s) of the participant(s).
- Props and sets must be set-up and managed by students; no parent or teacher interference.
- Costumes and props must be appropriate to the topic
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title of the process paper must include the process paper word count.

Helpful Hints

- Watch your time! Plan for unplanned pauses, laughter, and forgotten lines.
- Do not recite entire speeches .
- Be sure to address the significance of the event/person in question.
- Do not talk too fast or softly. Judges need to understand what the students are saying.

Documentary Rules

- Time Requirements: 10 minutes or less. At the contest students get an additional 5 minutes for set-up and 5 minutes for removal.
- Introductions include title of the entry and the name(s) of the participant(s).
- Equipment should be student-run (Check with your coordinator about contest technology).
- Students must conduct all narration, voice-over, and dramatization.
- Images, music, video clips, etc. must be given credit at the end of the presentation and in the annotated bibliography.
- Requires a process paper and an annotated bibliography (six copies for each contest).
- The title page of the process paper must include the process paper word count.

Helpful Hints

- This is the category where technology can fail. Always have a back-up plan!
- Be sure to choose images and film clips that appear clean and not excessively pixelated.
- Students should create scripts, but they do not need to be handed to the judges.

Website Rules

- Must be constructed on NHD's Weebly site (nhd.weebly.com). Be sure it is not just Weebly.com.
- 1,200 student composed words or less.
- Must have a home page that lists the project title, student name(s) and division.
- 100 MB size limit (Weebly will prevent students from adding content beyond 100 MB).
- All content must be on the site—No outside links.
- Multimedia is limited to four minutes total for the entire website.
- Students must briefly credit all visual and written sources on the site.
- Process paper and annotated bibliography must appear on the site.
- The title of the process paper must include the word count for the website and the process paper.

Helpful Hints

- Websites are locked prior to the contest. Verify lock-out dates.
- Hit PUBLISH often to ensure that the website is saved.
- To avoid typos and grammatical errors, compose in Word or a processing program with editing capabilities before adding the content into the website.
- Students can save their websites after the contest. See nhd.org for more details.

Paper Rules

- Individual only.
- 1,500-2,500 words.
- Must include annotated bibliography (does not count towards the word limit).
- Citations are required.
- No process paper required.
- Appendix materials (i.e. images, graphs, charts, etc.) need to be referenced in-text.
- Printed on plain, white 8.5 x 11 white paper.
- Typed, double spaced, 12 point font with 1 inch margins with numbered pages.
- Print on only one side of a page.
- Staple in a left hand corner. Do not put paper in a binder or folder!
- **Simple** title page with title of the project, student name, student division and category, and word count of the paper entry. Do NOT include illustrations, school name, teacher name or region.
- Mail six copies for each contest (Note: some contests require emailing the paper file. Check with your coordinator to see if this applies to you)

Helpful Hints

- Do not include oral history transcripts or correspondence in the Appendix.
- Avoid excessively descriptive footnotes.
- Do not use binders, covers, or illustrations.

Step #9 The Process Paper

The purpose of the process paper is to tell the judges more about the student's historical journey. **The process paper is not an extension of research nor is it an essay.** While the process paper is required and part of the rules compliance, it does not affect the overall score unless the student fails to submit one. The paper does help judges to better understand the research process and make informed decisions in their rankings. Students participating in a group only need **one** process paper per project (not one per student)

- ✓ **Documentary, exhibit and performance** students must bring <u>six printed copies</u> to the contest (unless otherwise specified).
- ✓ **Website process papers** should be a part of the website, and do not require printed copies.
- ✓ **Paper** entries do not require a process paper.

Process Paper Outline

Title Page
1. Title of Project
2. Student Name(s)
3. Age Division and Entry Category
4. Word Count of Process Paper
5. Do not include any other information, including: grade, school or teacher name.

Process Description (500 words, about 4-5 paragraphs)
1. How did the student get the idea for this topic?
2. Where did the student go for research? What types of sources were used (newspapers, documents, interviews, books, etc.)? Which were the most useful and why?
3. How has the students' understanding of this topic changed as he/she worked on their research?
4. How did the student put the presentation together? What skills were used? What skills were learned?
5. Any research problems or challenges experienced in the process.
6. How does the topic relate to the annual NHD theme?

Format: Process papers must be printed on white paper and stapled in the upper left-hand corner. No covers, no artwork, no special paper.

Step #10 Citations and the Annotated Bibliography

Citations:

Students are required to cite sources using the Turabian or MLA style. The student must cite everything that is not an original idea, including direct quotes, paraphrasing and original ideas of others. **Any sort of plagiarism will result in disqualification.**

Turabian Style Citation Example:

While the Nazi assault in the winter of 1944 made progress, it did not have a lasting effect. Former British war correspondent Max Hastings states that modern battles hinge "upon the ability of attacker to sustain momentum." [4]

[4] Max Hastings, *Armageddon: The Battle for Germany 1944-1945* (New York: Vintage Books, 2005), 198.
(Note: this citation would appear as a footnote at the bottom of the page)

MLA Style Citation Example:

While the Nazi assault in the winter of 1944 made progress, it did not have a lasting effect. Former British war correspondent Max Hastings states that modern battles hinge "upon the ability of attacker to sustain momentum" (Hastings, 198).

Annotated Bibliography:

All projects require an annotated bibliography. An annotated bibliography is a traditional bibliography with student-created notes (annotations) about each source. The annotation should appear after each bibliographic entry. Annotations describe how the source helped the student to understand the topic and why the student categorized the source as a primary or secondary source. They are usually 1-3 sentences long. Primary and secondary sources must be listed separately and in alphabetical order.

All sources, including visual materials (photos & videos) and oral interviews, must be included in the annotated bibliography. Students should only list sources that were used to develop the entry: They should not pad their bibliography.

The annotated bibliography is required and part of rules compliance. It helps the judges make informed decisions in their rankings.

WARNING!

Annotated bibliographies are time-consuming. Students should not put them off until the night before they are due. Students should build and refine them as they research.

When creating the bibliography students should use TURABIAN STYLE or MLA STYLE.

Annotated Bibliographical Example:

Bates, Daisy. *The Long Shadow of Little Rock.* 1st ed. New York: David McKay Co. Inc., 1962.
Annotation (example):

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved.

Most Important Elements to Ensure Success

- Time management! Winning projects take time. Break the process down into achievable steps.

- Organization! Create bibliographic entries during the research process. Keep track of where information came from. Consider using a three-ring binder or a folder on your computer.

- Strong thesis statement linking topic to the theme. History Day projects are NOT reports.

- Show analysis of sources in relationship to the topic, thesis and theme, and an understanding of the context.

- Show alternative perspectives.

- Answer the "so what" questions by showing short-term and long-term consequences of the topic.

- Before embarking on the creative process, develop an outline for your project.

- Follow the rules in the National History Day Rule Book.

- Be in contact with contest coordinators to make sure all deadlines and expectations are met.

- Read your emails regularly and refer to the registration packet materials for important contest details!

- Review constructive criticism and think about project improvements at each contest level

Step #11 The Contest: Decision and Preparation

To compete or not to compete…NHD® is an academic program with a competition element. Participation in the contests is not required, but is recommended. Students and teachers have found the contest to be a valuable and rewarding experience. Should students decide to compete, contest attendance is mandatory. Students must be present at the contest for their project to be evaluated. Students participating in a group must have at least one representative in attendance for the interview.

The benefits to students by participating in contest(s) include:
- highlighting their work in a public setting.
- interacting with community members.
- gaining public speaking practice.
- competing for prizes, including cash, scholarships and special awards.
- some otherwise uninspired students have become motivated with the prospect of competing.
- exposure to collegiate and professional settings.
- the possibility of advancing to the state and national contests.
- enjoyment from the experience and learning from others.
- graduation credit.
- it is fun!

Once students decide about the competition phase, they will need to prepare for the contest. The process includes contacting a regional coordinator for contest information, registering, and preparing for the event itself. **All students must first compete at a regional level before advancing to the other contest phases.** Please check with your regional coordinator to see if an in-school contest must occur first before registering for a regional contest. There is more information about the specific elements of the contests in "Part IV: The Contests and Judging."

The Interview
At the contest, a panel of trained volunteer judges evaluate the projects and interview the students. The interview is a way for judges to gain a better understanding of the project and the research process. Students are usually asked to elaborate on their sources, what they learned from the project, why the topic is important and more.

Students should learn the etiquette of speaking to adults about their research in a professional manner. It is worthwhile to help your students prepare and practice for the interview so they know what to expect.

Questions Judges May Ask in the Interview

Why did you choose this topic for your project?
How did you decide on this type of format for your project?
What was your favorite source and why?
What was the most challenging part of your project?
How does your project fit the theme?
What inspired you most about your topic?

?

Part IV: The Contests and Judging

The competition aspect of National History Day® goes through three distinct stages. To participate, students must begin at the regional level. Students must be present at the contest in order for their projects to be judged.

Stage 1: Regional Contest

-Some schools conduct preliminary school contests before the regional contest. Some regions require an in-school contest, check with your coordinator.

-There are 16 regions in Colorado.

-Held in the spring semester.

-Top 3 winners in each division & category advance to the state contest.

Stage 2: State Contest

-Held in late spring on the CU Denver campus.

-About 700 Colorado students participate.

-Top 2 winners in each division & category advance to the national contest (about 70 students).

Stage 3: National Contest

-Held in June at the University of Maryland near Washington, D.C.

-3,000 students around the globe compete.

The Specifics of the Regional Contest

Regions: Students must participate in the region that corresponds with the location of their school. There are sixteen regions in Colorado. See pages 35 and 36 for regional contest and coordinator information.

Dates: Regional contests are held throughout the spring semester from January to April. Check nationalhistorydayincolorado.org or contact your regional coordinator for contest dates.

Regional Coordinators: Regional contests are managed by local regional coordinators. Their contact information is on page 36. Contact them for:
- date & time.
- location.
- registration & fee information.
- special needs or requests pertaining to projects.
- schedule for performances, website and documentary presentation and interviews for all categories.
- deadlines.
- questions or concerns pertaining to the regional contest.
- assisting teachers and students directly in the classroom (only applies to some coordinators).

Details:
- There may be a registration fee. Schools or districts often cover the costs.
- Contests are usually an all-day affair.
- They generally start in the morning on a Saturday (In-school contests may occur during the week).
- Students have a specific interview time with judges. Interviews are mandatory.
- Some contests hold both a preliminary and a final round of judging.
- There is a lot of downtime when students are waiting to perform, be interviewed, or waiting for the preliminary and final round results. Students and their chaperones are permitted to leave during this downtime to eat or explore.
- All contests have an awards ceremony at the end of the day.

Winners:
- Winners receive registration packets with detailed contest information about the state contest. Students must register.
- The top three winners in each category and each division—about 70 from each region—advance to the state contest. Fourth place winners are alternates.
- Winners are **encouraged** to improve their projects before the State Contest. The NHDC state office conducts workshops with state qualifying projects. Contact the office to arrange for sessions with your students.

The State Contest

Who: About 700 students from around Colorado compete in the state contest. Teachers and families usually accompany students.

When & Where: Traditionally held on the last Saturday of April or first Saturday in May at CU Denver on the Auraria Campus.

Logistics:
- The contest itself is very similar to the regional contests, only on a much larger scale.
- It is an all-day event with preliminary and final rounds, and an early evening awards ceremony.
- There is a registration fee. Some schools or districts cover the costs.
- Attendance is mandatory! If students cannot attend, a fourth place alternate may compete.
- Students will have a specific interview time with judges. Individuals must be present for the interview (NO exceptions). Groups must have at least one member of their team present for the interview. Performance groups may not substitute another student. See Rule 3 in "Rules for All Categories" in the Contest Rule Book.
- There is a lot of downtime when students are waiting to perform, be interviewed, or waiting for the preliminary round results. Students and their chaperones are permitted to leave during this downtime to eat or explore.
- The state office cannot assist with travel arrangements. Some districts may help defray travel expenses.

Winners:
- The top two projects in each division and category (between 50-70 students) advance to the national contest at the University of Maryland in College Park in June. Third place winners are alternates.
- Winners will receive registration and information materials at the conclusion of the state contest. Participating students and teachers must read and respond to communication from the state office!
- Winners are **encouraged** to continue to improve their projects prior to the national contest.

The Winners Circle
at the 2016
State Contest

The National Contest

Who:
- The top two projects in each division and category (between 50-70 students) advance. Third place contestants serve as alternates.
- Teachers and families are encouraged to attend.
- About 3,000 students from around the nation participate.

When: Mid-June. Usually from a Friday through Tuesday.

Where: University of Maryland, near Washington, D.C.

Logistics:
- The contest is similar to the state contest only on a much larger scale, and lasting five days.
- There is a registration fee and costs associated with travel. Some schools and districts will assist students and teachers with expenses.
- The state office does not make any travel arrangements, but does organize group activities that require an RSVP.
- There are fun events planned such as a national pin exchange, dances, and museum visitations.
- There is time for visiting sites around the Washington, D.C. area. Many families accompany the participant and make a vacation out of the trip.

The Teacher's Role in the Contest Phase	The Parent's Role in the Contest Phase
• Make sure that students are registered by deadlines. • Help your students to improve on and finalize their projects. Review the comment sheets from the judges and the Rule Book again! • Prepare students for the interview with judges. • Assist with travel arrangements. • Make sure that students bring everything they need for the contest. • Prepare students and parents for what to expect at the contest. • RSVP to events planned by the State Office.	• Make sure that students are registered by deadlines. • Parents are fans and are there for encouragement, support and guidance. • Parents are not permitted to assist students with set-up or interviews at the contest. • Parents are not permitted to communicate with judges. • Parents often assist with transportation and serve as chaperones. • RSVP to events planned by the State Office.

The 2016 National Contest included a visit with Senators Michael Bennet and Cory Gardner Ceremony

The Judging Process

Each entry will face a panel of trained volunteer judges that consists of historians, educators and community members who donate their time and expertise. Each judging team consists of 2-3 judges, one of whom is a veteran History Day judge. They use the NHD judging form and Rule Book to evaluate every project.

There are three very important things to remember:
1. Students must attend the contest in order for their entry to be judged.
2. Judges decisions are final.
3. Winners are encouraged to improve upon their projects prior to the next contest.

Other details about judging:

- Judges usually review the websites and paper entries days before the contest. Be aware of the due dates. All other projects are judged live at the contest.

- All students are required to participate in an interview with their group of judges. The interview provides clarification and helps inform judges during their deliberation.

- Judges use the NHD Judging Forms to evaluate projects (Available on the NHDC website and in the notebook).

- The judge panel ranks the entries on a <u>consensus</u> basis.

- **Judges' decisions are final and non-negotiable.**

> **Ever Consider Judging?**
>
> We highly encourage teachers to judge at the regional contests. Those who have judged report a better understanding of the process.

- Some judging is objective. For example: Did the student use primary sources? Is the written material grammatically correct? Did the student follow the rules?

- Some judging is subjective: Analysis, conclusions about historical data and creativity. Historians often reach different opinions about the significance of the same data. Therefore, it is crucial for students to base their interpretations and conclusions on solid research.

- Judging is comparative and requires judges to rank the projects. Often the judges find this to be the most difficult part of the process.

- Judges will look at the sources used and make sure that students present a balanced account of their research and presentation. The process paper and annotated bibliography are critical to this process.

- Judges prepare evaluations on each project that are returned to students after the contest. These evaluations are an important tool for students to improve upon their projects.

- In specific circumstances, the State Office may be required to weigh-in on a judging decision that influences advancement to the State Contest. Decisions are made on a case-by-case basis when contest anomalies or judging errors occur at the regional level.

The Simple Math of History Day Judging

Historical Quality: 60% of the total evaluation
• Does the project show in-depth and balanced research?
• Is it historically accurate and show balanced viewpoints?
• Does the entry show analysis and interpretation?
• Does it reflect historical perspective?
• Does it answer the "so-what" factor? Why does the topic matter in history?
• Does the student have a strong thesis statement with good supporting evidence?
• Does the student prove their thesis well?
Relation to Theme: 20% of the total evaluation
The relationship of the entry's topic to the yearly theme should be explicit and integrated into the entry's thesis.   • Does the thesis connect the topic to the theme and show impact?
Clarity of Presentation: 20% of the total evaluation
Although historical quality is the most important, entries must be organized, grammatically correct, neat, free from typos, and creative.
The Interview, Annotated Bibliography, and Process Paper
The interview is a way for judges to gain a better understanding of the project and the research process. Students are usually asked to elaborate on their sources, what they learned from the project, why the topic is important and more. Students should practice the interview. While the annotated bibliography and process paper are **required** and part of the rules compliance, they do not affect the overall score unless the student fails to submit them. The interview, annotated bibliography, and the process paper do help the judges make informed decisions as they rank the projects. They also inform the judges about the research process and how sources were used,

Rules Infraction vs. Disqualification?

Minor rules infractions (i.e. going over by 30 seconds in a performance time) will not disqualify an entry. However, infractions will negatively impact the overall ranking of the project.

These Four Violations will Result in Disqualification:

1. Plagiarism
2. Entering a project that has been used before
3. Failure to publish a website by the deadline
4. Tampering with or vandalizing another contestant's project

1. Northwest (Steamboat Springs and Vicinity)
2. Western Slope (Grand Junction and Vicinity)
3. Telluride
4. Tribal Region (Mountain and Southern Ute)
5. Southwest (Durango and Vicinity)
6. San Luis Valley (Alamosa and Vicinity)
7. Southeast (Pueblo and Vicinity)

8. Pikes Peak (Colorado Springs and Vicinity)
9. Mountain (Frisco and Vicinity)
10. Boulder Valley
11. Northeast (Greeley and Vicinity)
12. Greater Denver Metro
13. Denver Public Schools
14. Aurora
15. Central Plains

35

Coordinators and Locations

Aurora
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Telluride
Anne Gerhard
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Telluride Historical Museum
201 W. Gregory/ P.O. Box 1597
Telluride, CO 81435
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Tribal Region
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www.nationalhistorydayincolorado.org

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Kim Fortney, Deputy Director
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www.nhd.org

Frequently Asked Questions

How much time does a History Day project take?
There is no perfect amount of time required to create a great History Day project. Highly organized and motivated students can create a high quality (and winning) project in a month. Other students require more time and guidance and oversight from teachers. Teachers should understand students' abilities and create an appropriate timeline.

How many sources should a student use?
There is no required amount, but we recommend a minimum of ten, half of which should be primary. Sources should be diverse. The strongest projects' use diverse sources include: articles, films, interviews, internet, books, museums, etc. Students should use enough to ensure their research is balanced.

Which category is the easiest?
All projects require the same amount of research and the same essential elements. Because all great History Day projects are essentially a persuasive paper, some think the paper category is easiest. Exhibits and websites are similar in that the essential elements can easily be laid out in an organized and compelling fashion. Because performances require a script, props and costumes, they may be more challenging. Documentaries also require a script and sophisticated technology, and can be prohibitive for some students.

I teach at a high poverty school. Which category costs the least amount of money?
All projects can be researched on computers at school, home or at local libraries. Papers are virtually cost-free if students can print them at school. Websites can be built without cost on school, home or library computers. Exhibits can be made from odds and ends and on poster board, though most students purchase display boards and craft materials. Most props and costumes for performances can be found at school or home. Documentaries require computer hardware and software that may be available at schools and homes.

My school has limited technology. Which project requires the least amount of technology?
Computers are needed for research, typing and for the development of documentaries, websites, and papers. If students do not have access to computers, they can use public library computers. Documentaries and websites require computers to create the projects.

Do students have to compete at a contest?
Participation at contests is not required, but encouraged as they are fun, exciting and motivating.

I'm homeschooled/my school does not participate, can I come to the regional contest? Absolutely!
Contact the appropriate regional coordinator (based on county) for details.

What if there are too many students at my school to go to the regional contest?
Some regional contests limit the number of students from each school (ask your regional coordinator if this applies to your school). Schools can have in-house contests to determine which students can go to the regional contest.

What if a student cannot attend the contest due to a prior commitment?
In order for students' projects to be judged at a contest, **students are required to attend and be present for the interview.** If a student cannot attend, he/she must notify the contest coordinator so that an alternate may be sent in his/her place. **For group projects, attendance is mandatory for at least one group member.**

How can my students win?
Teachers and students should view examples of national winning projects. Many are available on our website, nhd.org and on other state's History Day websites. (Be sure to check out Minnesota History Day).   State and national winners have all of the essential elements of a great project (See page 27). They have a higher level of analysis, extensive bibliographies and are usually very creative. The NHDC office can also provide feedback through Winners Workshops.

Aurora History Museum
15051 E Alameda Pkwy
Aurora, CO 80012
Jessica Lira, Education Curator
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Email: jlira@auroragov.org
www.auroramuseum.org/

Boulder History Museum
1206 Euclid Ave.
Boulder, CO 80302
Emily Zinn, Education Assistant
Phone: 303-449-3463
Email: education@boulderhistory.org
http://boulderhistory.org

Boulder Public Library
1001 Arapahoe Ave.
Boulder, CO 80302
Gina Scioscia, Director
Phone: 303-441-4104
Email: sciosciag@boulderlibrary.org
http://boulderlibrary.org ;
http://research.boulderlibrary.org/NHD

Buffalo Bill Grave and Museum
987 ½ Lookout Mountain
Golden, CO 80401
Steve Friesen, Director
Phone: 303-526-0744
Email: steve.friesen@denvergov.org
http://buffalobill.org

The Counterterrorism Education Learning Lab (CELL)
99 W 12th Ave
Denver, CO 80204
Phone: 303-844-4000
http://www.thecell.org/

Center of the American West at CU Boulder
Office 229, Macky Auditorium
University of Colorado Boulder
Jason Hanson, Research Director
Phone: 303-492-4879
Email: Jason.hanson@centerwest.org
http://centerwest.org

Center for Colorado & the West at the Auraria Library
1100 Lawrence St.
Denver, CO 80204
Dana EchoHawk, Managing Director
Email: dana.echohawk@ucdenver.edu
http://coloradowest.org

Clyfford Still Museum
1250 Bannock Street
Denver, CO 80204
Phone: 720-354-4880
https://clyffordstillmuseum.org/

Coloradoans for Responsible Energy Development (CRED)
PO Box 13015
Denver, CO 80201
Phone: 800-425-0856
www.cred.org

Colorado Geographic Alliance
Steve Jennings
Email: coga@uccs.edu
Rebecca Theobald
Email: rtheobal@uccs.edu
http://uccs.edu/~coga

Colorado Historic Newspapers
Mary McCarthy
Phone: 303-842-2338
Email: mmccarthy@coloradovirtuallibrary.org
http://www.coloradohistoricnewspapers.org/

Colorado State Archives
313 Sherman St., Room 122
Denver, CO 80203
http://colorado.gov/dpa/doit/archives

Colorado Virtual Library
http://www.coloradovirtuallibrary.org/

Daughters of the American Revolution
Caroline Lowsma
Email: clowsma@gmail.com

Denver Art Museum
100 W. 14th Ave. Pkwy.
Denver, CO 80204
http://denverartmuseum.org

Denver Firefighters Museum
1326 Tremont Place
Denver, CO 80204
Phone: 303-825-0608
http://denverfirefightersmuseum.org

Denver Museum of Nature and Science
2001 Colorado Blvd.
Denver, CO 80205
http://dmns.org

Denver Public Library
10 W. 14th Ave. Pkwy.
Denver, CO 80204
Joe Cahn
Phone: 720-865-1821
Email: jcahn@denverlibrary.org
http://Denverlibrary.org

Denver Westerners Posse
Steve Friesen
Phone: 303-526-0744
Email: steve.friesen@denvergov.org
http://denver-westeners.org/

Forney Museum of Transportation
4303 Brighton Boulevard
Denver, CO 80216
Phone: 303-297-1113
Email: education@forneymuseum.org
http://forneymuseum.org

Four Mile Historic Park
715 S. Forest St.
Denver, CO 80246
http://fourmilepark.org

Glenwood Springs Adventure Park
51000 Two Rivers Plaza Rd
Glenwood Springs, CO 81601
Phone: 970 945-4228
http://glenwoodcaverns.com/

Golden History Museums
923 10th St.
Golden, CO 80401
Katie March, Interpretation Coordinator
Email: kmarch@goldenhistory.org
http://goldenhistory.org

Governor's Residence Preservation Fund
400 East 8th Avenue
Denver, CO 80203
Phone: 303.837.8350, extension 4
Email: info@grpfund.org
http://www.coloradoshome.org/

History Colorado
Stephen H. Hart Library & Research Center
1200 Broadway
Denver, CO 80203
Phone: 303-886-2305
http://historycolorado.org

Honor Bell Foundation
http://www.honorbell.org/

League of Women Voters
1410 Grant St., Suite B204
 Denver, CO 80203
http://lwvcolorado.org

Library of Congress
http://loc.gov

Mizel Museum
400 S. Kearney St.
Denver, CO 80224
Phone: 303-349-1119
http://mizelmuseum.org

Molly Brown House Museum
1340 Pennsylvania Ave. Pkwy.
Denver, CO 80204
Jamie Wilms
Phone: 303-832-4092
Email: jwilms@mollybrownhouse.org
http://mollybrown.org

National Archives and Records Administration
17101 Huron St.
Broomfield, CO 80023
Eileen Bolger
Email: eileen.bolger@nara.gov
http://archives.gov

Optimist Club of Monaco South
http://www.monacosouth.org/

Rocky Mountain PBS
1089 Bannock St.
Denver, CO 80204
Phone: 303-892-6666
Email: viewer@rmpbs.org
http://rmpbs.org

Sangre de Cristo National Heritage Area
12987 County Rd. G6
Conejos, CO 81129
www.sdcnha.org

Teaching with Primary Sources at MSU Denver
Phone: 303-352-4945
Email: tpscolorado@msudenver.edu
http://msudenver.edu/tps/

Telecommunications History Group, Inc.
1425 Champa St.
Denver, CO 80202
Lisa Berquist
email: telcomhist@aol.com
http://www.telcomhistory.org
Meetings by appointment only

Special Awards

Consider State Contest Special Awards when choosing topics

Best Website, Documentary, or Paper on Women in Government– Sponsored by the Aurora History Museum
Best Project on Chief Niwot or the Arapaho – Sponsored by Boulder History Museum
Best Project on a Topic Related to William F. "Buffalo Bill" Cody – Sponsored by the Buffalo Bill Museum and Grave
Best Essay on Western History – Sponsored by the Center of the American West at CU Boulder
Best Project on Western History – Sponsored by Charles Redd Center for Western Studies, Brigham Young University
Best Use of Geography – Sponsored by the Colorado Geographic Alliance
Best Project on Voting – Sponsored by the League of Women Voters Colorado
Best Project on Oil and Gas Development – Sponsored by Coloradoans for Responsible Energy Development (CRED)
Best Use of Primary Sources on a Colorado Topic – Sponsored by the Colorado State Archives
Best Use of Primary Sources in a Paper – Sponsored by the Department of History, University of Colorado Denver
Best Senior Paper on Colorado History – Sponsored by the Denver Westerners Posse
Best Project on Transportation History – Sponsored by Forney Museum of Transportation
Best Project Based on the American Creed– Sponsored by the Frances Wisebart Jacobs Chapter, Daughters of the American Revolution
Governor's Colorado National History Day Hispanic Heritage Award – Sponsored by the Governor's Office
Best Group Project on Colorado History – Sponsored by the Governor's Office
Governor's Residence Award – Sponsored by Governor's Residence Preservation Fund
Best Individual Entry on Colorado History – Sponsored by History Colorado
Best Website or Documentary on Veterans or Military Service – Honor Bell Foundation
Best Project related Jewish History – Sponsored by the Mizel Museum
Molly Brown Legacy Award – Sponsored by the Molly Brown House
Most Creative Exhibit – Sponsored by the Optimist Club of South Monaco
Colorado Experience Best in Show Documentary – Sponsored by Rocky Mountain PBS- Colorado Experience
Best Project on San Luis Valley History – Sponsored by the Sangre de Cristo National Heritage Area
Best Use of Library of Congress Materials – Sponsored by Teaching with Primary Sources at Metropolitan State University Colorado
Best Project on a Telecommunications Topic – Sponsored by Telecommunications History Group

Consider these National Contest Special Prizes when choosing topics

African-American History – Sponsored by the Carter G. Woodson Home National Historic Site, National Parks Service
American Labor History– Sponsored by the American Labor Studies Center
Asian-American History– Sponsored by the National Parks Service
Captain Ken Coskey Naval History– Sponsored by the Naval Historical Foundation
Chronicling America: Historic American Newspapers Prize– Sponsored by the National Endowment for the Humanities
Civil Rights History– Sponsored by the March on Washington Film Festival
Civil War History– Sponsored by the Civil War Trust
Corps of Discovery– Sponsored by the Lewis & Clark Trail Heritage Foundation
Discovery of Exploration in History– Sponsored by the Library of Congress
Equality in History– Sponsored by Celie and Tabitha Niehaus
George Washington Leadership in History– Sponsored by the Mount Vernon Estate, Museum, & Gardens
Global Peace– Sponsored by the U.S. Institute of Peace
History in the Federal Government– Sponsored by the Society for History in the Federal Government
History of Agriculture and Rural Life– Sponsored by the Agricultural History Society
Immigration History– Sponsored by the Lombardo Family
Irish or Irish-American History– Sponsored by the Ancient Order of Hibernians
Latino-American History– Sponsored by the National Park Service
Lee Allen History of Baseball– Sponsored by the Society for American Baseball Research
Magna Carta Prize– Sponsored by the American Bar Association
National Library of Medicine's History of Medicine– Sponsored by the National Library of Medicine
Native American History Prize– Sponsored by the National Park Service
United States Marine Corps History– Sponsored by the Marine Corps Heritage Foundation
U.S. Constitution Award– Sponsored by the National Archives and Records Administration
White House History– Sponsored by the White House Historical Association
Women's History– Sponsored by the National Women's History Museum
World War II History– Sponsored by the National World War II Museum

Note: Special Awards are subject to change.