

History Day Game Plan

Students and Grading

- Which students or classes are going to do National History Day? _____
- Will this be an optional or required project? _____
- Will this project be a large, medium, or small part of their grade? _____
- Is the project going to be completed mostly during class, outside of class, or a split? _____

Group, Project, and Topic Choice

- Can students work in groups? What is your maximum group size? _____
- If students can work in groups, are you going to let them select members from other class periods? _____
- Are you going to allow students to choose from all five presentations categories? If not, which ones are you going to allow? _____
- Will student topic choice be limited to a certain time period or geographic area? If so, what are the limitations? _____
- Can multiple students, or groups of students, select the same topic (either within the same class or within the same period)? _____

Opportunities for Collaboration and Support

- Are there departments at your school with which you can collaborate? If so, who? _____
- Does your school library have resources you can use? _____
- Are there local public, college, or university libraries that you can use? If so, which ones? _____
- Do you need to reserve computer lab time? _____
- Do you plan on sending a letter home to parents/guardians about this project? _____
- Will students need to sign a contract or get their topic/group choice okayed by their parents/guardians? _____

The History Day Competition Cycle

- Are you offering History Day competitions as an option to your students? _____
- Do you plan on holding a school-level contest, fair, or expo to share your History Day students' projects? _____
- Which regional contest will your students attend? When and where is it? _____

National History Day is a process. Teachers are guiding students through the process. These are suggested steps to plan out the time you will use for National History Day.

STEP 1: Work backwards. Start with the date of your regional contest deadlines and count back to determine how many weeks you have.

For example, if my students must have their projects complete by Feb. 12, because that is the date that websites and papers must be turned in for their regional contest, then I can count backward to determine when we need to start to have enough time to complete each step.

STEP 2: Divide your time into manageable pieces.

Because National History Day is a process, it can be done across 6 weeks, or 15 weeks, depending on the time you want to spend in class. Below is a chart that breaks the process up into steps and tells you how many weeks you should plan for that step depending on how much total time you have available.

6 Weeks: This time frame works best if you will be using all your class time and want to spend a concentrated period of time on NHD.

10 Weeks: This time frame works best if you want to spend some time in class each week on NHD but not all of your class period time.

15 Weeks: This is a good time if you want to have some class time, and some time at home.

	6 Weeks	10 Weeks	15 Weeks
Intro to NHD Process and Annual Theme	1 Week	1 Week	1 Week
Topic Exploration and Selection		1 Week	2 Weeks
Research	2 Weeks	4 Weeks	5 Weeks
Thesis Statement and Final Research	1 Week	1 Week	2 Weeks
Project Organization and Outline	1 Week	1 Week	2 Weeks
Project Creation, Process Paper, Annotated Bibliography	1 Week	2 Weeks	3 Weeks

STEP 3: Create a calendar for each week including important deadlines and graded milestone assignments.

Dates	Work
Dec. 10-14	Intro to NHD Process and Annual Theme
Dec 17-21	Topic Exploration and Selection
Jan 8-Feb 2	Research
Feb 5-9	Thesis Statement and Final Research
Feb 12-16	Project Organization and Outline
Feb 19-March 2	Project Creation, Process Paper, Bibliography
March 2	Entry Deadline

Product Due	Due Date	Requirements	Points Rec'd	Point Value
Topic Proposal	Friday, 12/17	Proposal Worksheet		30
Thesis Statement	Friday, 12/21	Typed or neatly handwritten thesis statement		20
Research Plan	Friday, 1/1	Research plan packet		45
Note Card Check #1	Thursday, 1/10	50 note cards using specified note card format		100
Project Proposal	Thursday, 1/25	Project proposal form		25
Note Card Check #2	Thursday, 2/1	An additional 40 note cards		80
Analysis Worksheets	Friday, 2/12	Interpretation worksheet		30
Working Bibliography	Friday, 2/12	Annotated bibliography in MLA format of all sources used		50
Outline	Friday, 2/16	Outline of project		50
Final Project	Thursday 3/2	Final NHD Project		300
		Total		730

Beware of potential scheduling conflicts and delays:

1. Entry types have different deadlines. (Papers and websites are due earlier than other entries so that judges can view them before the contest.)
2. Snow days!
3. School assemblies, field trips, etc.
4. You do not want to be rushed at the end!

STEP 4: Share your schedule and plans with your administrators, students and parents so that all parties are excited to be involved and clear on the time involved.

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). With these examples, have students name ONE event/invention/figure associated with that era.
 - Renaissance – New paintings
 - 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 is often many other things happening also that are just as important.
5. Give the following instructions: *Today you are going to investigate three historic eras of their 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.

Lesson Bibliography

Eras:

- <http://www.u-s-history.com/pages/eras.html>
- <http://worldhistoryforusall.sdsu.edu/bigeras.php>

Timelines:

- <http://www.animatedatlas.com/timeline.html>

Name: _____

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: _____

Name: _____

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?

LESSON: CHOOSING A TOPIC 2 – NARROWING AND CONNECTING TOPICS TO THEME

Essential Questions: 1. How do topics in history relate to the History Day theme? 2. How do you make long histories concise?

Objective: At the end of this lesson students will understand the concept of narrowing topics and deciding what is interesting and what is important.

Grade Level: 6 – 12

Time Needed: 50 minutes

Materials: Texts, library, computers, notes, speakers for audio, book about MN90 audio clip, or similar material, MN 90 audio clip chosen (<http://www.ampers.org/history/mn90-minnesota-history-90-seconds>)

Procedure

Before Class: Have a MN90 clip chosen and a book that has a similar topic or includes the topic. Choose a clip that relates to the stories that have already been discussed in class from earlier lessons. Choose a student who will feel comfortable to read in front of the class and have them read a chosen passage before class so they feel more comfortable in front of their peers.

1. Play a MN90 segment your students will be particularly interested in; something that will draw their interest into class. We recommend using something you may have already discussed, such as the story from the first lesson.
 - a. There are many options and different ones can be used for different classes:
<http://www.ampers.org/history/mn90-minnesota-history-90-seconds>.
2. When completed, ask students the following questions:
 - a. *What was the main topic/event?*
 - b. *Who was involved?*
 - c. *Why was the story interesting?*
 - d. *Where did this story take place?*
 - e. *When did the story take place?*
 - f. *What else do you know about this topic? (What else did the company/person do? What else is happening at this time period?)*
3. Ask a student to read a passage for 90 seconds. Have the students time the reader. When completed, ask the reader how much material they were able to cover in 90 seconds. Ask the students the same questions as above, and include:
 - a. *Can we fit the entire book into 90 seconds? What about the entire chapter?*
 - b. *What is missing from the story so far?*
4. The intent of the exercise is to illustrate the importance of narrowing the topic, but also the knowledge that needs to go into narrowing the focus. Continue to ask questions:
 - a. *What did the MN90 crew need to do to produce their Minnesota history story in 90 seconds?*
 - b. *Where would they need to get information?*
 - c. *What would they need to know?*
 - d. *Do you think they presented all of the information they found?*
5. Ask students: *From what you have discovered from the era research you did in the previous lesson, choose three topics that interest you. They can be from the same era, two eras, all three, or a mix of random topics not included in the previous research. Do preliminary research on these topics and answer the questions on the **Worksheet: Choosing a Topic 2**.*

6. Bring students back together and ask, “*How do your three topics fit into their bigger era?*” using the SPRITE organization from the previous lesson, discuss how their topics would be a part of the bigger era in history. *How do the three topics fit with the History Day theme?*

Lesson Extensions/Alternatives

Extra Time to Explore Topics: Some students may need more time to complete this activity. For students who may not be able to navigate early topic selection, consider providing them with a few websites or pages of reading to help navigate choosing a topic. Or provide them with a list of things they can start from to select their topic.

- MN History Topics from the MNHS library- <http://libguides.mnhs.org/>

Using the History Day Funnel: The History Day funnel is a great tool to help students understand the scale of topics that they are looking for in a History Day project. Once they have brainstormed topics, ask them to keep narrowing their topic into a focused topic. Look at an era, narrow by time, place, person, event, etc. Choose a potential topic and relate to the theme.

- **Worksheet: Focusing History Day Topics and Sample Topic Narrowing Funnels**
- **Worksheet: History Day Topic Narrowing Funnel**

WORKSHEET: CHOOSING A TOPIC 2

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: _____

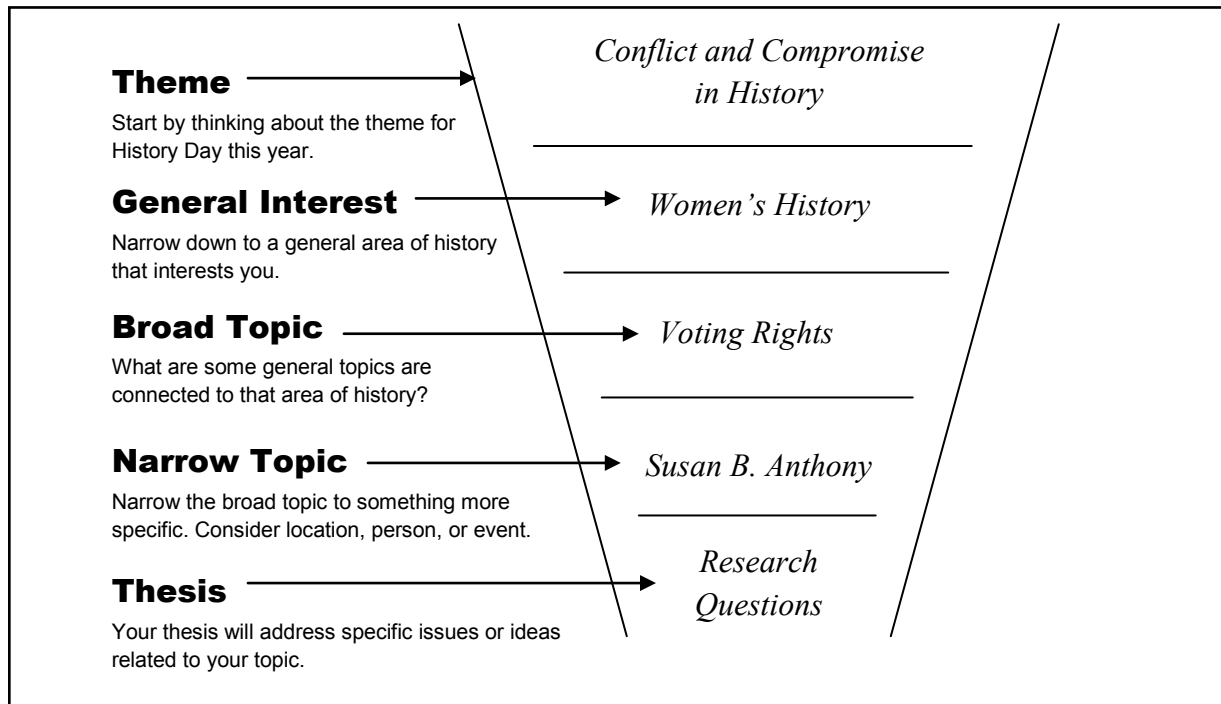
1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme?
4. Why is this important in history?
5. What source did you find? Where did you find it?

Topic Idea 3: _____

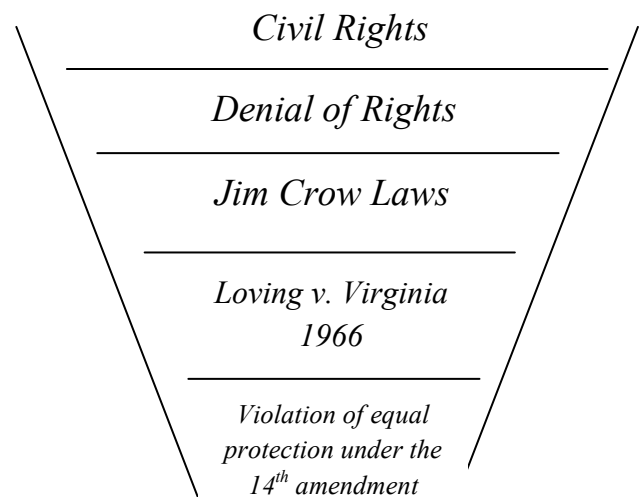
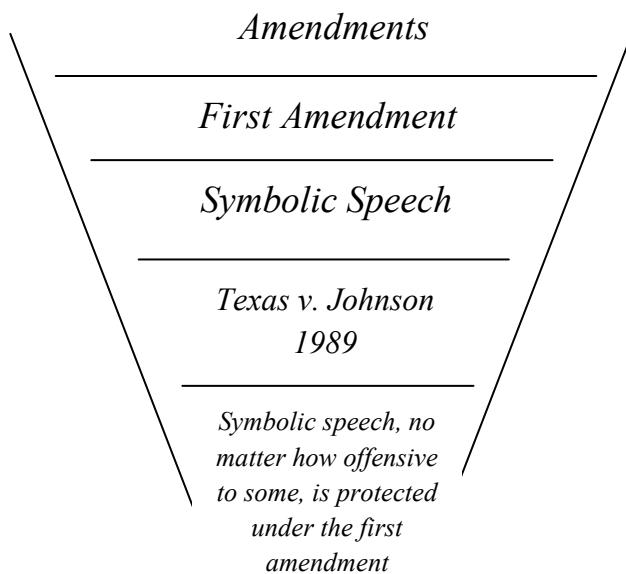
1. Why are you interested in this topic?
2. What do you want to learn about with this topic?
3. How does this connect to the theme? (Leadership and Legacy in History)
4. Why is this important in history?
5. What source did you find? Where did you find it?

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.



SAMPLE TOPIC NARROWING FUNNELS



Name: _____

WORKSHEET: HISTORY DAY TOPIC NARROWING FUNNEL

The diagram is a funnel shape that narrows from top to bottom, divided into five horizontal sections. To the left of the funnel, the following labels are aligned with each section:

- Theme** (aligned with the top section)
- General Interest** (aligned with the second section)
- Broad Topic** (aligned with the third section)
- Narrow Topic** (aligned with the fourth section)
- Thesis** (aligned with the bottom section)

The funnel itself is an inverted triangle with two diagonal lines forming the sides and four horizontal lines dividing it into five equal-height sections. The sections are empty for student input.

WORKSHEET: RESEARCH QUESTIONS

Successful research involves more than just finding all the information out there about a topic. You will never be able to find—or read—all this information. Having a narrow topic will help you to keep their projects to a manageable size, but you can focus your research and project even more by developing research questions.

Writing Research Questions

Good historical research questions will allow you to investigate issues of cause and effect, change over time, differences in perspective, etc. What were the causes of past events? What were the effects? How did past decisions or actions affect future choices? What has changed?

Research questions are different than information-seeking questions. Information-seeking questions help you to understand the basic facts about your topic. When was the 19th amendment passed? Who was the first president of the United States? How does a bill become a law? You will likely answer these questions just by reading an encyclopedia article about your topic.

TRY IT: WRITING RESEARCH QUESTIONS

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

Category	Sample: Rosa Parks	Your Topic
Cause and Effect What were the causes of past events? What were the effects?	Why did the city of Montgomery have these policies? Why did Rosa Parks and others decide that it was a good time to take a stand? What impact did the bus boycott have in and beyond Montgomery?	
Through their Eyes How did people in the past view their world?	What motivated Rosa Parks to take a stand against segregation? What were the motivations of city officials in Montgomery for arresting her?	
Change and Continuity What has changed? What has remained the same?	How did the city of Montgomery and government policy change during the course of the Civil Rights Movement?	
Turning Points How did past decisions or actions affect future choices?	How was the Montgomery Bus Boycott a turning point in the Civil Rights Movement? How were things different in Montgomery and the Civil Rights Movement after this event?	

Question categories adapted from "Thinking Like a Historian" by Bobbie Malone and Nikki Mandell, published by the Wisconsin Historical Society.

WORKSHEET: RESEARCH STRATEGY

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

Topic: _____

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

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What types of secondary sources might exist about your topic? From the list below, circle the types of sources you think you could find about your topic.

- | | | |
|------------------------|-------------------|--------------|
| Book | Media documentary | Encyclopedia |
| History textbook | Biography | Website |
| Interview with scholar | | |

3. What types of primary sources might exist about your topic? From the list below, circle the types of sources you think you could find about your topic.

- | | | |
|----------------------------|-----------------------|--------------------------------|
| Diary | Manuscript collection | Government records |
| Interview with participant | Autobiography | Newspaper from the time period |
| Original film footage | Music of the period | Photographs |
| Historic objects | Letters | |

4. Where can you go to find this information? Answer the following questions and think about the places you could visit for your research.

A. What is the first place you plan on looking for information? _____

B. Where else can you look? Circle which of the following you plan on using for your research.

- | | | |
|----------------|-----------------------|----------|
| School Library | Public/ Local Library | Internet |
|----------------|-----------------------|----------|

C. What other places can you go? Brainstorm nearby college or university libraries and list below.

D. Is there a History Day Hullabaloo you could attend or a field trip that your school plans on going on? If so, write the date and location below.



Name _____

NHD Research Plan: Where and How to Find the Required Sources

Topic: (Write or paste your topic here.)

Keywords: (List all words that might help in your searches.)

Public Library (Name the sources you plan to investigate.)

Virtual Library | Online Encyclopedias and Other Secondary Sources

Virtual Library | Primary Sources:

Catalog | Books to reserve:

LinksPlus | Books to request from other libraries (if needed):

Landmarks (Name the places that might have good websites or experts to interview.)

National Parks & Monuments:

State Parks:

Famous Historical Places:

Regional Sources (Name the resources near the places where your person was active.)

Public Libraries in Major Cities:

Local Historical Societies and Museums:

State Archives:

Universities (Name schools near landmarks or where authors of secondary sources teach or have published.)

Library of Congress

(Go to Library of Congress American Memory or use Google like this: site:loc.gov topic)

Many  Images Available?

Articles?

National Archives (Especially good for famous documents)

Articles?

Documents?

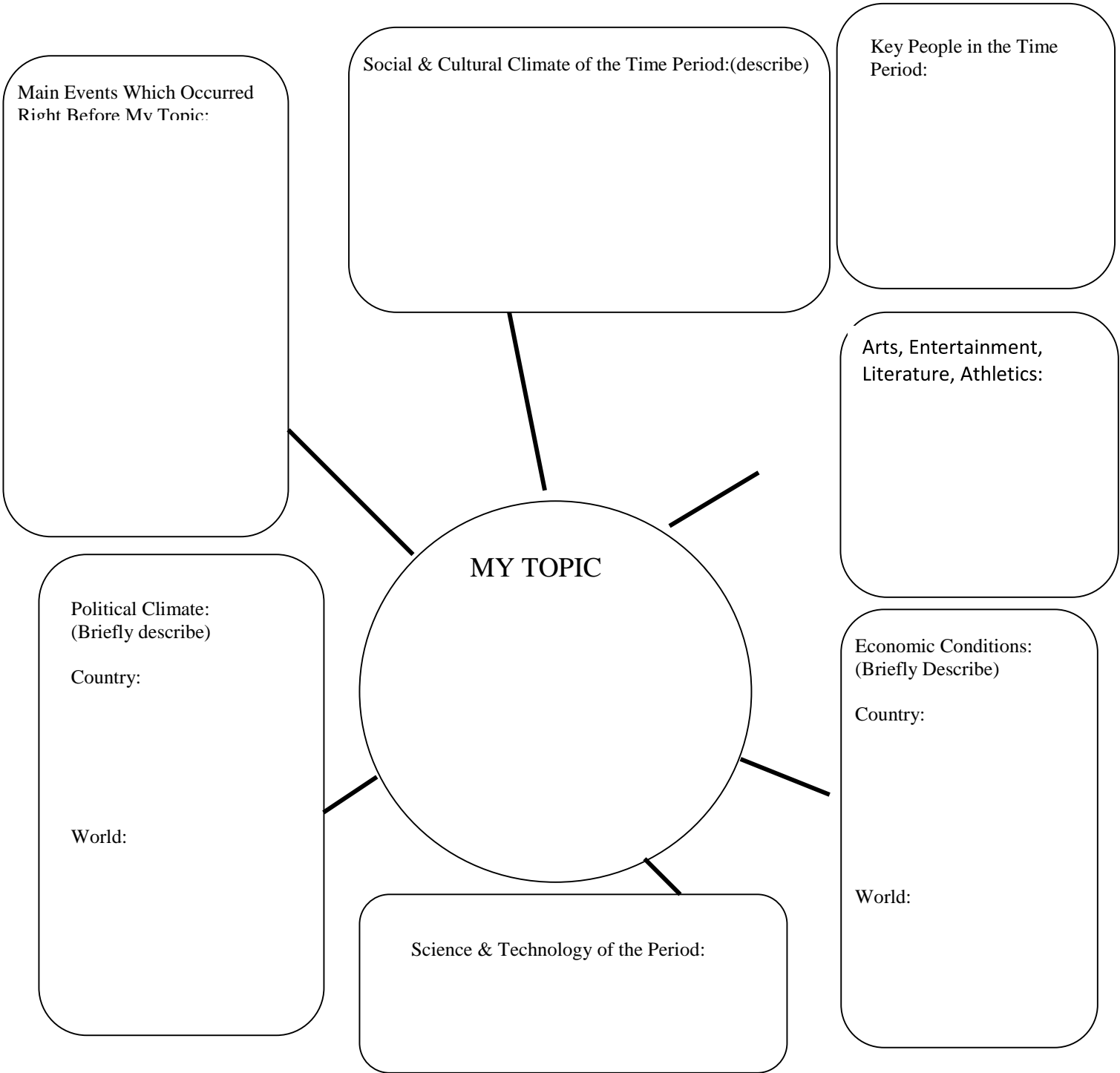
Chronicling America (Search American newspapers between 1836-1922.)

Many Articles?

Google Scholar (Find articles and sometimes even digitized books.)

Can  do this topic? Yes No Or is there another topic possible? _____

PLACING MY TOPIC IN THE BIG PICTURE - HISTORICAL CONTEXT



CHALLENGES:

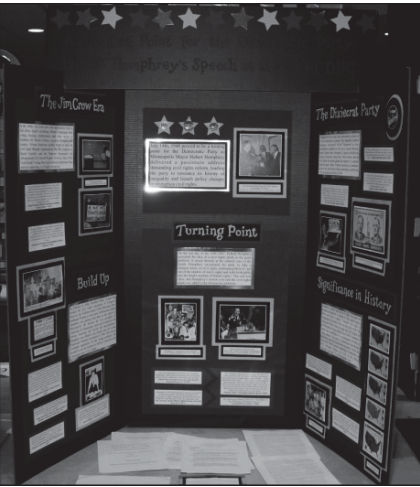
ALTERNATE PERSPECTIVES:

2019 National History Day®
4T's Graphic Organizer

Topic _____
Triumph & Tragedy in History

<p>Times</p> <p>Little c Context</p> <p><i>What historical events influenced the topic locally during time period?</i></p>	<p>Big C Context</p> <p><i>What historical events influenced the topic nationally or globally?</i></p>	<p>Tragedy</p> <p><i>Describe the tragedy in history.</i></p> <p><i>Who?</i></p> <p><i>What happened?</i></p> <p><i>Why did it happen?</i></p> <p><i>What influence or impact did this tragedy have?</i></p>
<p>Triumph</p> <p><i>Describe the triumph in history.</i></p> <p><i>What actions were taken? By whom?</i></p> <p><i>Why did this happen?</i></p> <p><i>What influence or impact did this triumph have?</i></p>		<p>Long Term</p> <p><i>What changes occurred over time?</i></p> <p>Short Term</p> <p><i>What immediate changes occurred?</i></p> <p>Transformation</p>

CATEGORY: EXHIBIT



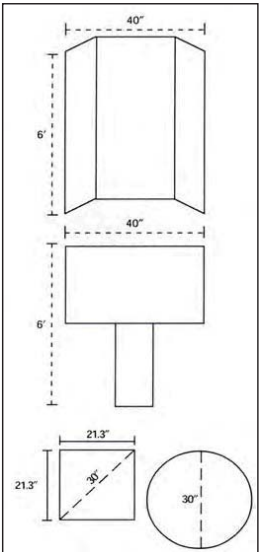
Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

Size Requirements

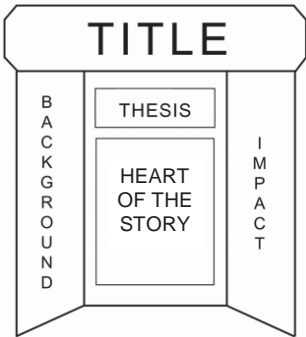
The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating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

Word Limit

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



Common Exhibit Types



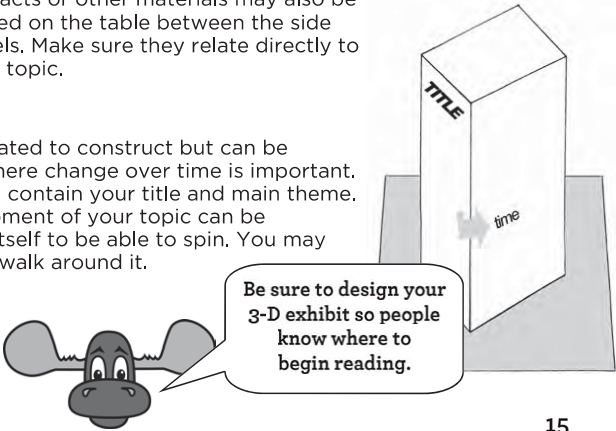
Three-Panel Exhibit

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

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

Three-Dimensional Exhibit

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

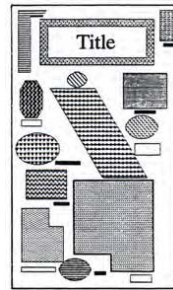


Planning Your Exhibit

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

Avoiding Clutter

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



Plot it Out Advance

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

Exhibits Must Include Credits for All Visual Sources

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

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

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

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

Alice Paul, 1918, Library of Congress



Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment.

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

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

WORKSHEET: PLANNING YOUR EXHIBIT

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

Background

Put your topic into historical context.


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

Build-Up

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

- Who are the main players and what are they doing to prepare for the main events of your topic?
- What are the events leading up to the main event(s)?
- What was life like before the main event(s) of your topic?

THESIS



Heart of the Story

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

- Give the major details about the main event(s) in your topic. What actually happened?
- Include specific details about the most critical people and events related to your topic.
- This section generally covers a smaller time period (several months to several years).

Short-Term Impact

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

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

Long-Term Impact

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

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

Theme Connection: There is no requirement for where you should discuss "**Conflict and Compromise**" in your project. You should try to work this idea *into* your project in the sections where it makes the most sense, based on your theme connection and thesis statement. Keep in mind these key questions:

- You are not required to connect your topic to both conflict AND compromise. If there is a connection to both, however, you should discuss it.
- Conflict can take place *between* two or more groups, individuals, ideas, etc. Conflict can also take place within a group. You will need to think about perspective and understand the point of view for these different opinions.
- Your topic could be about a failed compromise, where the groups or individuals tried to negotiate, but were unable. Your topic could also be an unequal or unfair compromise, where one side was forced to give something up.



NATIONAL HISTORY DAY - CALIFORNIA PROJECT RUBRIC

coincides with the NHD-CA Score Sheet

HISTORICAL QUALITY	Thesis (10%)	Presents a claim that synthesizes sources to demonstrate original analysis; includes a deep connection to theme.	Presents a claim that approaches synthesis but might not fully explain how evidence fits together to inform own thinking. Connection to theme may be undeveloped.	Claim might show some analysis. May describe evidence as individual points or may not explain how evidence fits together to inform own thinking. May not connect to theme beyond restatement.	Lacks a claim. Lacks strong connection to theme beyond restatement of words.
	Interpretation and Analysis: (10%)	Clearly connects evidence to establish interpretation. Draws meaning and significance from interpretation to create unified analysis.	Interprets evidence and groups ideas logically. May not provide significance nor unify analysis.	Provides evidence but makes limited interpretations or connections. May either rely on expert analysis or lack student analysis.	Lacks analysis to unify argument. May just report on evidence with no interpretation. May just repeat others' interpretations without support.
	Context (10%)	Includes events and conditions to accurately anchor topic in history. Demonstrates understanding of how historical background affected topic.	Includes most events and conditions to place topic in history. Mostly demonstrates understanding of how historical background affected topic.	Includes some events and conditions to place topic in history. Begins to demonstrate understanding of how historical background affected topic.	Does not place topic accurately within historical context. Needs to demonstrate deeper understanding of how historical background affected topic.
	Accuracy (10%)	Presents accurate historical record supported by appropriate breadth of facts.	Presents historical record but may have small issues with accuracy or breadth.	Several errors in either accuracy or breadth mar the presentation of historical record.	Inaccurate representation of historical record.
	Depth (10%)	Bibliography reflects deep research, including diverse primary and secondary sources necessary to support claim.	Bibliography mostly reflects deep research and includes some diversity in sources to support claim. May need more primary and secondary sources. May not have fully developed all areas of research.	Bibliography demonstrates limited research and needs more sources to support the claim.	Bibliography lacks sources necessary to support a claim and is not able to answer all important aspects of project.
	Multiple Perspectives (10%)	Includes multiple viewpoints. Incorporates different perspectives to advance argument.	More than one viewpoint is present.	Project may be overly dependent on one viewpoint.	No evidence of alternative or opposing perspectives.
RELATION TO THEME	Adherence to Theme (10%)	Demonstrates deep engagement with the theme as explanatory framework for evidence and analysis.	Uses theme to organize evidence. Begins to develop explanatory framework for evidence and analysis but lacks depth.	Applies theme's language without creating explanation. Does not create analysis based on theme.	Connection to theme is unclear.
	Historical Significance & Impact (10%)	Establishes relevance of topic to historical record. Project demonstrates significant legacy of topic and makes broad connections.	Demonstrates that topic has significant legacy. May not demonstrate relevance of topic to historical record.	Attempts to connect topic to historical record and establish significance.	Connection and significance is unclear
ORGANIZATION & VISUAL IMPACT	Organization (10%)	Structures materials through segmentation and orientation to effectively guide the audience to understand claim and focus areas.	Mostly structures materials through segmentation and orientation to guide the audience and develop focus areas.	Attempts to structure organizational support for thesis through segmentation and orientation.	Lacks structure to organize materials to support thesis and does not clarify the ideas.
	Visual Impact: Exhibit (10%)	Successfully utilizes design elements to create visual impact that tells the story and enhances the argument. eg: segmentation, consistent font & color, successful use of space, May include "extras," such as artifacts, interactive elements and eye-poppers to support the argument.	Mostly utilizes design elements to create visual impact that tells the story and supplements the argument. May include most of the following: segmentation, consistent font & color, successful use of space.	Design elements do not support argument. May not be consistent, may not connect to theme, and may not tell a story. eg: missing segmentation, missing consistent font & color, or unsuccessful use of space.	Lack of design elements limits understanding and clarity of argument.



NATIONAL HISTORY DAY - CALIFORNIA PROJECT RUBRIC

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ORGANIZATION & VISUAL IMPACT	Visual Impact: Exhibit (10%)	Successfully utilizes design elements to create visual impact that tells the story and enhances the argument. eg: segmentation, consistent font & color, successful use of space, May include "extras," such as artifacts, interactive elements and eye-poppers to support the argument.	Mostly utilizes design elements to create visual impact that tells the story and supplements the argument. May include most of the following: segmentation, consistent font & color, successful use of space.	Design elements do not support argument. May not be consistent, may not connect to theme, and may not tell a story. eg: missing segmentation, missing consistent font & color, or unsuccessful use of space.	Lack of design elements limits understanding and clarity of argument.
	Visual Impact: Website (10%)	Successfully utilizes design elements to create project that has visual impact with clear navigation. eg: consistent font & color, successful use of space. Utilizes engaging pictures, graphics, and sound or film clips to create interactive experience.	Mostly utilizes design elements to create project that has visual impact with clear navigation. eg: consistent font & color, successful use of space. May include most of the following to create a mostly interactive experience: engaging pictures, graphics, and sound or film clips.	Design elements do not support argument. May be difficult to navigate. May not be consistent eg: missing segmentation, missing consistent font & color, or unsuccessful use of space. Instead of an interactive experience, uses lengthy or misplaced text.	Lack of design elements limits interactive experience. Lacks navigation system to guide viewer.
	Visual Impact: Paper (10%)	Successfully meets writing conventions, citation rules, and consistent formatting. Demonstrates superior writing skills that engage reader.	Mostly meets writing conventions, citation rules, and consistent formatting. Demonstrates good writing skills with no grammatical errors.	Developing writing skills do not always meet writing conventions, citation rules, and consistent formatting. May have some grammatical errors.	Errors in writing result in a paper that lacks persuasive power and cohesion.
	Visual Impact: Documentary (10%)	Successfully edits sound and visual elements that fluidly connects multiple sources and narration. Documentary creates high-impact visual and sound extras to support cohesive message.	Mostly edits sound and visual elements that fluidly connects multiple sources and narration. Technical errors do not detract from cohesive message.	Project does not fluidly connect multiple sources and narration. Contains technical errors that detract. May include: messy cuts, sound inconsistencies, poor narration.	Contains technical errors that preclude cohesive message.
	Performance (10%)	Successfully utilizes dramatic effects to construct performance that fluidly connects sources, narration, character development and props. Creates unified informative, dramatic experience. Eg: strong storytelling with character and scene development, creative backdrop, sound, images, and props.	Mostly utilizes dramatic effects to construct performance that connects sources, narration, character development and props. Creates dramatic experience but may lack historical connections.	Performance does not fluidly connect multiple sources and narration. May have lapses in memorization, lack successful use of props, or problems with script writing.	Performance needs greater preparation to create informative, unified experience for audience.