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This Teachers’ Resource Guide was adapted and developed by the Maryland Humanities Council from a number of resources, including National History Day (www.nhd.org); the National Archives and Records Administration (www.archives.gov); and the National History Day in Minnesota Teacher Handbook. The following materials represent tried and proven strategies and ideas for incorporating History Day into your classroom. All materials have been designed to be reproduced for educational use.

MARYLAND HISTORY DAY IS THE STATE AFFILIATE OF THE NATIONAL HISTORY DAY PROGRAM, HEADQUARTERED IN COLLEGE PARK, MARYLAND.
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WHAT IS MARYLAND HISTORY DAY?

Maryland History Day is the state affiliate of National History Day, an innovative nationwide program to help schools invigorate history education in the secondary grades. Students, working individually or in groups, research historical topics of their choice and create projects that reflect their insights and ideas. Project presentations can be in a wide variety of formats: research papers, museum-type exhibits, dramatic performances, or multi-media documentaries. Each student receives constructive feedback from history and social studies professionals at the school and regional levels. Winning students in district competitions may move on to Maryland History Day, the state competition, and the top two entries in each category and division at the state contest are eligible to represent our state at the National History Day contest held each June at the University of Maryland, College Park.

The Maryland History Day program has rapidly expanded in recent years, with over 10,000 students participating statewide. Nationwide, 700,000 students and 40,000 teachers participate annually. Between thirty and seventy-six students from each state attend the national contest (from forty-eight states and the District of Columbia).

HISTORY DAY:
IT’S NOT ABOUT WINNING,
IT’S ABOUT LEARNING!
PARTICIPATING IN HISTORY DAY IS FUN, AS WELL AS BENEFICIAL

The Maryland History Day program provides an excellent way for teachers to incorporate educational standards and learning goals into their classrooms.

History Day students will:

- Demonstrate their understanding of an historical event related to an annual theme, with respect to its relationship to other events.

- Understand what is meant by historical context and be able to relate their projects to events that occurred before and after.

- Develop alternatives to traditional problem-solving methods.

- Explore creative ways of presenting historical material related to their topic.

- Learn to defend their work to judges who are history and museum professionals.

- Become more comfortable using library and other historical resources.
DEVELOPING SKILLS THROUGH MARYLAND HISTORY DAY PARTICIPATION

• Learning Skills: students plan, monitor and evaluate their own learning experiences

• Thinking Skills: students learn to think creatively, critically, and strategically to make effective decisions, solve problems and achieve goals (History Day is a great opportunity to periodically check on the project and continue to monitor this process!)

• Writing Skills: students learn to outline a topic, write an effective essay/paragraph, build an annotated bibliography, produce grammatical and correctly spelled material

• Communication Skills: students plan, participate in, monitor and evaluate communication experiences

• Technology Skills: students learn to understand, use, and evaluate technologies

• Interpersonal Skills: students learn to work effectively with others

More importantly, students acquire skills in putting together complex ideas:

• Students understand the concept of chronology, make their own timeline, and can talk about what came before and after their event

• Students engage in analysis and interpretation – most importantly, students make their own argument, develop it, present it, and defend it

• Students conduct research using appropriate technology, formulate their own questions, evaluate the credibility of a source, use primary and secondary resources, and develop an annotated bibliography

Some examples of how these required skills relate to History Day are:
• **Critical thinking** and analysis and interpretation of original research allow students to discriminate between facts and opinions and to **form their own conclusions** about historical events.

• **Developing a research strategy** allows students to use and **understand the significance of primary and secondary sources.**

• **Making time lines** of historical events and using **maps of the period** help students to **recognize cause and effect** and identify trends.

• Realizing that every story has a bias helps students to be careful when **evaluating their sources.**

• Being able to **define the problems** at hand allows students to **form possible alternatives** to those problems and **test a hypothesis** to reach a final conclusion.

History Day also offers cross-disciplinary potential, to work with English skills, Art skills, Drama skills, etc.
**Benefits for Teachers**

The History Day Program:

- gives teachers a model teaching tool for the classroom, based on active learning
- helps teachers meet the requirements of national and state history standards
- provides an excellent assessment tool for classroom use
- helps teachers integrate the study of history with other disciplines, including writing, the arts, and other social sciences
- supplies curricular aids and research and bibliographic guides
- supports professional development by offering workshops and summer institutes where teachers can learn about the latest in historical scholarship and new teaching methods and techniques
- encourages teachers to interact with academic historians, librarians, archivists, and public historians
WHAT MATERIALS ARE AVAILABLE TO HELP ME WITH HISTORY DAY?

The following resources are available from the Maryland Humanities Council. To receive copies of any of these materials, contact the State Coordinator at the address on the inside cover of this booklet.

• **Maryland Guide for Student Researchers.** This resource highlights the collections of museums, archives, and history institutions across the state; suggests possible topics that could be supported by the collections; and provides contact names and other information helpful to student visitors (available online at www.mdhc.org)

• **Theme Sheet.** This sheet describes the annual theme and helps students to think broadly about possible topics for their projects. It is produced by National History Day (available online at www.nhd.org)

• **National History Day Curriculum Book.** This curriculum book for teachers gives a variety of lessons, ideas, and approaches that can be incorporated into a history curriculum. It is produced by National History Day (available online at www.nhd.org)

• **National History Day Contest Rule Book.** This contains the rules for competing in each category and applies to all levels of the History Day competition—school, district, state, and national. It is produced by National History Day (available online at www.nhd.org)

• Other helpful information can be found on www.nhd.org and www.mdhc.org
HISTORY DAY BASICS

• Any student in grades 6 through 12 may participate in Maryland History Day, whether attending public, private, parochial, or home school. Students at all learning levels are able to benefit from participating in Maryland History Day: “gifted and talented” and “college prep” students, average students, voc-tech students, and special education students can improve their reading, writing, and other cognitive and analytical skills through the History Day program.

• There are two divisions based on grade level. The junior division is for grades 6 through 8, and the senior division is for grades 9 through 12. Entries in each division are judged separately at all levels of competition.

• Students may choose to work individually or in small groups of 2 to 5 people.

• Each student’s entry must be clearly related to the annual theme

• Contest Categories:
  Paper (individual only)
  Individual exhibit
  Group exhibit
  Individual performance
  Group performance
  Individual documentary
  Group documentary

• Maryland History Day provides teachers with workshops and guides to Maryland’s primary research sources to help them exceed expected education standards. The program rewards their innovative and interdisciplinary approaches in the classroom. To request a History Day workshop, contact the Maryland History Day office at 410-771-0652.

• All first and second place winners in the state contest receive medals, and special cash prizes are awarded in a variety of areas. Outstanding history teachers also receive statewide recognition.

• Contest judges include Maryland humanities scholars, educators, and museum professionals who review each student’s work on the basis of the quality of research and presentation and provide constructive comments.
GETTING STARTED

Brainstorming with students about possible History Day topics is the best way to get them started. Both the Theme Sheet and the Maryland Guide for Student Researchers are great tools for this. Ask students to suggest topics of interest to them, identify some possible sources for research, and defend the topic’s relation to the annual theme.

Guiding Students in Selecting a Research Topic

• A good topic should be:
  (1) “lovable” (reflecting an interest of the student)
  (2) “presentable” (appropriate for a History Day project)
  (3) “doable” (capable of supporting a presentation in one of the four formats)

• The topic should not be too broad or too narrow in scope. A student should not pick a topic so narrow that s/he will be unable to find ample information to support investigating a hypothesis, nor so broad that s/he cannot develop a specific point of view.

• Students should consider the availability of primary resources that will support their research.

• The relationship of the topic to the annual theme should be clear and easily described.

• The topic should be significant. The student should be able to explain why it is important for everyone to know about the topic.

• Local history topics make wonderful History Day projects!
  Local resources are relatively easy to find, and it can be much more meaningful to learn about your own neighborhood, background, or group than about someone else’s. Topics in local history often have significance beyond their locality, illustrate something about the human condition in general, or symbolize a broader issue.
TOPIC SELECTION WORKSHEET

Use this worksheet to help select and focus your topic for this year’s theme:

History Day theme: ____________________________________________________________
____________________________________________________________________________

My general area of interest is: _________________________________________________
____________________________________________________________________________

Preliminary topic idea: _________________________________________________________
____________________________________________________________________________

List of issues or questions to be explored in my/our research: (Look for ways to compare, contrast, or interpret using your own ideas about your topic)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Working title and subtitle: _______________________________________________________
____________________________________________________________________________

Thesis Statement: (My History Day project will examine / compare / discuss / show...)
____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________
____________________________________________________________________________
RESEARCH STRATEGY WORKSHEET

Use this worksheet to develop ideas on the types and location of sources you can use in your research. *These ideas will be helpful when you discuss your research with a reference librarian.*

What libraries or research centers do you think will have information on your topic?
____________________________________________________________________________________
____________________________________________________________________________________

What are some key words, dates, or people related to your topic that will help you find information in an encyclopedia, a book index, a computer search, or a card catalog?
____________________________________________________________________________________
____________________________________________________________________________________

What materials will you look at to begin your research?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Make a list of the types of primary sources you think might exist for your topic:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Make a list of people you could interview or write, to learn more about your topic (Make a note after each name indicating whether the person would be a primary or secondary source):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
**History Day Time Management Log**

Name(s) ____________________________________________

General Topic ________________________________________

Area of Emphasis ______________________________________

Date Project is due ________________________________

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## BIBLIOGRAPHY REFERENCE FORMS

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### PERIODICAL/NEWSPAPER REFERENCE

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BIBLIOGRAPHY REFERENCE FORMS

INTERVIEW REFERENCE

Your name:__________________________________________________________________________

Person interviewed: ________________________  Interviewee’s title: ________________________

Permission to quote given? _________________   Date: _____________________________

Annotations: _______________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

MEDIA REFERENCE

Your name:__________________________________________________________________________

Video number: ________________________   Director: ________________________

Title of video/film: ________________________________________________________________

Name of film company: ______________________________________________________________

Date released: _____________________________________________________________________

Annotations: ______________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
SAMPLE TIMELINE FOR HISTORY DAY IN THE CLASSROOM

September - October
• Teachers and mentors attend Maryland History Day teacher workshops
• History Day materials (curriculum book, theme sheet, teacher resource guide, rule book) available from the Maryland History Day office or from district History Day coordinators
• Teachers introduce primary and secondary sources and assist students with developing research skills

November
• Students select general topic and conduct secondary research
• Students narrow topic based on the annual theme
• Students select individual or group project
• Students select project format (exhibit, documentary, paper, performance)

December - January
• Students conduct primary research
• Students prepare rough draft, process paper, bibliography
• Students construct exhibit, rehearse performance, review paper, produce documentary

February - March
• Students complete entry
• Students participate in school history fair (if available)
• Students continue research and improve entry

March - April
• Students participate in district History Day competitions (contact the Maryland History Day office for a list of districts, dates, locations, and district coordinators)
• Advancers to state competition improve entries for Maryland History Day contest
• Students participate in state History Day competition at the end of April

May - June
• Advancers to national competition refine entries for National History Day contest
• Students participate in National History Day competition at the University of Maryland, College Park in June
COPING WITH BLOCK SCHEDULING

Many teachers have found that block scheduling (the teaching of different subjects in longer blocks each semester) makes History Day participation difficult. Creativity and flexibility are required (so what else is new!).

Some teachers have been able to continue their supervision of History Day projects in sessions outside of class; others have teamed with teachers in different subjects to carry on the pursuit of History Day projects. A student could start a project with a history teacher and complete most of the research for the project, and then finish the project with an art teacher who could help in the design of the exhibit or performance set, or with an English teacher who could help in the writing of the process paper. Cross-curricular collaboration can be stimulating for teachers and students alike.
PRIMARY AND SECONDARY SOURCES: KEYS TO GOOD HISTORY DAY PROJECTS

History Day projects use both primary and secondary sources. Primary sources provide the raw ingredients of history and History Day projects. Secondary sources provide context to help place primary sources into historical perspective and context and to draw conclusions about their significance.

WHAT’S THE DIFFERENCE BETWEEN A PRIMARY SOURCE AND A SECONDARY SOURCE?

Sometimes this can be a complicated question, but here are some general guidelines to help you distinguish between the two:

A secondary source is a book or article written by an author who is not an eyewitness or a participant in the historical event. For example, school history textbooks and other history books about a particular topic are secondary sources. So are biographies and reference books like encyclopedias.

The basic definition of a primary source is: material written or produced in the time period students are investigating. A letter written by President Lincoln in 1862 is a primary source for a student researching a mid-nineteenth century United States history topic. The memories of a person who was part of Cesar Chavez's union labor movement can also serve as a primary source, even if you conduct an oral history interview with the person years later. He or she was an eyewitness to and a participant in this historical event at the time.
GETTING ACQUAINTED WITH SECONDARY SOURCES

A secondary source is material based on primary source material. The main purposes of secondary sources are to explain and interpret events after the fact. A rule of thumb is that if the material has been “digested” for the reader in any way, it is a secondary source. Secondary sources include:

- Books written later the occurrence
- Articles that were printed many years after the fact
- Historical atlases (e.g., a map showing how Islam spread throughout Africa)
- Documentaries
- History Day projects!
WHAT ARE SOME EXAMPLES OF SECONDARY SOURCES?

Students can use secondary sources to help find a topic, to gain historical perspective on the topic, to place the topic in context, to develop a clear chronology of events, to find illustrations for documentaries or exhibits, and to help identify people, organizations, places, and events mentioned in primary sources. Secondary sources can also help students find primary sources. Have your students look at a variety of sources as well as general reference books to get background for their topic. They will discover that professional historians bring their own biases to the topics they research, and your students should seek more than one perspective on the issues they are researching. The following are common types of secondary sources:

- Reference books: Students should look for general information in encyclopedias, biographical dictionaries, and atlases. Encyclopedias include general encyclopedias such as World Book or Microsoft Encarta, and subject encyclopedias such as The Encyclopedia of the North American Colonies or The Encyclopedia of American Political History, which address a specific subject.

- Periodical literature: Magazines, indexed in the Readers' Guide to Periodical Literature, can give students ideas for topics. National Geographic provides general information on provocative topics. Popular historical magazines such as American History Illustrated, Civil War Times, and American Heritage should be used with caution due to the lack of documentation, but students may find them useful as a source for illustrations.

- History textbooks: Typically history textbooks cover a long period of history for a large geographical area, and the coverage of specific topics is fairly brief. But textbooks normally do a good job of placing topics in context and providing historical perspective.

- Monographs: Monographs are books written about a relatively narrow topic, covering a limited time and place in history. They are typically written by scholars and are well-documented, with numerous citations.

- Journal articles: Historians often present their research and interpretations in scholarly journals. These are periodicals – like magazines, only they are specifically focused on history topics. There are general journals, such as The Journal of American History and The American Historical Review, and more specific ones, such as The Journal of
Women's History and The Journal of Economic History. Academic journals can usually be found in college and university libraries, and there are often indexes to help find articles on a specific topic.

- General historical works: Historical works on general topics provide context for narrower topics. For example, before researching Irish immigrants in New York City, students might read a general history of immigration to the United States.
WHAT ARE SOME EXAMPLES OF PRIMARY SOURCES?

Bibliographies located in the back of general works and monographs will lead students to all kinds of interesting primary sources.

- Diary entries
- Letters
- Speeches
- Newspaper articles of the time
- Wills
- Deeds
- Marriage licenses
- Birth/death certificates
- Government records
- Court proceedings
- Census data
- Photographs and original film/video footage
- Songs and hymns
- Tools, machines, furniture, and other artifacts from a particular era
- Oral history interviews or the transcripts of the interviews

Not all interviews are primary sources. An interview with an expert (a professor of Civil War history, for example) is not a primary source.

A newspaper article written about the Battle of Gettysburg by a contemporary in July 1863 would be a primary source; but an article about the battle written in June 2003 was not written by an eyewitness or participant and would not be a primary source.

Quotations found in secondary sources are not considered primary sources. The author of the book has processed the quotation, selecting it from the original source. Therefore, you do not know the context of the quotation or what else was in the original source.
WHY IS THERE SUCH AN EMPHASIS ON STUDENTS USING PRIMARY SOURCES?

The use of primary sources excites students by putting them directly in touch with the lives and experiences of people in the past.

As students use primary sources, they develop important analytical skills.

- Primary sources force student to realize that any account of an event, no matter how impartially presented it appears to be, is a product of the author's point of view.

- Students become aware that the text has a point of view and they must take that into account in evaluating it as a source.

The following article from the National Archives Website (www.archives.gov/digital_classroom/history_in_the_raw/html) also provides an excellent, detailed answer to the question of why the History Day program emphasizes the use of primary sources.

“HISTORY IN THE RAW”

Documents—diaries, letters, drawings, and memoirs—created by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey. The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author’s interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills.

To many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources they begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. For example, as students read personal letters
from distressed farmers to President Franklin D. Roosevelt, as they look at WPA administrators’ reports on economic conditions in Pennsylvania and Oregon, or as they listen to recordings of government-produced radio dramas, they weigh the significance of these sources against such generalizations as that provided by Todd and Curti: “The most urgent task that Roosevelt faced when he took office was to provide food, clothing, and shelter for millions of jobless, hungry, cold, despairing Americans.” Students begin to understand that such generalizations represent an interpretation of past events, but not necessarily the only interpretation. They become aware that the text has a point of view that does not make it incorrect but that does render it subject to question. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective.

As students read eyewitness accounts of events at Little Big Horn or letters to congressmen expressing concern about woman’s suffrage, or look at photographs from the Civil War and then attempt to summarize their findings, they become aware of the subjective nature of their conclusions. The disagreements among students in interpreting these documents are not unlike those among historians. Through primary sources students confront two essential facts in studying history. First, the record of historical events reflects the personal, social, political, or economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and the social environments in which they live. As students use these sources, they realize that history exists through interpretation—and tentative interpretation at that.

Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer’s reactions recorded after the interview. These human expressions provide history with color and excitement and link students directly to its cast of characters.

Interpreting historical sources helps students to analyze and evaluate contemporary sources—newspaper reports, television and radio programs,
and advertising. By using primary sources, students learn to recognize how a point of view and a bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society.

Perhaps best of all, by using primary sources, students will participate in the process of history. They will debate with teachers and classmates about the interpretation of the sources. They will challenge others’ conclusions and seek out evidence to support their own. The classroom will become a lively arena in which students test and apply important analytical skills.

**PRIMARY SOURCES AND WHERE TO FIND THEM:**
**SUGGESTIONS FOR TEACHERS**

To introduce your students to primary sources, you might begin with materials that they themselves possess, such as birth certificates, social security cards, passports, or drivers’ licenses. What do these sources tell us about the individuals and the society in which they live? How might these sources be used by historians? Consider how school, employment, medical, and family records could be used to develop generalizations about twentieth-century student life.

Beyond personal records, there are a variety of other sources available. Where can you locate documentation on your neighborhood or community? Your sources can be both governmental and private: Federal census figures, newspapers, local government files, personal diaries, and interviews with longtime residents. In most cities and towns, local historical groups, preservation societies, and museums serve as excellent starting points for classes locating documentary materials about local communities. On the state level, historical societies, archives, and museums are valuable depositories for useful primary materials. Many of these agencies offer specific programs for high school students, and many would welcome suggestions for joint projects.

At the federal level, materials and training courses are available from the National Archives. In addition to document based materials for the
classroom teacher, the National Archives runs an 8-day summer workshop for educators: Primarily Teaching. In this workshop, teachers of all levels use National Archives Records to develop units based on topics of their choice and design. It is not necessary to take a course, however, to turn your classroom into an active history laboratory. Local resources and teacher imagination are enough. When students and teachers participate together in the exciting and evolving process of historical inquiry, returns, in terms of knowledge, skills and interest, can be great and lasting.
WHERE CAN STUDENTS FIND PRIMARY AND SECONDARY SOURCES?

School library: A great place to start. Students will probably find:
- Encyclopedias
- History textbooks
- General historical works
- Monographs
- Access to the Internet

Public library: There will be a greater selection of resources here, and possibly access to excellent sources through interlibrary loan. Students can find:
- Additional reference books
- General historical works
- Access to the Internet
- Access to interlibrary loan
- Video documentaries
- Some historical monographs
- Historical novels (e.g., Theodore Dreiser’s novel *Sister Carrie* could serve as a primary source in its descriptions of the industrial revolution.)
- Clipping files: newspaper and magazine accounts of local events
- Special collections of various resources
- Newspapers and magazines

College or University library: Here, there is an even wider selection, including unique collections and greater access to primary sources. Secondary students often cannot check materials out if they are not a university student, so have them come prepared with change for copying and notebook paper for note-taking. They can find:
- History journal articles
- General historical works
- Popular magazine collections (e.g., *Godey’s Ladies Book*, a popular magazine of the 19th century; or *Ebony* articles and photographs showing the spread of African dress in the United States in the 1960s)
- CD-ROMs with a variety of indexes to find references to the topic
- Previous studies of your topic, which may include some primary
sources: (e.g., a study of medical practices of Italian immigrants in the 1890s, written by someone who was an eyewitness; or a collection of folklore [songs and stories] about migration)
•Printed Primary Sources, such as memoirs or correspondence of presidents and other important people, some government records, newspapers, etc.

Local historical societies, and local and state archives: Have students ever asked what’s inside those buildings in your community or state capital? Have them go and find out! The more specific your students are about what they’re looking for, the more helpful the staff of such institutions can be. Also, have them take lots of paper for note-taking and some change for copying because the historical documents cannot be checked out. Students can find:
  •Manuscript Collections
  •Letters and Diaries
  •Papers of prominent local individuals and families
  •Papers of state and local organizations such as state political parties, boards of education, and foundations
  •State and local newspapers (some may be indexed by topic)
  •Oral history collections
  •Records of government agencies
  •Records of births, marriages, and deaths
  •Collections of photographs
  •Brochures and pamphlets (e.g., a broadside offering a reward for a runaway Maryland slave)
  •Reports of state commissions on various subjects, such as education, commerce, or crime
  •Historical object collections

Organizations: Some organizations donate their historical records to historical societies. A few, like the Y.M.C.A., even establish their own archival collections. Many smaller organizations keep at least some of their own documents. Have students call organizations that interest them to find out where their historical records are kept. Students can try:
  •Churches and synagogues
  •Fraternal organizations
  •Ethnic societies
  •Corporations
Art Museums: Works of art can serve as primary sources and can add a great deal to the visual dimensions of your project. Have students check out collections with historical significance, including paintings, sculpture, artifacts, and photographs.

All Around Your Community: History is everywhere! Have your students look around for:

- Personal records, such as diaries and letters
- Family and household records
- Photo albums
- Home movies and videos
- Historical artifacts such as tools or furniture
- Oral history interviews students can conduct themselves
- Places with historic significance (e.g., a community center created by citizens in your community; or a local neighborhood where people of a particular ethnic background live)

National Archives and Records Administration: A huge collection of materials related to all facets of the federal government in the United States. Students can write to the National Archives to find out about materials that might be relevant to their topic. But be sure to have students narrow the topic first. The more specific their questions are, the better chance they have of receiving a helpful reply. The National Archive and Records Administration also provides a helpful online service for teachers and students through its “Digital Classroom.” Follow the user-friendly menu to find helpful materials.
Internet address: www.archives.gov/digital_classroom/
Mailing address: National Archives and Records Administration, Washington, DC 20408

The Internet: Here, students can connect to people, major research library catalogs, and online primary sources. Students can find whole collections of sources, including many world history primary sources in English. They can get connected within a matter of minutes to sources like commentary in the London Illustrated News on the Irish potato famine as it happened.
By starting at the National History Day home page at www.nhd.org, students can get connected to great online resources, including many online primary sources. Within the National History Day home page are Research Links to sites such as:

• The National Archives and Records Administration (NARA)
• The Library of Congress
• The Smithsonian Institution
• The National Park Service
• NEH: Edsitement
• Our Documents

Some sites for primary sources about Maryland history:
• Maryland Humanities Council’s “Interesting and Useful Links” (www.mdhc.org)
• Maryland State Archives (www.mdarchives.state.md.us)
• Maryland Historical Society Library (www.mdhs.org/library.html)
A WORD ABOUT ORAL HISTORY

Oral history interviews are very popular primary sources, and often serve to connect students to the past in a very personal way.

The Oral History interview is most effective after the student has completed most of his/her research and has a firm grasp of the background of the event(s) to be discussed.

• Interviews may be conducted in person, over the phone or by mail.

• Students should do their research first; they should find out as much as possible about the person BEFORE conducting the interview. Possible sources: newspapers, Who’s Who publications, internet searches, professional directories, and the Reference Librarian at your public library.

• Students must remember that the primary source interviewee may not be an expert, but was an eyewitness, and his/her testimony is invaluable for that reason. Students should not give the interviewee the impression that he/she is being tested, but should give the interviewee the opportunity to tell the story in his/her own way.

• Students should obtain written permission from the interviewee if they wish to tape the interview.

• Have students determine their thesis before they write their interview questions so they can keep their focus on the key points they wish to investigate.

• Students should write down all questions BEFORE the interview.

• Questions that are open-ended encourage more lengthy responses. Such questions usually begin with “How” or “Why” or “Describe.”

• Students should not be afraid of short pauses; they must give the interviewee time to think

• Open-ended questions should be balanced with some simple ones so the interviewee won’t ramble.

• Students should not interrupt, and they should not offer their own opinions.

• The best questions call for specific answers, rather than general impressions.
• Students should try to expand on what is already known, and demonstrate their objectivity: “Your critics say...”

• During the interview, have students follow up on details that are unclear or aspects of interest to them. “I’m not sure I understood what you meant when you made the comment...”

• Have students thank the interviewee in person.

• The students should write a note of appreciation immediately.

• Students should transcribe the interview.
TRACKING THE HISTORICAL RECORD: AN EXERCISE FOR THE CLASSROOM

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

How can the historical record be both huge and limited? What kind of historical records do you leave behind in your daily life?

STEP ONE
Think about ("mind walk" through) all the activities you were involved in during the past 24 hours. List as many of these activities as you can remember.

STEP TWO
For each activity on your list, write down what evidence, if any, your activities might have left behind.
QUESTIONS TO CONSIDER

Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?

Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?

Would traces of your activities appear in school records? in business records? in the school or local newspaper? in government records?

Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

Which of your daily activities were most likely to leave trace evidence behind?

What, if any, of that evidence might be preserved for the future? Why?

What might be left out of an historical record of your activities? Why?

What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?

Now think about a more public event currently happening (a court case, election, public controversy, law being debated), and answer these questions:

What kinds of evidence might this event leave behind?

Who records information about this event?

For what purpose are different records of this event made?
WORKING WITH PRIMARY SOURCES: TIME AND PLACE / BIAS

Time and Place

To judge the quality of a primary source, historians use the "Time and Place Rule."

This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be.

Based on this rule, look for (starting with the most reliable):

1. Direct traces of the event;
2. Accounts of the event, created at the time it occurred, by firsthand observers and participants;
3. Accounts of the event, created after the event occurred, by firsthand observers and participants;
4. Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

Bias

The historian's second rule is the "Bias Rule." It says that every source is biased in some way.

Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened.
Historians follow these bias rule guidelines:

• Every piece of evidence and every source must be read or viewed skeptically and critically.

• No piece of evidence should be taken at face value. The creator's point of view must be considered.

• Each piece of evidence must be cross-checked and compared with related sources and pieces of evidence.

**Questions to Consider**

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?

2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?

3. Was the recorder a neutral party, or did he/she have opinions or interests that might have influenced him/her?

4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?

5. Was the source meant to be public or private?

6. Did the recorder wish to inform or persuade others? Did she/he have reasons to be honest or dishonest?

7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?
**USING THE INTERNET FOR RESEARCH**

The Internet is revolutionizing the way that many people do research, as more and more primary sources are being put on the web. Although many archives and libraries are putting materials online, remember that this represents only a small portion of their complete holdings. Use the Internet as a starting point, but do not let students think that their research can be done entirely online! It should be used in conjunction with research at libraries, archives, museums, and oral history interviews.

The internet is a very good place to find out about the holdings of libraries and historical societies through catalogs, guides to holdings, and collections descriptions. Also, institutions usually post their hours of operation, location, and policies on their web sites.

**But, BEWARE!!! The Internet is full of misinformation!**

Indicators of a lack of credibility:

- Anonymity

- Titles like “Annie’s Page”

- Misspelled words

- Negative or critical reviews from other scholars in the author’s field of study

Some information that will help determine reliable sources:

- Author’s credentials. The author should be knowledgeable about the subject. Background, organization, training, title, schooling, etc., are all things to look for and evaluate.

- Evidence that written material has been reviewed by the author’s peers. Usually, articles go through many drafts before the “final” draft is published. If other scholars within the author’s field of study deem the work good enough to cite elsewhere, it should be considered a credible source.

Some questions students should ask about written materials:

  - Who is the intended audience?
• Why did the author write this?

• Are all of the facts provided?

• Did the author favor one specific area over another? Did s/he side with a particular cause and rule out another?

• Was the author fair while writing the account of what happened?

• Was the author objective about portraying the facts? Did the author’s personal feelings cloud the facts?

In terms of accuracy, watch out for:

• A document without a date

• Generalizations made without any reason or proof

• Out-dated information

• A document that presents only one view and does not recognize opposing or contrary views
USING PRIMARY SOURCES IN THE CLASSROOM

• Locate one or more primary documents relevant to your course of study (map, diary, broadside or advertisement, photograph).

• Determine how the document can complement your curriculum.

• Relate the document to larger issues or concepts of study.

• Establish the context of the document.

• Demonstrate that the writer of the document has a particular point of view.

• Have students work directly with the document (or its facsimile).

• Ask students to think about related documents that might shed more light on the issues.

• Raise questions for further research.
WRITTEN DOCUMENT ANALYSIS WORKSHEET

1. TYPE OF DOCUMENT (Check one):
   ___ Newspaper
   ___ Letter
   ___ Patent
   ___ Memorandum
   ___ Map
   ___ Telegram
   ___ Press release
   ___ Report
   ___ Advertisement
   ___ Congressional record
   ___ Census report
   ___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   ___ Interesting letterhead
   ___ Handwritten
   ___ Typewritten
   ___ Seals
   ___ Notations
   ___ “RECEIVED” stamp
   ___ Other

3. DATE(S) OF DOCUMENT: ____________________________________________________

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: ________________________________
   ________________________________________________________________________

   POSITION (TITLE): __________________________________________________________
   ________________________________________________________________________

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
   ________________________________________________________________________
6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. __________________________________________
2. __________________________________________
3. __________________________________________

B. Why do you think this document was written?

_____________________________________________________________________________
_____________________________________________________________________________

C. What evidence in the document helps you know why it was written?
   Quote from the document.

_____________________________________________________________________________
_____________________________________________________________________________

D. List two things the document tells you about life at the time it was written:

1. __________________________________________
2. __________________________________________

E. Write the author with a question that is left unanswered by the document:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
PHOTOGRAPH ANALYSIS WORKSHEET

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Step 3. Questions

A. What questions does this photograph raise in your mind?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

B. Where could you find answers to them?

_____________________________________________________________________________
_____________________________________________________________________________
CARTOON ANALYSIS WORKSHEET

VISUALS

Level One
1. List the objects or people you see in the cartoon.

2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

3. Record any important dates or numbers that appear in the cartoon.

Level Two
2. Which of the objects on your list are symbols?

3. What do you think each symbol represents?

WORDS

(not all cartoons include words)

1. Identify the cartoon caption and/or title.

2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

5. List adjectives that describe the means? emotions portrayed in the cartoon.
CARTOON ANALYSIS WORKSHEET (CONTINUED)

Level Three

A. Describe the action taking place in the cartoon.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
B. Explain how the words in the cartoon clarify the symbols.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
C. Explain the message of the cartoon.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
D. What special interest groups would agree/disagree with the cartoon’s message? Why?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
POSTER ANALYSIS WORKSHEET

1. What are the main colors used in the poster?
_____________________________________________________________________________

2. What symbols (if any) are used in the poster?
_____________________________________________________________________________

3. If a symbol is used, is it
   a. clear (easy to interpret)? _________________
   b. memorable? ____________________________
   c. dramatic? ______________________________

4. Are the messages in the poster primarily visual, verbal, or both?
_____________________________________________________________________________

5. Who do you think is the intended audience for the poster?
_____________________________________________________________________________

6. What does the poster’s author hope the audience will do?
_____________________________________________________________________________

7. What purpose(s) is served by the poster?
_____________________________________________________________________________

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? Explain.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
MAP ANALYSIS WORKSHEET

1. TYPE OF MAP (check one):
   ___ Raised relief map
   ___ Topographic map
   ___ Political map
   ___ Contour-line map
   ___ Natural resource map
   ___ Military map
   ___ Bird’s-eye view
   ___ Artifact map
   ___ Satellite photograph/mosaic
   ___ Pictograph
   ___ Weather map
   ___ Other

2. PHYSICAL QUALITIES OF THE MAP (check one or more):
   ___ Compass
   ___ Handwritten
   ___ Date
   ___ Notations
   ___ Scale
   ___ Name of mapmaker
   ___ Title
   ___ Legend (key)
   ___ Other

3. DATE OF MAP: ________________________________________________________________

4. CREATOR OF MAP: ____________________________________________________________

5. WHERE WAS THE MAP PRODUCED? ____________________________________________

6. MAP INFORMATION

   A. List three things in this map that you think are important:

   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________
B. Why do you think this map was drawn?

_____________________________________________________________________________
_____________________________________________________________________________

C. What evidence in the map suggests why it was drawn?

_____________________________________________________________________________
_____________________________________________________________________________

D. What information does the map add to the textbook’s account of this event?

_____________________________________________________________________________
_____________________________________________________________________________

E. Does the information in this map support or contradict information that you have read about this event? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

F. Write the mapmaker with a question that is left unanswered by this map.

_____________________________________________________________________________
_____________________________________________________________________________
ARTIFACT ANALYSIS WORKSHEET

1. PHYSICAL QUALITIES OF THE ARTIFACT
Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.
_____________________________________________________________________________
_____________________________________________________________________________

2. SPECIAL QUALITIES OF THE ARTIFACT
Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.
_____________________________________________________________________________
_____________________________________________________________________________

3. USES OF THE ARTIFACT
A. What might it have been used for? ______________________________________________
B. Who might have used it? _______________________________________________________
C. Where might it have been used? ________________________________________________
D. When might it have been used? _________________________________________________

4. WHAT DOES THE ARTIFACT TELL US
A. What does it tell us about technology of the time in which it was made and used?
_____________________________________________________________________________
B. What does it tell us about the life and times of the people who made it and used it?
_____________________________________________________________________________
C. Can you name a similar item today?
_____________________________________________________________________________

5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.
SOUND RECORDING ANALYSIS WORKSHEET

Step 1. Pre-listening
A. Whose voices will you hear on this recording? ________________________________

B. What is the date of this recording? ________________________________________

C. Where was this recording made? ___________________________________________

Step 2. Listening
A. Type of sound recording (check one):
   ___ Policy speech
   ___ Congressional testimony
   ___ News report
   ___ Interview
   ___ Entertainment broadcast
   ___ Press conference
   ___ Convention proceedings
   ___ Campaign speech
   ___ Arguments before a court
   ___ Panel discussion
   ___ Other

B. Unique physical qualities of the recording
   ___ Music
   ___ Live broadcast
   ___ Narrated
   ___ Special sound effects
   ___ Background sound

C. What is the tone or mood of this recording?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
**SOUND RECORDING ANALYSIS WORKSHEET (CONTINUED)**

Step 3. Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

B. Why do you think the original broadcast was made and for what audience?
   __________________________________________
   __________________________________________
   __________________________________________

C. What evidence in the recording helps you to know why it was made?
   __________________________________________
   __________________________________________
   __________________________________________

D. List two things this recording tells you about life at the time it was made:
   1. __________________________________________
   2. __________________________________________

E. Write the broadcaster with a question that is left unanswered by this sound recording.
   __________________________________________
   __________________________________________

F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.
   __________________________________________
   __________________________________________
MOTION PICTURE ANALYSIS WORKSHEET

Step 1: Pre-viewing
A. Title of film: _______________________________________________________________

Source: _____________________________________________________________________

B. What do you think you will see in this motion picture? List three concepts or ideas that you
might expect to see based on the title of the film. List some people you might expect to see based
on the title of the film.

<table>
<thead>
<tr>
<th>Concepts/Ideas</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Step 2: Viewing
A. Type of motion picture (check where applicable)
   ____ Animated cartoon
   ____ Documentary film
   ____ Newsreel
   ____ Propaganda film
   ____ Theatrical short subject
   ____ Training film
   ____ Combat film
   ____ Other

B. Physical qualities of the motion picture (check where applicable)
   ____ Music
   ____ Narration
   ____ Special effects
   ____ Color
   ____ Live action
   ____ Background noise
   ____ Animation
   ____ Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an
atmosphere in this film. What is the mood or tone of the film?

____________________________________________________________________________
MOTION PICTURE ANALYSIS WORKSHEET (CONTINUED)

Step 3: Post-viewing (or repeated viewing)
A. Circle the things that you listed in the pre-viewing activity that were validated by your viewing of the motion picture.

____________________________________________________________________________
____________________________________________________________________________

B. What is the central message(s) of this motion picture?

____________________________________________________________________________
____________________________________________________________________________

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

____________________________________________________________________________
____________________________________________________________________________

D. How do you think the filmmakers wanted the audience to respond?

____________________________________________________________________________
____________________________________________________________________________

E. Does this film appeal to the viewer’s reason or emotion? How does it make you feel?

____________________________________________________________________________
____________________________________________________________________________

F. List two things this tells you about life at the time it was made:

1. ___________________________________________________________________________
2. ___________________________________________________________________________
G. Write the filmmaker with a question that is left unanswered by the motion picture.

________________________________________________________________________________
________________________________________________________________________________

H. What information do you gain about this event that would not be conveyed by a written source? Be specific.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
TEACHING THE ESSENTIAL SKILLS

Background reading
Before your students can successfully choose their research topics, it is important that they have a sense of the time period and/or issues that interest them.

Examining and analyzing sources
- When looking at any source, it is important that students ask the following questions: “Who is the audience?” “Why was this book (article, etc.) written?” “What is the purpose of the information?”

- Never assume that the source contains the truth about an event.

- The interpretation of an historical event depends on the individual doing the interpreting.

Finding and using primary sources
Brainstorm with students about places to find good primary sources to support their topics, and talk with them about basic research techniques.

Note-taking
- Take notes on index cards; use ink and write on only one side.

- Make a set of bibliography cards (see Bibliography Reference Examples, page 70), giving each source an ID number.

- Make a separate set of idea cards, putting only one idea from one source on each card.

- Write the source ID number on the upper right hand corner of every idea card, and circle it.

- Write the relevant page number in the upper right hand corner after the ID number.

- Identify the topic of each idea card with a “slug” word at the top. Examples: definition, causes, 1949.
Choosing a History Day Category

Besides selecting a topic, choosing a category is often the most difficult decision for a student. Students should choose a category in which they can make the best of their own special abilities, talents, and interests. It is important for students to choose the most suitable category in which to present their research and conclusions and take into consideration the availability of equipment and resources. Some ideas, theses, and facts are better presented in one category than another.

The following pages have answers to common questions for each category.
Putting together a research paper requires students to use skills that will be very useful no matter what they do in life. This is especially true for students who are going to go to college, where writing is stressed in all subjects, not just in history.

A research paper requires three basic steps. After choosing a topic a student needs to collect information, organize the information collected, and present it in a way that informs the reader about the subject. There are many books available on how to write research papers, and students may find it helpful to look at one or more of them before beginning.

Your students can also use the form (on page 58) at the end of this section to help track their progress.

**TIPS FOR THE RESEARCH PAPER ENTRY**

The content should use evidence well; be objective; and be accurate.

The structure should have an introduction; a logical order to the text; and a conclusion.

Grammatically, there should be consistent verb and tense usage; subject-verb agreement; correct pronoun usage; and good sentence construction.

Spelling, punctuation, and capitalization should all be correct.

Stylistically, the paper should have graceful and concise prose, a forceful argument, and reflect the student’s personal touch.
TEN COMMANDMENTS FOR HISTORICAL WRITING

1. Start with an outline.

2. Concentrate on topic sentences.

3. Write clear, simple, direct sentences.

4. Let nouns and verbs do most of the work.

5. Vary the length of sentences in a paragraph.


7. Stay in the past tense.

8. Use the passive voice only for transitions.

9. Remember that good writing is not always the same as good speaking.

10. Remove unnecessary words, revise, and rewrite.

PROOFREADING

Students should be the first to see opportunities for improvement, but other readers can often spot things that they might overlook.

Students should proofread when they are fresh and wide awake; as they write the text; after they have completed sections of the paper; and when the paper is completed.
FOOTNOTES

Footnotes are explanations provided by writers that ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as “evidence” in support of students’ ideas. Usually footnotes occur in three situations:

**Quoting a Primary Source:** An example of this would be including a selection from a speech or interview.

**Quoting a Secondary Source:** If a student takes a direct quotation from someone’s book, s/he must footnote it.

**Paraphrasing a Secondary Source:** Even if the student changes an author's ideas into his/her own words, s/he must footnote where s/he found this information.

PAPER ENTRY REQUIREMENTS

History Day papers are 1,500 to 2,500 words in length (approximately 6-10 pages). Notes, annotated bibliography, illustration captions, and supplemental/appendix material do not count in the total word count.

Papers must be typed or legibly handwritten in ink, double-spaced on white 8.5 X 11-inch paper with 1-inch margins.

A title page is required as the first page of the paper entry. The title page must include only the title of the paper, the student’s name, and the contest division and category.

The paper must be footnoted.

An annotated bibliography, separated into primary and secondary sources, must accompany the paper. See page 69 for information on the annotated bibliography.
COMPLETING YOUR PAPER ENTRY

Historical papers must be typed or legibly handwritten (double spaced) and between 1,500 and 2,500 words. Notes, annotated bibliography, illustration captions, and supplemental appendix material do not count in that total. The paper must be footnoted (or use endnotes). See the Contest Rule Book for exact rules.

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notecards from primary and secondary sources.</td>
<td></td>
</tr>
<tr>
<td>2. Develop outline.</td>
<td></td>
</tr>
<tr>
<td>3. Rough draft of paper including:</td>
<td></td>
</tr>
<tr>
<td>Interesting title.</td>
<td></td>
</tr>
<tr>
<td>Diagrams, charts, or documents footnoted.</td>
<td></td>
</tr>
<tr>
<td>Appendix.</td>
<td></td>
</tr>
<tr>
<td>4. Final draft of paper.</td>
<td></td>
</tr>
<tr>
<td>5. Rough draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>6. Final draft of bibliography.</td>
<td></td>
</tr>
<tr>
<td>7. Paper checked for proper margins and rules compliance.</td>
<td></td>
</tr>
<tr>
<td>8. Paper and bibliography proofread.</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

1. Four copies of paper and annotated bibliography mailed before deadline to appropriate coordinator at contest site.  
2. Title page listing title of entry, student name, division.  
   (Junior Division or Senior Division), category.  
   (No school or teacher names.)
EXHIBITS

Exhibits are designed to display visual and written information on a topic in an easy-to-understand and attractive manner. They are similar to displays in a museum. People walking by should be attracted to the main idea and, therefore, stop to learn more about the topic. To be successful a project must create an effective balance between visual interest and historical explanation.

The most common form of exhibit project 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 information.

Students can also use the form at the end of this section (page 61) to help track their progress.

TIPS FOR THE EXHIBIT ENTRY

• Be sure the title is the main focus of the center panel.

• Use the center panel to present main ideas.

• The side panels are best used either to compare issues about the theme or explain related details.

Artifacts or other materials may also be placed on the table between the side panels.

PROJECT DESIGN

Although students will be able to explain their project during the initial judging, a successful project entry must also be able to explain itself. It is
important that the project be designed so that photographs, written materials, and illustrations are easy to understand and to follow.

It is always tempting to try to get as much onto panel boards as possible, but this usually makes for a cluttered and confusing display. Students should try to select only the most important items for the project boards. Clarity and organization are essential.

LABELING

The labels used for the title and main ideas are very important because they direct the viewer's eye around the project.

One way to make the labels stand out is to have the writing on a light colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes labels easier to read.

Photographs and written materials will also stand out more for the viewer if they are put on backgrounds.

Be careful of clutter!

ENTRY REQUIREMENTS

Exhibits may be no larger than 40 inches wide, 30 inches deep, and 6 feet high.

Student-composed written materials (excluding title page, process paper, and annotated bibliography) must contain no more than 500 words.

Media devices in an exhibit may run for no more than three minutes.

Four copies of a title page, process paper, and annotated bibliography must accompany the exhibit. (See page 68 for information on the annotated bibliography and process paper).
COMPLETING YOUR EXHIBIT ENTRY

Exhibits include the visual display, a process paper, and the annotated bibliography. The project may include a display, reconstruction, or model. Overall size must be no larger than 40 inches wide, 30 inches deep and 6 feet high. See the Contest Rule Book for exact rules.

Projects should have a title clearly displayed, with sections labeled and in a sequence that is easy to understand. Use captions under all pictures or visuals, not to exceed 500 student-composed words. It is a very good idea to make a detailed drawing of the project before beginning construction.

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make a rough drawing of project.</td>
<td></td>
</tr>
<tr>
<td>2. Select construction materials. (plywood, foam, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. Cut out or buy lettering.</td>
<td></td>
</tr>
<tr>
<td>4. If using photos, take pictures and have developed early.</td>
<td></td>
</tr>
<tr>
<td>5. Mount pictures / visuals.</td>
<td></td>
</tr>
<tr>
<td>6. Write captions for pictures / visuals.</td>
<td></td>
</tr>
<tr>
<td>7. Type final draft of captions.</td>
<td></td>
</tr>
<tr>
<td>8. Mount visuals on project. (Allow ample time.)</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four copies of process paper and annotated bibliography for event.</td>
<td></td>
</tr>
<tr>
<td>2. Title page listing title of entry, student name(s), division.</td>
<td></td>
</tr>
<tr>
<td>(Junior Division or Senior Division), category.</td>
<td></td>
</tr>
<tr>
<td>(No school or teacher names)</td>
<td></td>
</tr>
<tr>
<td>3. Prepare emergency kit for event. Scissors, tape, pens, glue,</td>
<td></td>
</tr>
<tr>
<td>extra copies of paper, extension cord, light bulbs, etc.</td>
<td></td>
</tr>
<tr>
<td>4. Prepare a cover to protect the project while transporting it.</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCES

Innovative performances have made this category the highlight of many History Day competitions! Entries in this category must have dramatic appeal, but not at the expense of historical information. Creativity is the key here, and students must make effective use of their 10-minute time allowance.

Students can also use the form at the end of this section (page 64) to help track their progress.

TIPS FOR THE PERFORMANCE ENTRY

Start with research and analysis -- the foundations of best performances. Don't let students jump right in and start writing a script. Have them take time to brainstorm about general ideas and ways to present them.

Organize the information, stating the thesis, putting the story into historical context, and making the connection to the theme very obvious. Make sure the script contains references to the historical evidence students found in their research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways to put historical detail into a performance.

Avoid presenting an oral report on a character which begins with the person’s birth and ends with the person’s death. Students should become the historical figure and write the script around an important time or place that will explain their ideas.

Don't get carried away with props! Content is the most important factor, and any props students use should be simple, portable, and performance-enhancing. Remember, students have only five minutes to put up and take down their props.

Good costumes help make presentations convincing, but students should be sure they are appropriate to the topic and historically accurate. They should consult photographs or costume guides if they are unsure about appropriate dress.

Practice! Practice! Practice!
Don’t exceed time limit, but don’t rush either. Get input and criticism, make changes, and constantly improve.
ENTRY REQUIREMENTS

Performances may not exceed 10 minutes in length. Students have 5 minutes to set up and 5 minutes to remove props after the performance.

Four copies of a title page, process paper, and annotated bibliography must accompany the performance. (See page 68 for information on the annotated bibliography and process paper).
COMPLETING YOUR PERFORMANCE ENTRY

Performances are dramas depicting an event, person, or place. These dramas are written, directed, and acted by the group members or individual performer. They may be up to ten minutes long, with five minutes allowed to set up and tear down.

Scenery may be used, with lighting or sound effects, but all extra equipment must be run by the student(s). See the Contest Rule Book for exact rules.

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write tentative script, or outline of presentation. Include characters, times, location, thesis statement, supporting ideas and conclusion.</td>
<td></td>
</tr>
<tr>
<td>2. Prepare costumes to reflect the time, mood, theme, and place</td>
<td></td>
</tr>
<tr>
<td>3. Prepare setting / scenery.</td>
<td></td>
</tr>
<tr>
<td>4. Write dialogue using story outline.</td>
<td></td>
</tr>
<tr>
<td>5. Block performance to go with setting and script.</td>
<td></td>
</tr>
<tr>
<td>6. Write final draft of script.</td>
<td></td>
</tr>
<tr>
<td>7. Suggestion: Videotape performance to critique entry.</td>
<td></td>
</tr>
</tbody>
</table>

Event Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four copies of process paper and annotated bibliography for event.</td>
<td></td>
</tr>
<tr>
<td>2. Title page listing title of entry, student name(s), division. (Junior Division or Senior Division), category. (No school or teacher names)</td>
<td></td>
</tr>
<tr>
<td>3. Prepare an emergency kit for event. Include spare script, items that may be needed to repair the set, extension cords, safety pins for ripped costumes, thread, and any other breakable items.</td>
<td></td>
</tr>
</tbody>
</table>
DOCUMENTARIES

VIDEO PRESENTATIONS

The availability of home video cameras has increased the popularity of this entry category. If students are able to use editing equipment in their school, this can be an exciting and educational project!

Here are some suggestions for video entries:

  • Remember—a student must operate the camera and the editing equipment.
  
  • Organize the presentation by drawing up a story board of the scenes to be shot.
  
  • Keep track of the scenes in a notebook to make editing easier.
  
  • Try to present a variety of panning shots, interviews, live action, and still subjects.

POWER POINT PRESENTATIONS

Power Point presentations are also popular and effective. The key to an effective entry is a good combination of images and recorded narrative.

Here are some things to keep in mind:

  • Make a story board of the types of images to be used to explain the theme.
  
  • Photograph or scan pictures from books to build the image collection and avoid too much repetition.
  
  • Music is an important addition to the recorded narrative.
  
  • Make sure the narrative fits with the image on the screen.
CREATING A DOCUMENTARY

Have students consider several ideas about what they would like to do; look for scenes to photograph; focus on the topic; and don’t forget to check the budget.

In doing research, consult both library and community resources. Be sure to take careful notes and always watch for major themes.

In locating scenes to photograph or images to scan, pay attention to details; take several shots; use different perspectives; and, as always, look for major themes.

When writing the script, identify themes, make an outline, select images to illustrate the themes, and coordinate script and images.

Do a “dry run”: read the script orally; check images for correct order; and revise as necessary.

On contest day, check equipment in advance and be prepared for questions!

ENTRY REQUIREMENTS

Documentaries may not exceed 10 minutes in length. Students have 5 minutes to set up and 5 minutes to remove equipment.

Four copies of a title page, process paper, and annotated bibliography must accompany the documentary. (See page 68 for information on the annotated bibliography and process paper).
### Completing Your Documentary Entry

Documentary entries include videotape presentations, slide shows, and Power Point presentations. VCRs and monitors will be available at the event. Students must supply all other equipment. Be sure to check and understand the rules concerning the use of documentary equipment by students.

Documentary presentations may last up to ten minutes, with five minutes allowed to set up and remove the equipment. If using slides, discuss the project with a camera shop or photographer to make sure the correct film is used. See the *Contest Rule Book* for exact rules.

<table>
<thead>
<tr>
<th>Item To Be Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write tentative script, outline, or storyboard for the presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Decide on location shots, interviews, still pictures from books, magazines, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Buy slide film or video tape. (After checking type and price!)</td>
<td></td>
</tr>
<tr>
<td>4. Take pictures or videotape, and/or scan images.</td>
<td></td>
</tr>
<tr>
<td>5. Write script to go with each visual scene.</td>
<td></td>
</tr>
<tr>
<td>6. Record script (may include music and sound effects).</td>
<td></td>
</tr>
<tr>
<td>7. Synchronize script with music and visuals.</td>
<td></td>
</tr>
<tr>
<td>8. Check entry for compliance with all History Day rules.</td>
<td></td>
</tr>
</tbody>
</table>

**Event Checklist**

1. Four copies of process paper and annotated bibliography for event.                
2. Title page listing title of entry, student name(s), division. (Junior Division or Senior Division), category. (No school or teacher names)
3. Prepare an emergency kit for the event. Include extra copy of paper, spare copy of videotape or sound tape, extension cords, and any other materials that may break or not work.
REQUIRED WRITTEN MATERIALS FOR ALL HISTORY DAY ENTRIES

Entries in all categories must include four copies of the title page, process paper, and annotated bibliography (students should make a fourth copy for their own reference). These materials must be typed or neatly printed on plain white paper and stapled together in the top left corner (not enclosed in a cover or binder). Materials must be in the following order:

Title Page: A title page is required as the first page of written material in every category. The title page must include only the title of the entry, the student(s) name(s), and the contest division and category.

Process Paper: A "process paper" is a description of no more than 500 words explaining how the student(s) conducted research and created and developed the entry. All categories except historical papers must include a "process paper" with their entry. The process paper should include the following four sections:

• Explanation of how the student(s) chose the topic
• Explanation of how the student(s) conducted their research
• Explanation of how the student(s) selected their presentation category and created their project
• Explanation of how the project is related to the National History Day theme

(Go to www.nhd.org and in the Contest section click on Creating a Process Paper to view sample process papers.)

Annotated Bibliography: An annotated bibliography is required for all categories. It should contain all sources that provided usable information or new perspectives in preparing the entry. Students acknowledge in the annotated bibliography all sources used in the entry. Failure to credit sources is plagiarism and will result in disqualification.

Students are required to separate the bibliography into primary and secondary sources.
Students should include the following information in an annotated bibliographical entry:

- **Book or article**: author, title of book, place of publication, publisher, date of publication, pages used (article only), followed by a sentence explaining how this source was helpful to the creation of the project.

- **Interview**: name of person interviewed, place and date of interview, related details, and a sentence of explanation on how this source was helpful to the creation of the project.

- **Internet webpage**: name of source cited, webpage URL, date page was used by student, and a sentence of explanation on how this source was helpful to the creation of the project.

There are two styles of writing that are preferred for History Day projects: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, Dissertations* (University of Chicago Press) or the style guide of the Modern Language Association of America. Students may choose either style, but citations must remain consistent throughout the project.
Some examples of citations for an annotated bibliography:

1. Primary Source Citations:


Written by the founder of the Children’s Aid Society, Charles Loring Brace, this work described the “placing out” program in detail. It was also the source of a quote by Brace which we used in our presentation.


This was a copy of a real placement card that led me to other names that were involved in this particular event.

2. Secondary Source Citations:


A detailed history of Maryland from the colonial period to the 1970s. We read this work for background and also used the bibliographical essay to locate several useful primary and secondary sources.


A detailed and illustrated survey of early Maryland architecture. We used it primarily for background and also used several of the illustrations in our exhibit.
**WHAT ARE THE JUDGES LOOKING FOR?**

The emphasis of Maryland History Day is first and foremost on learning, not performance in a contest. A project does not have to be “glitzy” to succeed; students should instead concentrate on the clarity of their presentation. Judges evaluate projects according to the following criteria: 60% for historical quality, 20% for adherence to the theme, and 20% for presentation.

**Historical Quality (60%):**

- Historically accurate
- Demonstrates the student’s grasp of the subject within its historical context
- Includes analysis and interpretation of historical data rather than just description
- Represents a balanced presentation of the issues
- The annotated bibliography demonstrates wide research, using both primary and secondary sources

**Relationship to Annual Theme (20%):**

- Clearly explains the relationship of the topic chosen to the annual History Day theme
- Demonstrates topic’s historical significance within its wider context of social, economic, political, and cultural affairs.
Clarity of Presentation (20%):

• Material is presented in an effective manner

• Demonstrates clarity of thought and organization of the concepts and materials presented

• Demonstrates creativity and imagination in the choice of topic and presentation

• Historical materials well-chosen and appropriate

• Details are correct, including correct grammar and spelling

• Visuals are clear and appropriately labeled in an exhibit or documentary, stage presence is demonstrated in a performance, and sound quality is clear in documentaries or other recordings.

Rules Compliance

• Judges will take into consideration in their final rankings any rule infraction.

IMPORTANT!!

Students are encouraged to use the feedback received from judges to improve their History Day projects before the next round of competition. This encourages the learning process to continue with each presentation of the project. It is important to work with students to help them understand the suggestions made by the judges and insure that History Day is a positive learning experience.

Students are especially invited to continue to participate in History Day in subsequent years, and apply their experience (and judges’ feedback) to future projects.
### JUDGING CRITERIA

(Judging criteria are explained in the Student Contest Guide)

<table>
<thead>
<tr>
<th>Historical Quality (60%)</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entry is historically accurate</td>
<td></td>
</tr>
<tr>
<td>• Shows analysis and interpretation</td>
<td></td>
</tr>
<tr>
<td>• Places topic in historical context</td>
<td></td>
</tr>
<tr>
<td>• Shows wide research</td>
<td></td>
</tr>
<tr>
<td>• Uses available primary sources</td>
<td></td>
</tr>
<tr>
<td>• Research is balanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relation to Theme (20%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly relates topic to theme</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates significance of topic in history and draws conclusions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity of Presentation (20%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper, written material is original, clear, appropriate, organized, well-presented</td>
<td></td>
</tr>
<tr>
<td>• Text is clear, grammatical, and spelled correctly; entry is neatly prepared</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rules Compliance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintains length requirement (1500-2500 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes annotated bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Rating (circle one)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

### COMMENTS

• STRENGTHS
• AREAS FOR IMPROVEMENT
<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Quality (60%)</td>
<td>Superior</td>
</tr>
<tr>
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<tr>
<td>• Places topic in historical context</td>
<td></td>
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<tr>
<td>• Shows wide research</td>
<td></td>
</tr>
<tr>
<td>• Uses available primary sources</td>
<td></td>
</tr>
<tr>
<td>• Research is balanced</td>
<td></td>
</tr>
<tr>
<td>Relation to Theme (20%)</td>
<td></td>
</tr>
<tr>
<td>• Clearly relates topic to theme</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates significance of topic in history and draws conclusions</td>
<td></td>
</tr>
<tr>
<td>Clarity of Presentation (20%)</td>
<td></td>
</tr>
<tr>
<td>• Exhibit, written material is original, clear, appropriate, organized</td>
<td></td>
</tr>
<tr>
<td>• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.</td>
<td></td>
</tr>
<tr>
<td>Rules Compliance</td>
<td>Yes</td>
</tr>
<tr>
<td>• Maintains size requirement (40&quot;x30&quot;x73&quot;)</td>
<td></td>
</tr>
<tr>
<td>• Includes annotated bibliography</td>
<td></td>
</tr>
<tr>
<td>• Media device maintains time limit (3 mins.)</td>
<td></td>
</tr>
<tr>
<td>• Maintains word limit (500 words)</td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td></td>
</tr>
<tr>
<td>Overall Rating (circle one)</td>
<td>Superior</td>
</tr>
</tbody>
</table>
### JUDGING CRITERIA
(Judging criteria are explained in the Student Contest Guide)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUPERIOR</td>
<td>EXCELLENT</td>
</tr>
</tbody>
</table>

#### Historical Quality (60%)
- Entry is historically accurate
- Shows analysis and interpretation
- Places topic in historical context
- Shows wide research
- Uses available primary sources
- Research is balanced

#### Relation to Theme (20%)
- Clearly relates topic to theme
- Demonstrates significance of topic in history and draws conclusions

#### Clarity of Presentation (20%)
- Presentation, written material is original, clear, appropriate, organized, articulate
- Performers show good stage presence; props, costumes are historically accurate

#### Rules Compliance
- Maintains time requirement (10 mins.)
- Includes annotated bibliography
- All equipment, effects are student-run
- Other:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### Overall Rating (circle one)
- Superior
- Excellent
- Good
**NHD**

**NATIONAL HISTORY DAY**

**DOCUMENTARY**

<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>EVALUATION</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| **Historical Quality (60%)** | | *STRENGTHS*  
*AREAS FOR IMPROVEMENT* |
| Entry is historically accurate | | |
| Shows analysis and interpretation | | |
| Places topic in historical context | | |
| Shows wide research | | |
| Uses available primary sources | | |
| Research is balanced | | |
| **Relation to Theme (20%)** | | |
| Clearly relates topic to theme | | |
| Demonstrates significance of topic in history and draws conclusions | | |
| **Clarity of Presentation (20%)** | | |
| Presentation, written material is original, clear, appropriate, organized, articulate | | |
| Entry is organized, visual impact/documentary category is appropriate to topic | | |
| **Rules Compliance** | Yes | No |
| Maintains time requirement (10 mins.) | | |
| Includes annotated bibliography | | |
| All equipment studentrum | | |
| Other: | | |
| **Overall Rating (circle one)** | | |
| Superior | Excellent | Good |
**HISTORY DAY PROJECT PITFALLS**

**General Pitfalls**

- Bibliography not annotated
- Bibliography not separated into primary and secondary sources
- Over allotted time limit
- Over or substantially under the word limit in process paper
- Grammatical errors and spelling mistakes
- Not enough preparation
- Tie to theme unclear

**Category-Specific Pitfalls**

**Paper:** facts are unclear; student’s argument is too vague and unfocused; poor choices made regarding what to leave in and what to cut (6 to 10 pages is a very limited format!)

**Exhibit:** content is unclear or not seen through the clutter; presentation is too glitzy, too busy, or too sloppy; not enough information is provided to support the visuals; distracting inclusion of unnecessary audio or video clip.

**Performance:** content and point of view are unclear; factual underpinnings are lacking; flow of the play is not coherent; distracting overelaborate costumes or set.

**Documentary:** content presented is more like a commercial than a history project; distracting camera work (zooming in and out, fades, subtitles); distracting graphics, too many fonts, too many colors and patterns in backgrounds; distracting soundtrack.

**Plagiarism:** Failure to credit sources is plagiarism and will result in disqualification. Students should clearly understand the definition of plagiarism -- the use of the work or ideas of others in ways that give the impression that the work is the student’s own.