

NATIONAL HISTORY DAY
in Wisconsin
TEACHER HANDBOOK

2014-2015

ABOUT THIS HANDBOOK

We have designed this handbook to provide examples of strategies, handouts, and forms to use when employing National History Day in the classroom. These materials have been developed in conjunction with teachers who have experience with the program, but should not be considered the only approaches to be used. Teachers are encouraged to apply the suggestions in this handbook to suit their school calendar, teaching style, and classroom environment. National History Day in Wisconsin welcomes any suggestions you may have on teaching strategies, supplementary materials, handouts, or school programs. Please feel free to forward anything you would like to share to the state coordinator at historyday@wisconsinhistory.org.

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The Wisconsin Historical Society is proud to sponsor
National History Day in Wisconsin.

Updated: Summer 2014

The National History Day in Wisconsin office at the Wisconsin Historical Society has based this manual upon the *National History Day in Minnesota Teacher Handbook* and has copied, revised, and appended it with permission.



WISCONSIN
HISTORICAL
SOCIETY

NATIONAL HISTORY DAY IN THE CLASSROOM

WHAT IS NATIONAL HISTORY DAY?

National History Day (NHD) is an exciting co-curricular enrichment program for students in grades 6-12. History Day was created by history faculty at Case Western Reserve University in Cleveland, Ohio in 1974, and has grown into a national program with over 600,000 participants. The goal of NHD is to promote the study of history in schools by offering an exciting enrichment opportunity for students and professional resources for educators.

Students first explore a historical subject related to an annual theme and then develop a project based on that research in one of five categories: historical papers, web sites, exhibits, performances, or documentaries. In all categories except papers, students may choose to work individually or in groups of two to five. Individuals and groups compete separately, as do junior division students (grades 6-8) and senior division students (grades 9-12).

WHY SHOULD STUDENTS AND TEACHERS PARTICIPATE?

National History Day participants develop skills in research, writing, critical thinking, and communication. Students learn how to define a historical question, locate primary and secondary source material, take notes, analyze information, and present their original interpretations in an effective manner. They learn about scholarly devices such as thesis statements, footnotes, and bibliographies. The NHD program promotes excellence in education. It's a program that works.

The NHD program serves as a vehicle to teach students important literacy skills and engage them in using and understanding museum and library resources. The program inspires students to study local history and challenges them to expand their thinking by applying knowledge of local events to the nation, or even world. Technological literacy plays a key role in the process, as students become proficient in using the Internet for research and, if desired, integrating technologically advanced applications in their presentation.

The skills students develop extend beyond research and social studies and will be essential for students throughout the rest of their academic careers and lives. Furthermore, NHD lets students develop these skills in the context of a topic in which they are interested—fostering independent learning and curiosity. Students will learn to:

- Organize and manage a long-term project
- Work as a team and independently
- Identify and analyze a problem or question
- Locate sources of information, evaluate bias, and determine reliability of information
- Synthesize large amounts of information into a solid arguments and ideas
- Effectively communicate an argument through writing, speaking, and presentation skills
- Have confidence in working with people and organizations outside of the classroom

"I learned a lot, not only about my topic, but I also learned some very important life lessons that will help me to become a better student, and a better person."
-NHD Student



NATIONAL AND STATE STANDARDS

The National History Day program has been designed to assist teachers and schools in meeting educational standards. In Wisconsin, National History Day supports the state Model Academic Standards for Social Studies. Students completing History Day projects will address standards in a breadth of areas, including history, reading and literature, research and inquiry, writing, oral language, and other, content specific, areas. For a full listing of national and state standards promoted through this program, visit our web site: www.wisconsinhistory.org/teachers/historyday/

National History Day is also a strong fit for the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Visit our website to learn more.

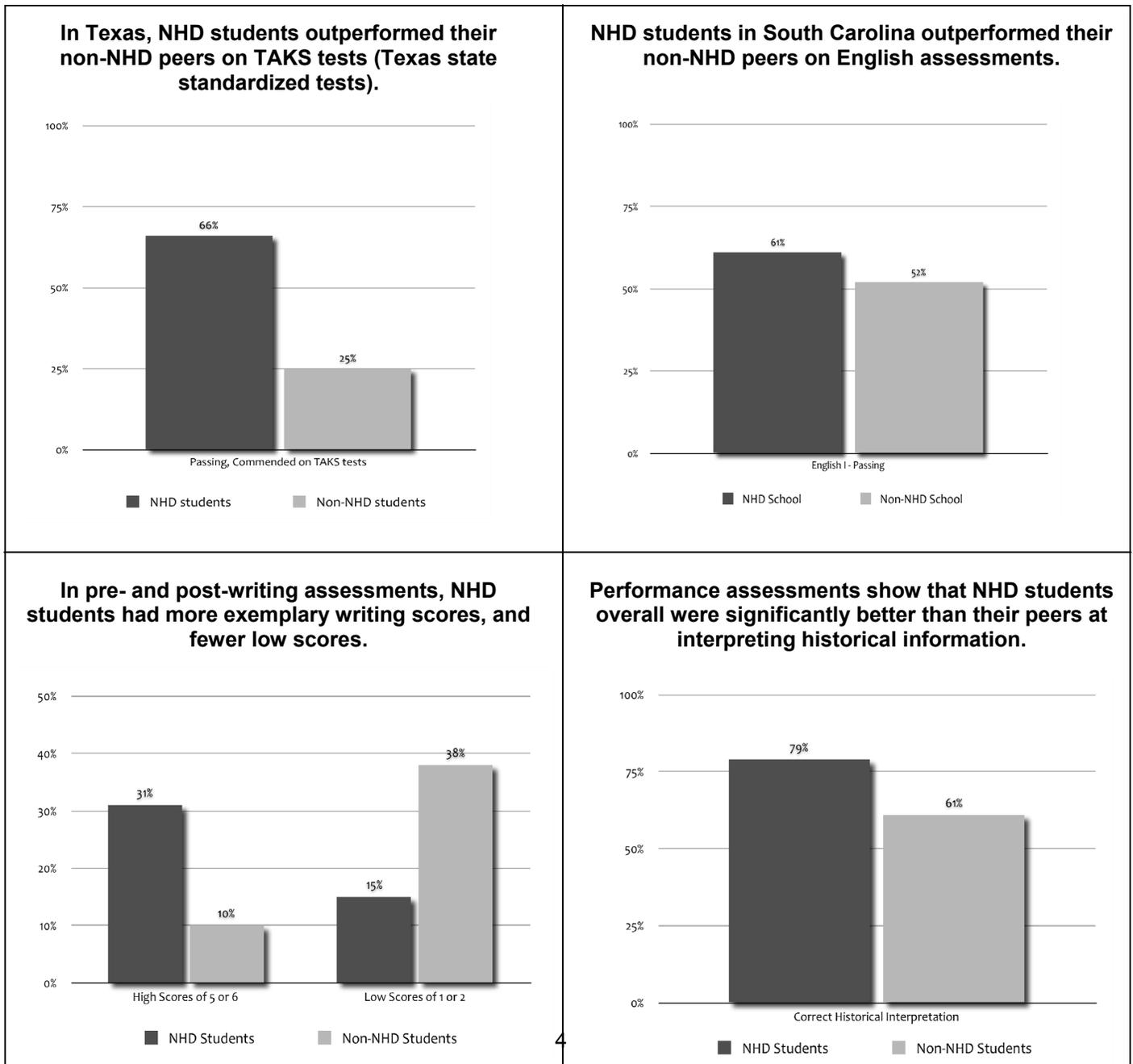
NATIONAL NHD PROGRAM EVALUATION

Students participating in National History Day (NHD) engage in the process of investigation and inquiry as they explore a historical topic of their own interest. Students express their ideas through creative and analytical projects. Participants build 21st century skills and meet a breadth of educational standards through NHD.

A recent national evaluation has confirmed the benefits of National History Day, a program in which many teachers already believe. Researchers examined students' success across a range of measures: performance assessments, surveys, standardized scores, academic performance, and interest in past and current events. Researchers then compared their evaluations of students who participated in National History Day to their peers who did not participate in the program. The study, conducted at four sites around the country, found that **on nearly every measure, NHD students' scores or ratings were higher than their peers who did not participate in the program.** National History Day clearly demonstrates the following assets:

- **TEACHES** critical thinking, writing, and research skills and boosts performance across all subjects.
- **INSPIRES** students to do more than they ever thought they could.
- **PREPARES** students for college, career, and citizenship

Learn more about the NHD program evaluation: www.nhd.org/NHDWorks



THE HISTORY DAY TIMELINE

National History Day has been successfully implemented within a variety of curricula and on a variety of timelines, ranging from Wisconsin to world history, and on both yearlong and semester schedules. The following is provided as a general guideline, upon which you can build your NHD curriculum.

It's important to remember that introducing National History Day in your classroom doesn't mean having to devote instruction time solely to NHD throughout the year. Many skill building activities can be worked into your existing curriculum. In addition, many National History Day teachers have found it particularly effective to work with library/media, technology, or language arts teachers to build cross-curricular skills and connections with their students.

SEPTEMBER	<ul style="list-style-type: none"> • Introduction to NHD Project <u>Skill Building Activities:</u> • Introduction to primary and secondary sources • Practice using the Internet for effective research • Instruction in using various research resources and methods (e.g. libraries, archives, oral history, material culture, etc.) • Learn about citation formats, bibliographies, and footnotes
OCTOBER	<ul style="list-style-type: none"> • Discuss annual theme • Select general subject and begin process of narrowing topic and connecting topic to annual theme • Begin research with secondary sources • Check for existence and availability of primary sources <u>Skill Building Activities:</u> • Interpreting primary sources • Using primary and secondary sources to build an argument • Conduct interviews with experts to strengthen argument • Developing a thesis • Understanding significance • Using verbal, written and visual communication to communicate an idea • Understanding historical context
NOVEMBER – FEBRUARY	<ul style="list-style-type: none"> • Research with primary sources (when secondary sources have yielded a general understanding of the topic) • Select a presentation category and construct entry • Seek feedback from teachers and other educators • Present work at a school or local event (if applicable)
MARCH	<ul style="list-style-type: none"> • Finish constructing entry (if not already completed) • Continue to research and improve entry based on feedback • Participate at regional History Day event (Regional events may also take place in late February or early April)
MARCH – APRIL	<ul style="list-style-type: none"> • State finalists improve entries for the state event
APRIL – JUNE	<ul style="list-style-type: none"> • National History Day in Wisconsin State Event • National finalists improve entries for national contest • National History Day National Contest



Be aware of the registration deadline for your assigned regional competition and plan your timetable accordingly. Registration materials, papers, and web site entries will need to be submitted by the registration deadline, which may be up to three weeks before the event date.

NATIONAL HISTORY DAY BENCHMARKS

Completing a large project, like National History Day, may be a new experience for many of your students. Often teachers will guide students through this long-term project by breaking it up into smaller assignments. Asking students to check in at smaller benchmarks along the way encourages them to keep on schedule and allows them to accumulate credit for the process, not just the final product.

Research	Analyze	Present
<ul style="list-style-type: none">• Theme Introduction and Discussion• Topic Exploration• Final Topic Selection• Introduction to research methods and resources• Methods of organizing your research	<ul style="list-style-type: none">• Thesis Development• Finalizing Students Argument/Point• Advanced Research Skills• Answering the “So What?” of the Topic	<ul style="list-style-type: none">• Category Selection• Project Planning Draft• Process Paper• Finish Annotated Bibliography• Creation of Final Product• Feedback and Revisions

THE NATIONAL HISTORY DAY COMPETITIVE CYCLE

Students who develop projects are encouraged to participate in the National History Day competitive cycle. Historians, educators, and professionals in related fields evaluate students' work at each stage of competition and provide encouragement and constructive feedback. Students who proceed from one level of competition to the next are encouraged to use this feedback to strengthen their work.

National History Day events provide the public recognition and community interaction that keep students motivated and intellectually engaged. Sharing a project is the culminating activity that makes NHD an authentic learning experience and demonstrates to peers, parents, colleagues, and administrators real student achievement. The evaluation process also reinforces the instruction provided by the classroom teacher. Professionals who judge at regional, state, and national events become part of the instructional team. In addition, students learn not only from judges' evaluations, but also from one another as they interact and view one another's entries in a positive and energetic atmosphere.

IS MY CLASS REQUIRED TO PARTICIPATE IN COMPETITIONS?

While participation in the competitive cycle may motivate students, it is **NOT** a required part of the National History Day program. Teachers have successfully implemented NHD as a framework for a major classroom research project and reaped the benefits of the program without participation in the competitive cycle. The staff at the Wisconsin Historical Society are happy to provide the same no-cost curriculum materials and support services to both competitive and non-competitive classrooms.

If you are participating in a non-competitive classroom, please notify the state coordinator. We will make sure you are on important mailing lists for program information and curriculum information. We also compile participation statistics for use with the national office and program donors and want to make sure to include your students in our reports.

HISTORY DAY EVENTS

There are four levels to the National History Day program: school events, regional contests, state events, and the national competition.

Local or School History Fairs

These events range from small exhibitions within individual schools to district-wide events and are organized by classroom teachers or other school staff. The goals of a school event are to provide recognition for *all* participating students, to bring the community into the classroom, and to select the entries that will participate in the regional event. These local events familiarize students with the judging process and provide them with valuable feedback that can be used to improve their work. Depending on the number of students participating at your school, you may or may not need to host a local event. Check your regional entry limits.

 Teachers can download guidelines, suggestions, and materials for organizing school events from our web site: <http://www.wisconsinhistory.org/Content.aspx?dsNav=N:1121>

Regional History Day Events

Regional events are held in February, March, and April. Contact your regional coordinator for the exact date and location or check the “Event Information” section of the NHD in Wisconsin web site: www.wisconsinhistory.org/teachers/historyday. The three top-ranked entries in each category/division at the regional level are eligible to proceed to the state event. If no entry from a school ranks among the top three, the school may select one entry to progress to state as a “Best of School” entry.

State History Day Event

The Wisconsin State History Day Event is held in late April/early May at the Wisconsin Historical Society and nearby on the University of Wisconsin—Madison campus. The two top-ranked entries in each category/division are eligible to participate in the national contest (36 entries total), with 1st and 2nd honorable mention entries serving as alternates. Special Awards are also awarded to students who have applied and been selected for them.

NHD National Competition

The national competition is usually held during the third or fourth week in June on the campus of the University of Maryland—College Park, just outside Washington, D.C. More than 2,500 finalists from across the country gather for five days to present their work and experience the rich history and exciting attractions of the Washington D.C. area. Monetary prizes, scholarships, and special awards are presented to national award winners.

NATIONAL HISTORY DAY COMPETITION CATEGORIES

For the purposes of NHD competitions, students are divided by category and division. Entries in each category/division will only compete against other entries in the same category/division (e.g. a senior individual exhibit entry will only compete against other senior individual exhibits). The number of entries eligible to attend a regional event will be per category/division and will vary based on space limitations.

JUNIOR DIVISION (Grades 6-8)		SENIOR DIVISION (Grades 9-12)	
Individual Web Site	Group Web Site	Individual Web Site	Group Web Site
Individual Exhibit	Group Exhibit	Individual Exhibit	Group Exhibit
Individual Documentary	Group Documentary	Individual Documentary	Group Documentary
Individual Performance	Group Performance	Individual Performance	Group Performance
Individual Paper		Individual Paper	

NATIONAL HISTORY DAY IN WISCONSIN COORDINATORS

National History Day In Wisconsin Regions
2013-2014



Wisconsin is divided into seven National History Day regions. Along with the state office, regional coordinators are responsible for assisting teachers in implementing the program. Regional coordinators can help connect you with a variety of services, including classroom presentations about NHD, field trips to libraries and research centers, and information about events. In addition, each regional coordinator helps hosts a regional NHD competition in the spring of each year.

NORTHEASTERN REGION—GREEN BAY

Deb Anderson: UW-Green Bay

- Andersod@uwgb.edu
- (920) 465-2539
- Counties: Brown, Calumet, Door, Florence, Fond du Lac, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Winnebago

CENTRAL REGION—STEVENS POINT

Tom Reich: UW-Stevens Point

- treich@uwsp.edu
- (715) 346-4200
- Counties: Adams, Clark, Forest, Green Lake, Juneau, Langlade, Lincoln, Marathon, Marquette, Oneida, Portage, Price, Taylor, Vilas, Waupaca, Waushara, Wood

EASTERN REGION—WAUKESHA

Fred Beuttler: Carroll University

- fbeuttler@carrollu.edu
- (262) 524-7660
- Counties: Ozaukee, Walworth, Washington, Waukesha

SOUTH CENTRAL REGION—MADISON

Sarah Klentz: Wisconsin Historical Society

- Sarah.Klentz@wisconsinhistory.org
- (608) 261-2465
- Counties: Columbia, Dane, Dodge, Green, Iowa, Jefferson, Lafayette, Rock, Sauk

NORTHWESTERN REGION—EAU CLAIRE

Kate Lang: UW-Eau Claire

- langkh@uwec.edu
- (715) 836-465
- Counties: Ashland, Barron, Bayfield, Burnett, Chippewa, Douglas, Dunn, Eau Claire, Pepin, Pierce, Polk, Rusk, Sawyer, St. Croix, Washburn

WESTERN REGION—LA CROSSE

Pat Stovey: UW-La Crosse

- pstovey@uwlax.edu
- 608-785-835
- Counties: Buffalo, Crawford, Grant, Jackson, La Crosse, Monroe, Richland, Trempealeau, Vernon

SOUTHEASTERN REGION—MILWAUKEE

Ellen Langill: UW-Milwaukee

- Langill@uwm.edu
- Counties: Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, Waukesha

STATE COORDINATOR

Sarah Fallon

Wisconsin Historical Society
sarah.fallon@wisconsinhistory.org
Phone: (608) 264-6487
Fax: (608) 264-6486

SELECTING TOPICS

Topic selection is an important step in any good research project. The research process begins with students becoming familiar with the annual theme, selecting a general area of interest, and narrowing their topic.

THE ANNUAL THEME

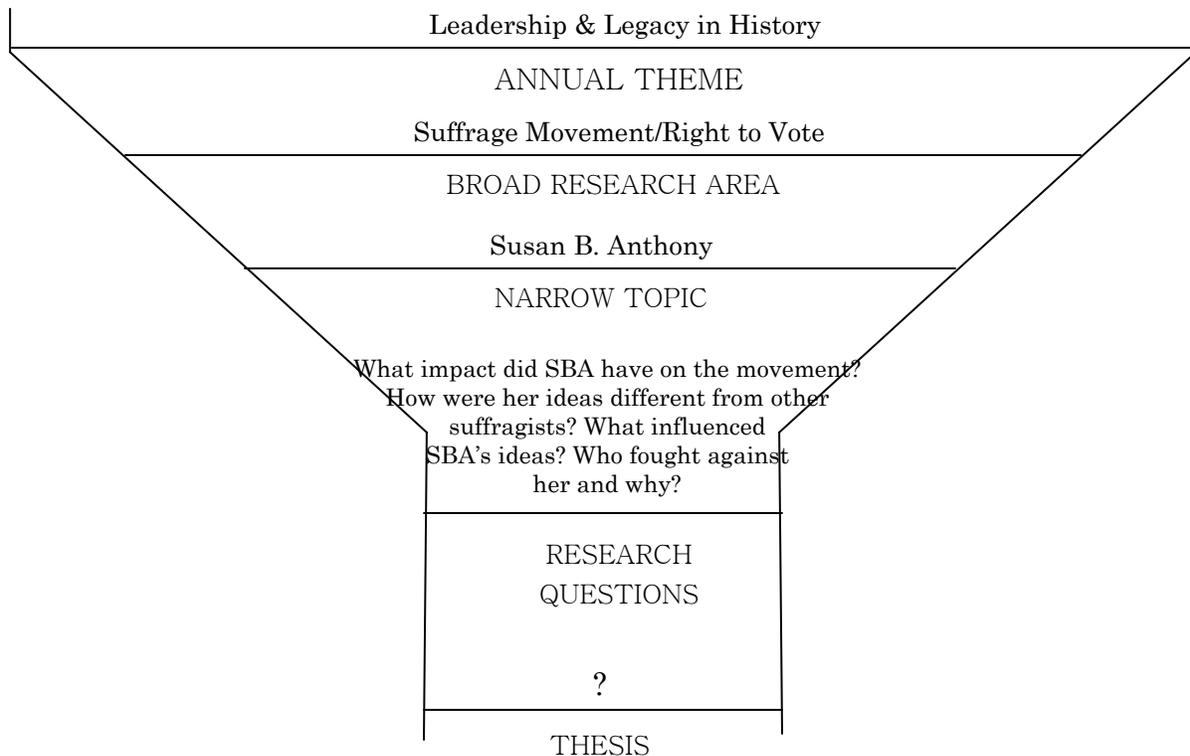
Each year a theme is chosen that is broad enough to allow students to research a wide range of topics, yet engaging enough to guide student research. The goal of the theme is to encourage students to connect their individual topics to larger themes in history. **Topics must fit the annual theme and students should think about how their topic connects to the theme as a central component of their project.** See the next page for more information or check our website: www.wisconsinhistory.org/teachers/historyday/.

GENERAL AREA OF INTEREST

Students are often more motivated when they have a personal interest in the topic they're studying. As a teacher, it's important for you to encourage students to not only select topics they'll enjoy working with, but to also to select topics that are significant in history. This doesn't mean that students have to research a "textbook" topic that is universally well-known across the country or the world. Rather, it's important to help students select topics for which they will be able to demonstrate an impact. Topics in local history often have significance beyond their locality. These topics illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.

NARROWING TOPICS

Students can be hesitant to narrow topics out of fear that they will be unable to uncover enough research material. Far more often, students select topics that are too broad and unmanageable to thoroughly research and present in the time available. Encourage students to think about ways that they can narrow their interests and topics into more manageable research questions.



*Refer to the topic selection section in the Student Guide to National History Day, the Wisconsin History Topic Supplement, and present your students with additional hints as they begin to select a topic.

TEACHING THE THEME: LEADERSHIP & LEGACY IN HISTORY

NATIONAL HISTORY DAY 2015

LEADERSHIP & LEGACY *in history*

Each year a theme unites all National History Day participants across the country. Rather than limiting student investigation, the annual theme helps to enrich student understanding. Rather than rote memorization of facts related to their topic, the annual theme inspires students to think critically about how their topic connects to larger issues.

The 2015 theme is “Leadership & Legacy in History.” Students **MUST** select a topic with a connection to the annual theme. Projects with weak or non-existent theme connections will not do well at National History Day competitions.

DEFINING THE THEME

This year’s theme may get a little confusing so here are the important parts that the projects should address and explain :

- Projects need to address BOTH leadership and legacy in their topic. Make sure that the thesis and overall message of the project educate and articulate the leadership and legacy.
- Leaders can be social, political, military, etc. Leadership can also come from groups or organizations.
- Legacy is the impact that was left for future generations.

Students shouldn’t forget the last two words in the theme—**IN HISTORY**. They should look at topics that took place in the past, not current events. To create a good project, they need to look at the impact the topic had over time. In looking at current events, we don’t yet know the long-term impact. As a general rule of thumb, students should try to look for topics that took place at least 20 years ago.

Historical Context: If we want to know why something was a turning point we have to think critically about what was going on before and after. What was going on before the topic that may have influenced it? How was this topic different than what came before? How were things different after this turning point?

PROVING EXAMPLES

At the beginning of the NHD process, while students are still exploring topics, find ways to work the theme into the regular content of your course. Ask students to analyze relevant course material for potential NHD theme connections. The National History Day in Wisconsin also created a 2015 Theme Sampler, which encourages brainstorming by introducing students to a variety of topics in many areas of history. This is available on our website and on the 2015 Curriculum CD.

ADDITIONAL ACTIVITIES AND IDEAS

Both the state and national NHD offices provide sample lists of topics. While not exhaustive lists, these topic ideas can often inspire students in their own topic selection. Please visit our web site or view these topic lists on the 2015 Curriculum CD. The National History Day in Wisconsin program has also developed additional activities and worksheets to introduce students to the annual theme. Download them from our web site or find them on our 2015 Curriculum CD.

Group or Individual Project?

You face several important questions right when you begin your History Day project. Do you want to work alone or in a group? If you work in a group, who do you want on your team? Think carefully about the following questions as you make these important decisions

1. Circle three words that describe the roles that you usually play in when working in a group.

- Group Leader Works Best Alone Great With Technology Likes to Work With Their Hands
 Keeps on Schedule Last-Minute Planner Works Best With Friends Loves Writing Enjoys Acting

2. Use a highlighter to select the three words that describe your ideal group member.

3. Selecting group members is about strategy and balance, just like a baseball team. A baseball team needs people with a variety of strengths, including those who are good at hitting, running, pitching, catching, and motivating other players. Coaches don't want to pick players that won't show up for games or who don't play fair. List five qualities that make someone a good partner and five traits that you want to avoid in your group members:

Positive Characteristics

Traits to Avoid

- | | |
|---|---|
| <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> | <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> |
|---|---|
4. There _____ are

advantages and disadvantages to working both individually or in a group. Complete the following chart by filling in two advantages and two disadvantages to working as an individual and working as a group.

Individual Project	
Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
Group Project	
Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

5. I would rather work: (circle one) Alone In a Group

6. Why?

Name(s) _____ Date _____

TOPIC SELECTION WORKSHEET

Use this worksheet to help select and focus your topic for this year's theme.

The National History Day theme for this year is: _____

My general areas of interest are: _____

Preliminary Topic Idea 1:	Preliminary Topic Idea 2:
This topic relates to the annual theme because...	This topic relates to the annual theme because...
I think this topic is significant in history because...	I think this topic is significant in history because...
Issues and research questions to be explored in my/our research: (Look for ways to compare, contrast, or interpret using your own ideas): <ul style="list-style-type: none">•••••	Issues and research questions to be explored in my/our research: (Look for ways to compare, contrast, or interpret using your own ideas): <ul style="list-style-type: none">•••••
Ideas about available resources about topic, both primary and secondary:	Ideas about available resources about topic, both primary and secondary:
Final Topic Selection:	

HISTORICAL RESEARCH

Helping students to do historical research helps students get hooked on history as they make exciting discoveries. National History Day students are challenged to delve into resources and develop their own interpretation of the past. This can be an exceptionally rewarding experience for students, but may require the development of skills that are new to them.

RESEARCH SOURCES

Student historians find material about the past in a variety of places. Documents, buildings, people, recordings, artifacts, or any other legitimate provider of information used to interpret a topic are sources.

PRIMARY VS. SECONDARY SOURCES

When preparing your students to begin their research it is extremely important to help them understand the difference between primary and secondary sources. Both types of information are equally valuable to their research, but each brings something different to their interpretation and analysis.

- Introduce the concepts of primary and secondary sources early in the project.
- Reinforce the ideas by bringing in samples of sources for the students to classify.



Even though students should begin their research with secondary sources, we recommend that students at least check the availability of primary sources before they get too far involved in the research process.

THE FIRST STEPS

Encourage students to start the research process by examining secondary sources often found at their school or public library. It would be difficult for any researcher – especially students – to effectively analyze a primary source without understanding its context, background, and overall significance. Students will likely start their research with encyclopedia articles, basic web sites, and background books. Research for National History Day projects, however, should not end with these basic, introductory sources.

BECOMING ADVANCED RESEARCHERS

After students have collected basic information on their topic, encourage them to take the next step into more scholarly resources. Students should check for more primary and secondary sources found at municipal and college libraries, historical societies, and through interviews. Additional places students may check for primary sources include museums, governmental offices, corporations and businesses, or personal collections. The students' job is to select the most valuable and important sources for their research. A long list of sources is not valuable unless the historian uses them to explain a point of view. Sources should not be used to simply embellish a bibliography. Sources should be used to *interpret* how and why events occurred.

FINDING PRIMARY SOURCES

Finding primary sources can sometimes be intimidating for students. However, as students will learn, primary sources can be found in a wide variety of locations. Libraries, archives, historical societies, and museums are some of the first places students will go to research. Ask students to think creatively about their topic and where they might find sources. What newspapers might have covered a particular event? Are there participants in an event that they could interview? Where might a person's papers be archived? Be sure to check out the bibliography of secondary sources to see where other historians have located research materials. In addition, organizations are increasingly digitizing collections and putting them online. This can be a great resource for students, allowing them access to resources around the country and the world.

In Wisconsin, we are privileged to have a wide variety of primary resources along with a statewide framework for accessibility. The Wisconsin Historical Society Library and Archives houses one of the largest American history collection outside the Library of Congress. This collection includes letters, diaries, photographs, and other documents that support a wide variety of research topics, as well as newspaper collections from every newspaper in Wisconsin, and many from across the country.

Wisconsin Historical Society Library and Archives -
www.wisconsinhistory.org/Content.aspx?dsNav=N:1133

RESEARCH FIELDTRIPS

For a truly engaging and hands-on field trip experience, bring your class to visit us one the research facilities in the state. Experts will guide students in researching their projects. Research visits are most effective and worthwhile when students have identified their topics before arriving, and all topics relate to American or Wisconsin history. Contact the state coordinator to discuss possible dates to come to the Wisconsin Historical Society Headquarters in Madison where students will have access to our library and archives collections. We are also happy to assist in planning a research trip at other libraries that may be closer to you.

“One of the highlights in our daughter’s experience of NHD was her initial trip to the Wisconsin Historical Society for research. It enlightened and inspired her, and she’ll never forget the experience.”
-NHD Parent

 We encourage you to take advantage of other local resources at colleges, universities, historical societies, and public libraries. Many of these facilities are familiar with the National History Day program and are excited to work with young historians.

WISCONSIN'S AREA RESEARCH NETWORK

The Area Research Center (ARC) Network is an alliance of fourteen archives located at eleven University of Wisconsin campuses, Superior Public Library, Northern Great Lakes Visitor Center, and the Wisconsin Historical Society (WHS). Each Research Center houses documents, manuscripts, and local government records from a surrounding geographic region. In addition, each center may borrow collections from the Wisconsin Historical Society and the other centers.

More information about the Area Research Center Network is available on the WHS website. From this location you can also access the online catalog to search for materials at each of these centers, and the web sites maintained by most of the Area Research Centers.



Area Research Center Locations

1. Madison	8. Green Bay
2. La Crosse	9. Stevens Point
3. Platteville	10. Eau Claire
4. Whitewater	11. Stout
5. Parkside	12. River Falls
6. Milwaukee	13. Superior
7. Oshkosh	14. Ashland

www.wisconsinhistory.org/libraryarchives/arcnet/

Name(s) _____ Date _____

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.

Topic: _____

What are some key words, dates, or people related to your topic that will help you search for information? (Remember to check spelling!)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What are related search terms you can use to find information? (Related words, topics, keywords, or synonyms)

_____	_____	_____
_____	_____	_____

What types of primary sources might exist for your topic?

_____	_____	_____
_____	_____	_____
_____	_____	_____

What materials will you look at to begin your research?

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

Make a list of people you could interview or write to learn more about your topic. Make a note after each name if they would be a primary or secondary source.

PRIMARY AND SECONDARY SOURCES

Just like professional historians, it is important that you research both primary and secondary sources when creating your project. Both types of information are going to help you understand your topic and build your argument.

SECONDARY SOURCES

Calling a source “secondary” doesn’t mean it’s less important. In fact, it is best to begin your research with secondary sources so you can learn important background information and historical context about your topic. Books, articles, interviews, media productions, or any other source that seeks to explain and interpret an event after the fact are all secondary sources. The writer is not an eyewitness to or a participant in the event. Secondary sources are usually published books or articles by authors who base their interpretation on primary sources.

PRIMARY SOURCES

Primary sources are connected to an event by **time** or **participation**. They include any historical evidence that comes to us directly from the time period or event we are studying. With primary sources, there is no “middle man” involved. That is, no historian edited the source or attached his or her own views to it before it reached us. Archival documents, manuscript collections, diaries, personal collections, and photographs all are primary sources. So are newspaper, magazine, or journal articles of the era, if they are first hand accounts written or taken at the time of the event. Even memories or recollections of a participant count as primary sources!

Below, some frequently-used sources are classified as primary or secondary.

PRIMARY SOURCES	SECONDARY SOURCES
<ul style="list-style-type: none"> • Diaries • Autobiographies • Government records • Photographs • Interviews with participants • Manuscript collections • Newspapers from the era, if written by an author who witnessed the event. • Letters • Music of the time period • Artifacts • Many other types of sources! 	<ul style="list-style-type: none"> • Biographies • History textbooks • Documentaries • Interviews with scholars • Books about the topic written by historians • Articles about the topic • Most web sites • Many other types of sources!

NOTE: Quotes from primary sources found in secondary sources are not considered primary. Context is extremely important in understanding why a historical figure might have spoken certain words, or what the whole story is behind a strange or inflammatory passage in a text, for example. Researchers must examine the entire primary source, not just an edited excerpt found in a secondary source, to make an informed analysis of the quote.

COULD IT BE BOTH?

Sources can be primary or secondary depending on how you use it. For example, web sites may usually be secondary, but if it were created by a participant in the historical event to recount the experience, it could be primary. For the purposes of your National History Day bibliography, each source you use should only be listed once, as **EITHER** primary or secondary. You should think critically about how you are using each source and categorize it correctly. Use your annotation to explain why you categorized as either primary or secondary.

IDENTIFYING PRIMARY AND SECONDARY SOURCES

1. In your own words, what is the definition of the term *primary source*? _____

What are two examples of a primary source?

A. _____

B. _____

2. In your own words, what is the definition of the term *secondary source*? _____

What are two examples of a secondary source?

A. _____

B. _____

3. Imagine that you are doing your National History Day project on Susan B. Anthony and her contributions to the woman's suffrage movement. Anthony, along with many others, worked hard for almost 100 years to get women the right to vote. Their work finally paid off in 1919 with the passage of the 19th amendment.

Take a look at the following sources related to this topic and classify them by circling either primary or secondary:

A.	Primary	Secondary	A letter from Susan B. Anthony encouraging support for woman's suffrage
B.	Primary	Secondary	The text of the 19th Amendment
C.	Primary	Secondary	A newspaper article describing a woman's suffrage rally in 1915
D.	Primary	Secondary	An interview you did with a historian about Susan B. Anthony's life
E.	Primary	Secondary	Your United States history textbook
F.	Primary	Secondary	A book by a historian about the woman's suffrage movement, published in 2005
G.	Primary	Secondary	A photograph of women protesting for the right to vote from the early 1900s
H.	Primary	Secondary	A web site describing the events of Susan B. Anthony's life, written by a librarian in Madison, Wisconsin in 2007
I.	Primary	Secondary	A pamphlet published in the early 1900s warning people about the dangers of giving women the right to vote
J.	Primary	Secondary	Government documents from the time related to the passage of the 19th Amendment.

WORKING WITH SOURCES

RESEARCH ORGANIZATION

A semester worth of research will be of little use to students if they can't find the information they need. Helping them establish an organizational system early in their project will benefit them greatly later. There are many systems that students have used to organize their research, including notebooks, loose leaf paper, and computer files. One of the most popular systems for students is the note card system. Using lined or plain index cards, students record important information about their topic on bibliographic and research cards. No matter which system students use, it's important that the system is portable (students can work with research and notes in a variety of locations) and flexible (students can sort and organize information as they begin to outline their ideas and develop their projects).

- **Cross-Curricular Connections:** Many NHD teachers use this project as an opportunity to connect with other curricular areas, especially Language Arts and English classes. Adopting the same research organization system that students are already using in other subjects may save you time and make the process more consistent for students.

READING HISTORICAL DOCUMENTS

The process of reading and interpreting historical documents or sources may be new to your students. Model this process throughout the NHD project through skill-building lessons and activities and encourage students to move from passively reading documents to thinking critically about what they are learning.

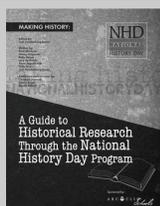
- During the “detective” phase of the National History Day project, students are doing more than just locating evidence. They need to interrogate the evidence, as a detective would a suspect to pull out all the important information he or she needs to build a case.
- Asking who, what, when, where, why, and how questions about each source will help researchers turn something from just a source to include in their bibliography to an important piece evidence to build their National History Day argument.
- National History Day students should strive to use a variety of primary sources. They should seek out primary sources beyond just illustrations, paintings, or photographs.
- The National Archives has developed a series of primary document analysis sheets that may provide a useful starting point for introducing student researchers to document analysis:

<http://www.archives.gov/education/lessons/worksheets/>

Thinking Like a Historian, a Teaching American History grant project of the Wisconsin Historical Society and UW-Whitewater, may help you to inspire your students to think like historians. Available online at www.wisconsinhistory.org/ThinkingLikeaHistorian/

BIAS

It's important to remind students that just because a source is primary doesn't mean that the author is unbiased or that his or her interpretation is the only correct interpretation. Questions such as: “Why was this written? What was the purpose of the information?” may help students understand any potential bias they find in their sources. The interpretation of history and descriptions of events will depend upon the individual's assumptions. Determining the reason any source was created or its purpose will help students make critical use of the information gathered in their research.



For more information on historical research, check out **A Guide to Historical Research through the National History Day Program**. This 264 page book provides teachers step-by-step guidance to understanding what is history, how to conduct historical research and how to engage students in NHD active learning projects that teach them historical understanding and essential skills. Available online for \$39.00 through National History Day at www.nhd.org/cart/.

HISTORICAL CONTEXT

It is tempting for students to get caught up in researching only the narrative of the person or event that they are studying. However, nothing in the past happened in isolation and the **historical context** for each topic is an important aspect to their NHD project. If a group of students chose to look at Susan B. Anthony and suffrage, they would not develop a full understanding of her life and work by just researching the timeline of her life. And the entire timeline of her life would not be relevant in looking at the impact and legacy of her suffrage work. Studying the suffrage movement as a whole, the efforts of Anthony's contemporaries or predecessors, or learning about the lives of average women at the time would all help the student to understand how Anthony's actions fit into the larger picture of history. As you guide student research and analysis, encourage them to consider how the historical context of their topic was influential to its development and outcome.

Mini-Lesson: Understanding Historical Context

Summary

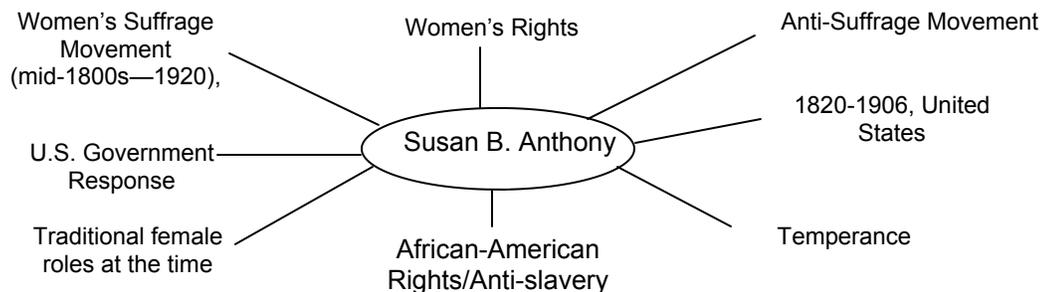
National History Day students will work with the concept of historical context. First they will investigate the context of a topic familiar to their everyday lives and then a historical topic, related to their current coursework. This will give them a better understanding of this concept before beginning their own projects.

Activities

1. Provide students with a general definition of historical context. Write the definition on the board or overhead.

*Historical context is everything that affects an era, including the political, social, cultural, and intellectual environment that surrounds any historical actor or action.
It is the "big picture," in which your topic occurred.*

2. It may be easier for students to understand the concept of context first using a non-historical topic with which they are more familiar. Using the following guiding questions, help students brainstorm the context for the development of the iPod. Record their answers on the board or overhead as a spider chart.
 - What is the who, what, when, and where for the development of the iPod?
 - What brought about the development of the iPod? What technology influenced or came before development of the iPod? What technology was developed at the same time as the iPod? (i.e. what were the competing products)
 - What social, political, or economic events, issues and ideas influenced or were influenced by the iPod? (pop culture, celebrity, status, music piracy, personal safety, etc.) How do you think the iPod has changed life today?
 - What bigger themes in history do you think are connected to the development of the iPod?
3. Now, follow the same method of questioning and analysis about a topic connected to a historical topic that the students are studying in class to reinforce the ideas of *historical context*.
 - What is the who, what, when, and where for this topic?
 - What other issues occurring at the time might affect this topic? How is this topic you are studying connected to other events at the time?
 - Is this topic connected to a reoccurring theme in history or an isolated incident?
 - What are the social, political, or economic events, issues and ideas that influenced this topic? How did your topic influence the social, political, or economic events, issues and ideas that came after it?
4. Sample diagram using Susan B. Anthony:



HISTORICAL CONTEXT



Consider that everything in history is a puzzle. The events that happen are a careful fit to the others surrounding it. Therefore, you cannot fully understand one piece of history without thinking about its context. Historical context is the “Big Picture” or the people, places, ideas, and events that happen before, during, and after the topic you are examining. Think about your topic and fill in the chart below.

Main events occurring before my topic:

What caused your topic to happen? Why did it happen?

What people, ideas, or events took place at the same time that were related to your topic?

What long term changes took place because of your topic?

Your Topic

Main timeframe of topic

Major location(s)

How was the setting significant to your topic?

What were the immediate results of your topic? What impact did it have?

Why was your topic significant in history?

USING RESEARCH QUESTIONS

It may be tempting to ask students to begin their project by selecting a topic and immediately developing a thesis statement. However, the development of their argument can only occur after they have examined the evidence. Furthermore, doing a research project involves more than just finding all the information out there about a topic. Students will never be able to find—or read—all this information. Having a narrow topic will help students to keep their projects to a manageable size, but you can help them to focus their research and project even more by asking them to develop research questions.

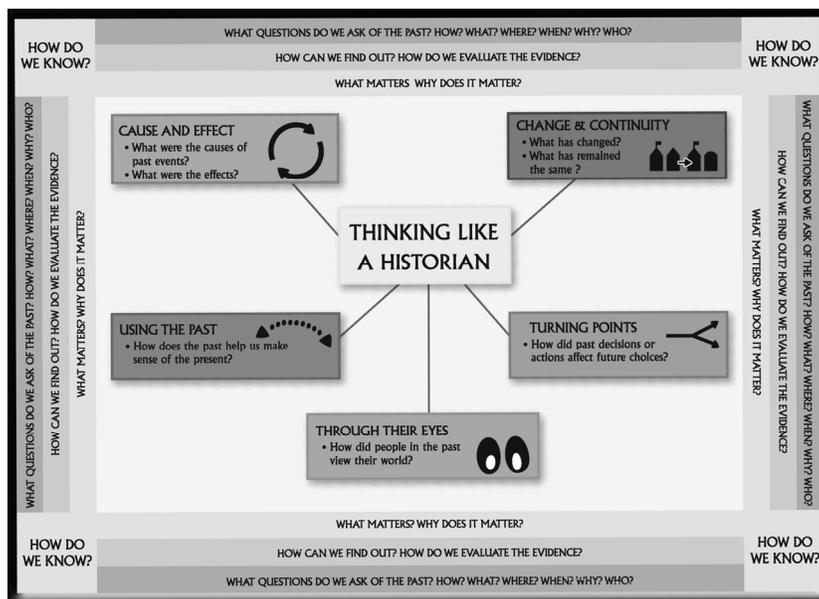
Once students have selected a topic and acquired a basic knowledge of it, they can begin to develop research questions. Student comprehension and motivation will increase as they seek answers to their own questions, rather than just collect facts.

- Students should move beyond fact-seeking questions. When was the 19th amendment passed? Who was Wisconsin's first governor? How does a bill become a law?
- Good historical research questions will allow students to investigate issues of cause and effect, change over time, differences in perspective, etc. What were the causes of past events? What were the effects? How did past decisions or actions affect future choices? What has changed? Remained the same?

The Thinking Like a Historian Chart is a useful tool in helping students to brainstorm questions according to five historical categories of inquiry:

- Cause and Effect
- Change and Continuity
- Turning Points
- Using the Past
- Through Their Eyes

(www.wisconsinhistory.org/ThinkingLikeaHistorian/)



Research Questions to Thesis Statements

As students research, they will develop their own answers, based on evidence, to the questions. These answers, supported by historical evidence, can be the foundation for successful thesis statements. For example:

Question: What was the purpose of Stephen Babcock's butterfat tester? Why was it developed? How did it change the dairy industry?

Thesis: Babcock's butterfat tester allowed farmers to measure the amount of butterfat in their milk, allowing manufacturers to pay consistently for the milk as well as produce a standardized final product, which improved the quality of the dairy industry in the state.

Question: Why did Senator Gaylord Nelson establish Earth Day? How were Earth Day and Nelson connected to the modern environmental movement? What impact did it have on the way we view our environment?

Thesis: Begun as a teach-in about environmental issues, Senator Nelson's Earth Day raised awareness about environmental issues with the public and the government and marked the start of the modern environmental movement.

Connecting the Thesis and the Project

The thesis statement outlines what students need to discuss in their project. Helping students to see this connection—that the purpose of their project is to discuss and prove their thesis—will help them to avoid the pitfall of simply creating a biography or a report.

DEVELOPING A THESIS

An engaging aspect of National History Day is the opportunity for young historians to develop and share their own interpretations of the past based on the evidence they've collected. After students have done preliminary research, they will begin to build their own opinions and original interpretations of the past. The development of their thesis statement will help students turn their National History Day project from just a collection of facts into an argument about their topic in history. It should be one of the most important elements in their final product and should help them determine the content included in it. A good thesis statement does three things:

- **Addresses a specific topic:** Just as selecting a narrow topic makes a project easier for students, making sure the thesis addresses a narrow topic also makes the argument more manageable for students. It limits the amount of research students will have to in order to support their thesis. A thesis encompassing the entire Civil War, for example, is going to be challenging to discuss within the confines of a National History Day project.
- **Expresses an opinion:** National History Day projects should do more than just tell a story. The thesis is the students' chance to express their opinion about the past. Based on the evidence they have gathered, what is their opinion of the topic?
- **Evaluates significance:** Student should ask themselves "So what?" about their topics to try to understand why their topic is significance in history. Significance doesn't mean that the topic has to have had a national impact or be universally well-known. Rather, students need to try to understand how their topic has had an impact in history.

Mini-Lesson: The Ever-Changing Thesis Statement

Students can be observant critics of their own work. Give them a chance to provide critical—yet constructive—feedback in class.

- Have students write a first draft of their thesis statement on transparencies or note cards and turn in.
- Project pages on the screen and work together as a class to evaluate. Is the thesis specific enough? Does it address the topic's significance in history? Can you see the theme connection?
- As the class works to evaluate the thesis statements, give students an opportunity to rethink and rewrite their own. Students will learn the important lesson that their thesis is not written in stone! They will change and evolve as their research and interpretations change.

CHOOSING A PRESENTATION CATEGORY

National History Day categories offer students a wide variety of options to communicate their research and analysis to an audience. It's important to help students be aware of the following factors when selecting a category:

- **Available Resources:** Exhibits, papers, and performances are the least technology intensive categories for National History Day and most students can easily access the necessary supplies to create a project in one of these categories. Documentaries and web sites require additional software and/or computer access that not all schools or students may have. Let students know which resources will be available at school and which categories you will be able to help them with. Not all teachers open up participation in every category. Teachers sometimes introduce categories gradually as resources or support becomes available or to make working with the project more manageable for them.
- **Personal Interests:** Personal interest in a given presentation category can be a major motivational factor for students participating in National History Day.
- **Compatibility with Topic:** Not all presentation categories work equally well with all topics. Before selecting a category, students should think about the presentation format and understand the resources required to effectively communicate an argument. A project on Woodland Indians in Wisconsin, for example, would be challenging to communicate through the documentary category because of a lack of visuals to support the argument. A performance about the Susan B. Anthony and the suffrage movement may be a good fit as students could incorporate many dramatic scenes.



Additional category information for students, including tips and hints for creating projects, is available online at www.wisconsinhistory.org/teachers/historyday/

GOOD, THE BAD, AND THE UGLY: COMPARING THESIS STATEMENTS

Sharing thesis statements with students—both good and bad—can help them understand the characteristics they should be striving for in their own work. Share the following thesis statements with your students on the chalkboard or overhead. Ask them to brainstorm possible problems or positive characteristics of each. Keep in mind that even the “Best” statements are a work in progress!

	Needs Improvement	Better	Good
Susan B. Anthony	<p>Why was Susan B. Anthony so important in history?</p> <ul style="list-style-type: none"> • <i>This is a question. Not a statement.</i> • <i>Lacks the author’s opinion—what are you trying to prove?</i> • <i>Needs to be more specific about her impact in history.</i> • <i>Needs theme connection.</i> 	<p>Susan B. Anthony fought for the right to vote. The 19th amendment was passed in 1919.</p> <ul style="list-style-type: none"> • <i>Needs to do more than state a fact.</i> • <i>Needs more information about Anthony’s own role and its significance in history.</i> • <i>Needs theme connection.</i> 	<p>Through social action and her writings, Susan B. Anthony inspired thousands to take a stand on the issue of suffrage, which fueled the women’s rights revolution and eventually resulted in the 19th amendment.</p> <ul style="list-style-type: none"> • <i>Discusses significance in history.</i> • <i>Specific about means and ends.</i> • <i>Has a connection to the theme.</i>
Martin Luther	<p>Martin Luther was born in 1483. He started the Reformation.</p> <ul style="list-style-type: none"> • <i>Needs to do more than state a fact.</i> • <i>Needs a theme connection.</i> • <i>So what? Needs to discuss significance of Reformation.</i> 	<p>Despite opposition, Martin Luther used his 95 theses to take a stand against the Roman Catholic Church.</p> <ul style="list-style-type: none"> • <i>So what? Needs to discuss the outcome and significance of his actions in history.</i> • <i>Needs theme connection.</i> 	<p>Martin Luther took action against certain aspects of Roman Catholic religious practices through his 95 theses, which sparked a religious revolution, inspired a new sect of faith, and later motivated reform in the Roman Catholic Church.</p> <ul style="list-style-type: none"> • <i>Discusses actions and significance.</i> • <i>Has a connection to theme.</i>
Chemical Warfare	<p>The use of chemical warfare during World War I was wrong.</p> <ul style="list-style-type: none"> • <i>Needs to do more than just state an opinion.</i> • <i>Needs a theme connection.</i> 	<p>The introduction of chemical warfare during World War I was a revolution in warfare. It prompted countries to use new tactics and develop new equipment.</p> <ul style="list-style-type: none"> • <i>Connects to the theme.</i> • <i>Could move beyond just new technology—what are some of the more significant impacts of this topic?</i> 	<p>The use of chlorine gas at Ypres in 1915 by the German Empire represented a revolution in modern warfare, prompting reforms in the use of chemical warfare through the Geneva Protocol.</p> <ul style="list-style-type: none"> • <i>Has a theme connection.</i> • <i>Discusses impact in history.</i>
Earth Day	<p>Earth Day was first celebrated in April 1970 and we still celebrate it today.</p> <ul style="list-style-type: none"> • <i>Needs to do more than state a fact.</i> • <i>Needs a theme connection.</i> • <i>So what? Needs to discuss the impact that Earth Day has had in history.</i> 	<p>Earth Day was a revolution for the environment and changed everything!</p> <ul style="list-style-type: none"> • <i>Has a theme connection!</i> • <i>Needs to be more specific about the impact of the topic.</i> • <i>Can we connect it to larger issues in history?</i> 	<p>Beginning as a teach-in about environmental issues, Earth Day represented the reaction of many people to changes in the environment and increased public and governmental demand for reform about the environment, marking the start of the modern environmental movement.</p> <ul style="list-style-type: none"> • <i>Has a theme connection.</i> • <i>Discusses significance.</i>
Bennett Law	<p>The Bennett Law, which made English the only permissible language for public and private education in Wisconsin, was enacted in 1890 and later repealed. Decide for yourself if this was a success or failure!</p> <ul style="list-style-type: none"> • <i>Needs to take a stand on the issue!</i> • <i>So what? What impact did this have for education? On immigrant groups?</i> 	<p>The Bennett Law, which was later repealed, made English the only permissible language for public and private education in Wisconsin and was enacted in 1890 in an attempt to resolve the debate over the assimilation of immigrant children into mainstream American culture.</p> <ul style="list-style-type: none"> • <i>So what? Still need to discuss the impact this legislation had in history.</i> 	<p>In response to dramatic changes in immigration, the 1890 Bennett Law was a major reform in education that, although later repealed, laid the foundation for a continued debate over the role of education and language in the assimilation of immigrant children.</p> <ul style="list-style-type: none"> • <i>Specific about outcomes. Has theme connection.</i>

TESTING YOUR THESIS

A thesis statement expresses an informed opinion. To test the strength of your thesis, think about what an opposing opinion might be. If someone could argue that your topic is not significant in history, or that it is significant for a different reason, how would you argue against their interpretation? Why is your view stronger?

To visualize and organize your ideas, fill in the following chart. List all the possible arguments you can think of in the top row, then in the next row, write notes on the specific evidence that supports each one. (If you're just beginning your research, don't worry if you can't fill in a lot of information. Your ideas will grow and develop as you learn more about your topic.)

Now consider the strength of each argument. Do you need more evidence to support your thesis statement? How will you deal with evidence that supports another argument? Thinking about questions like these can help you decide what the next step in your research process should be.

My argument:	Opposing Argument:
Evidence that supports my argument:	Evidence that supports the opposing argument?
Which argument is the strongest? Why?	
How can I strengthen my argument? What additional evidence do I need?	

COMPLETING THE ENTRY CHECKLIST

I AM CREATING A		
<input type="checkbox"/> Historical Paper	<input type="checkbox"/> Documentary	<input type="checkbox"/> Performance
<input type="checkbox"/> Web Site	<input type="checkbox"/> Exhibit	

GETTING STARTED		
Date Due	Done	
	<input type="checkbox"/>	General topic selected
	<input type="checkbox"/>	Background reading on topic
	<input type="checkbox"/>	Topic narrowed

RESEARCH		
	<input type="checkbox"/>	Major research and notes or note cards from primary and secondary sources
	<input type="checkbox"/>	Keep track of sources and begin draft of annotated bibliography
	<input type="checkbox"/>	Develop thesis
	<input type="checkbox"/>	Additional research

PROJECT CREATION— Highlight your project category and complete below:

PAPER		
	<input type="checkbox"/>	Review category rules
	<input type="checkbox"/>	Develop outline for paper
	<input type="checkbox"/>	Rough draft of paper including: -Interesting title -Diagrams, charts, or documents, -Footnotes, end notes or other internal documentation -Appendix (optional)
	<input type="checkbox"/>	Final draft of paper

EXHIBIT		
	<input type="checkbox"/>	Review category rules
	<input type="checkbox"/>	Outline argument
	<input type="checkbox"/>	Create detailed drawing of exhibit, including illustrations and section headings
	<input type="checkbox"/>	Develop materials for board -First draft of text blocks -Interesting title -Illustrations (selected and printed) -Captions written
	<input type="checkbox"/>	Mount materials on board
	<input type="checkbox"/>	Exhibit proofread and finalized

WEB SITE		
	<input type="checkbox"/>	Review category rules
	<input type="checkbox"/>	Outline argument
	<input type="checkbox"/>	Brainstorm media and interactive elements to include
	<input type="checkbox"/>	Create paper mockup of site, including organization, page division, and the locations of potential illustrations and interactive elements
	<input type="checkbox"/>	Develop first draft of web site on the NHD website editor
	<input type="checkbox"/>	Seek feedback on web site
	<input type="checkbox"/>	Input changes upload final draft of web site

DOCUMENTARY		
	<input type="checkbox"/>	Review category rules
	<input type="checkbox"/>	Write a tentative script or outline for the documentary
	<input type="checkbox"/>	Identify location shots, interviews, still pictures from books, magazines, etc. to go with script
	<input type="checkbox"/>	Create storyboard
	<input type="checkbox"/>	Take photographs, scan images, and capture video footage.
	<input type="checkbox"/>	Finalize script to go with each visual scene.
	<input type="checkbox"/>	Input documentary into program
	<input type="checkbox"/>	Record script (may include music and sound effects.)

PERFORMANCE		
	<input type="checkbox"/>	Review category rules
	<input type="checkbox"/>	Write tentative script or outline of presentation. Include characters, times, location, thesis statement, supporting ideas, and conclusion.
	<input type="checkbox"/>	Identify and prepare costumes and setting/scenery to reflect the time, mood, theme, and place
	<input type="checkbox"/>	Block performance to go with setting and script
	<input type="checkbox"/>	Write final draft of script
	<input type="checkbox"/>	Show performance for critique or videotape for feedback
	<input type="checkbox"/>	Revise performance script based on feedback. Practice lines and time performance

FINISHING TOUCHES: All Categories		
	<input type="checkbox"/>	Projects checked for rules compliance
	<input type="checkbox"/>	Written materials proofread
	<input type="checkbox"/>	Final draft of annotated bibliography and process paper (if applicable) proofread, finalized, printed, and stapled (4 copies of each)
	<input type="checkbox"/>	Registration forms submitted by deadline, including historical papers and web sites submitted in advance

TITLE PAGE, PROCESS PAPER & BIBLIOGRAPHY

Each entry in the exhibit, documentary, web site, and performance categories* must be accompanied by four packets of supporting materials, including a title page, process paper, and annotated bibliography. These materials should be stapled together and should not be enclosed in any binders or other covers. These materials will be provided to the judges at a competition.

*Paper entries are not required to have a process paper, but must have a title page, citations, and annotated bibliography.

TITLE PAGE

The title page should be printed on plain, white paper and should **not** include pictures, graphics, borders, school, teacher, or grade information. **Only** the following information should be printed on the title page:

- Title of entry
- Student name(s)
- Division (e.g. junior)
- Category (e.g. individual documentary)

"The Iron Brigade and Civil
War Wisconsin"

Jane Smith and John Doe
Junior Division
Group Documentary

PROCESS PAPER

The process paper is a one to two page essay describing the research and project creation process. It is no more than 500 words long and describes the ways in which the student(s) researched and developed their project. The process paper should include four sections and should answer the following questions:

- How did you choose your topic?
- How did you conduct your research?
- How did you select your presentation category?
- How does your project related to the NHD theme?

ANNOTATED BIBLIOGRAPHY

The annotated bibliography has students take their bibliographic information one step beyond simply citing their sources, to giving an additional description of how each source was useful to their project.

- **Preparing to Create a Bibliography:** Students will often complete their bibliography as one of the last steps in creating their project. However, collecting information to create bibliographies should be done throughout the research process. Using source sheets, bibliographic notecards, or another organization system, have students collect the vital information about each source they use. This preparation will save the student – and you – frustration as they compile their bibliography. Have students note the following information, if applicable:
 - Title of book, magazine, newspaper, or document
 - Author(s), complete name(s), as listed on source
 - Copyright date, or date written
 - Date published for newspaper, magazine
 - Publisher
 - City where published
 - Name of person(s) interviewed
 - Date of interview
 - List the page(s) that you actually used
 - Additional information that may prove useful
- **Citation Style:** History Day bibliographies should be formatted in MLA or Turabian format. For more information on these citation styles, refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian or the style guide of the Modern Language Association of American (MLA). Regardless of which manual is used, the style must be consistent.

- **Annotations:** The annotation should be 1-3 full sentences long and should describe how the student used each source in their entry. Students can write annotations in the first person. The annotation should not simply summarize the content of the source. If a source may be considered either primary or secondary, students should use the annotations to explain their reasoning in classifying a source. Annotations for web sites should also include a description of who sponsors the site. The following questions may be helpful in guiding students as they write annotations:
 - What type of reference source is it? Is it very specific or a broad overview? Does it discuss just one person or just one part of an incident or topic?
 - How did you use this source in researching or preparing your entry? Did you use this for your report, to write your play, display pictures, props, costumes, narration, etc.?
 - How did this source help you understand your topic?
- **Organization:** The bibliography should be separated into primary and secondary sources and each section of the bibliography should be labeled as such. Citations should be alphabetized. If documentary or exhibit students have many illustrations or picture credits, they can list these separately under the heading "Illustrations."

Mini-Lesson: Bibliography and Annotation

Summary: This lesson will familiarize students with the basics of creating a bibliographic citation and annotation. Encourage students to build their annotated bibliography throughout the research and project creation process

Activities

1. Provide students with the citation guidelines for either MLA or Turabian style. Select several commonly used primary and secondary sources (books, articles, newspapers, photographs, interviews, etc) and distribute one each to groups of 2-3 students. Have students complete a sample citation for each source and share annotation with class via chalkboard or overhead. Correct citations as a class.

2. Provide the following sentence starters to students and have them create a sample annotation for one of their own research sources. Explain that annotations should be 1-3 full sentences long and should describe how the student used each source in their entry. Annotations should not simply summarize the content of a source. Have students share their annotations with group members and provide feedback.

- *This source helped me to understand... This source was useful in helping me to... I use this source to... This source explained...*

SAMPLE BIBLIOGRAPHIC ENTRIES (Turabian Style)

Primary Sources

"Message of President Thomas Jefferson concerning the cession of the province of Louisiana to the United States and asking Congress to observe that some important conditions of the conventions with France can be executed only with the aid of the legislature," Congress - Senate Records, Record Group 46; National Archives Building, Washington, D.C. [Online version on August 16, 2001, available through the online catalog at <http://www.nara.gov/nara/nail.html>]

I used Jefferson's address to Congress to understand the dynamics that existed between the executive and legislative branch in response to the Louisiana Purchase.

"Thomas Jefferson's Third Annual Message," A Compilation of the Messages and Papers of the Presidents. New York: Bureau of National Literature, Inc., 1897.

I used part of Jefferson's third annual message to Congress where he talks about the Louisiana Purchase. This helped me understand that Jefferson compromised his beliefs by using his power to make treaties acquiring land. He would have preferred to have used the Constitution if it had a provision for land acquisition.

Secondary Sources

DeConde, Alexander. A History of American Foreign Policy. New York: Charles Scribner's Sons, 1963.

The author discussed Jefferson's policies regarding U.S. relationships with Spain, France, and England during 1800-1803. This helped me to understand Jefferson's third annual message of October 17, 1803. I used a quote from this author in a caption.

Stokes, George. "Louisiana," The World Book Encyclopedia, 1981, Vol. 10.

This article was useful for the history of Louisiana. I developed a timeline of the important events from this article and placed it on my project.

NATIONAL HISTORY DAY EVALUATION CRITERIA

Each National History Day category has a judging form specifically tailored to that category. Copies of these forms are available for download at www.nhd.org. Regardless of which category a student enters, the following principles of evaluation will be used in judging National History Day entries.

HISTORICAL QUALITY—60%: The most important aspect of the entry is its historical quality, which covers research, analysis, interpretation, and historical context. This, along with the relation to theme, puts the “history” into National History Day!

Criteria	Superior	Satisfactory	Needs Improvement
Entry is historically accurate	Main ideas are supported by facts; entry contains no obviously inaccurate facts.	Facts seem correct, but they should be supported by more evidence.	Entry contains factual inaccuracies; main ideas are not supported by evidence.
Shows analysis and interpretation	Entry has clear thesis, original interpretation, and thoughtful analysis; entry demonstrates significance of topic, and acknowledges strengths and weaknesses of historical evidence.	Entry has thesis, but is not clearly stated; entry includes more description than analysis, states topic is significant and acknowledges some strengths and weaknesses of historical evidence.	Entry does not have a clear thesis; entry focuses on describing people or events rather than making an argument.
Places topic in historical context	Entry utilizes accurate and appropriate references to time period, surrounding events, ideas, people, places, and objects; entry specifies political, economic, social, and cultural influences.	Entry refers to time period, surrounding events, ideas, people, places, and objects.	Entry does not place topic in historical context; entry makes no reference to the time period in which the topic took place.
Shows wide research	Entry has investigated a variety of types of sources, in accordance with what might be available given the topic.	Entry uses multiple source types, but the breadth of research may be superficial.	Entry does not investigate a variety of source types.
Uses available primary sources	Entry shows clear understanding of the relationship between primary and secondary sources, using primary sources where appropriate and readily available.	Entry uses primary and secondary sources, but would be improved with the appropriate inclusion of more readily available primary sources.	Entry does not use primary sources or fails to use appropriate sources that are readily available.
Research is balanced	Entry may focus on one interpretation, based on evidence and analysis; but entry acknowledges and analyzes other possible points of view.	While presenting more than one interpretation, this entry advocates one over the other, with little convincing evidence or analysis.	Entry only presents one point of view when it is obvious that others exist.

RELATION TO THEME—20%: The entry must clearly explain the relation of the topic to the annual National History Day theme and the topic’s significance in history. These elements must be in the project itself, not just in the interview.

Criteria	Superior	Satisfactory	Needs Improvement
Clearly relates topic to theme	Entry thesis is closely linked to the theme and obviously demonstrated throughout.	Entry is related to the theme, but would be strengthened by more links throughout.	Entry may have no relation to the theme or its relation to theme is implied, but it is not clearly demonstrated in the project itself.
Demonstrates significance of topic in history and draws conclusions	Entry uses historical evidence to show topic’s significance in history and to back up conclusion; entry has clearly stated conclusion.	Entry shows significance of the topic in history and has a clear conclusion; entry would be improved by the use of more historical evidence to back up conclusion.	Entry suggests that the topic is significant, and provides some sources, but does not prove the point. Entry’s conclusion is implied, not stated.

CLARITY OF PRESENTATION—20%: Although historical quality is most important, the entry must be presented in an effective manner. It is important to remember that the NHD criteria specify *clarity* of presentation, which does not necessarily mean a flashy presentation. Judges should be careful to look beyond glitz in projects for organization, neatness, etc.

Criteria	Superior	Satisfactory	Needs Improvement
GENERAL: Entry is original, clear, appropriate, organized and articulate	Entry is an original production, and it is clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the category in which it is presented.	Entry is original, presents information clearly in most cases, shows evidence of organization, and is mostly articulate; this entry is suited to the category in which it is presented.	Entry does not present information in an organized manner to support central points; Entry may not be best suited to the category in which it is presented.
PAPER: Text is clear, grammatical and spelling is correct; entry is neatly prepared, text is clear.	Entry text is very clear, grammatical, and correctly spelled; entry is very neatly prepared.	Entry text clarity, neatness, grammar, and spelling are satisfactory.	Entry contains many grammatical or spelling errors, text is not clear. Entry is not neatly prepared or formatted.
DOCUMENTARY: Entry is organized, visual impact is appropriate to topic	Entry utilizes images (such as interviews, film footage, site visits) and audio to effectively communicate central points.	Entry utilizes images and audio but could be more effective in their organization to communicate central points.	Entry utilizes images and audio, but they do not always explain central points; Organization of documentary is difficult to follow.
EXHIBIT: Exhibit is organized has visual impact, correctly uses maps, photos, etc.	Entry is visual and effectively utilizes images (such as maps, photos, models, etc.) to communicate and support central points.	Entry utilizes visual display but could be more effective in using visuals to communicate and support central points rather than text.	Entry does not use visual display and/or text to communicate or support central points. Organization of exhibit is difficult to follow.
WEBSITE: Website has visual impact, uses multimedia effectively and actively involves viewer	Entry has visual impact and makes good use of multimedia to communicate and support central points; entry is very interactive and easy to navigate; information is historically accurate.	Entry has visual impact but could be more effective in using multimedia to communicate and support central points; entry is interactive and navigable; entry is historically accurate.	Entry makes limited use of multimedia files to support or communicate central points; entry has limited interactivity and is difficult to navigate.
PERFORMANCE: Performers show good stage presence; props and costumes are historically accurate	Entry performers show good stage presence and props/costumes are historically accurate and an integral part of the presentation.	Entry performers have stage presence; props/costumes are historically accurate, but are not always an integral part of the presentation.	Entry performers are stiff and/or hard to hear/understand; props/costumes have historical inaccuracies and /or props are not always an integral part of the presentation.

RULE COMPLIANCE: Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against your entry. Rule infractions should be corrected before a winning entry competes in the next level of competition. Take close look at the “Rules for All Categories” and the “Individual Category Rules” in the *National History Day Rulebook* for specific rules for each category. Plagiarism and revising or reusing an entry from a previous year – whether your own or another student’s – is unacceptable and will result in disqualification.

CLASSROOM ASSESSMENT AND CREDIT

The amount of work required of the student(s) participating in National History Day deserves significant classroom credit. It is a good idea to base your classroom evaluation on the same criteria utilized in National History Day competitions, which will then help prepare students for these events. The following page is an adapted version of the National History Day judging forms. It is designed to allow the instructor to evaluate student work across a broad range of criteria. No assumptions are made on the method of scoring to be used in the grade boxes. Because National History Day project are often revised as students progress through various events, you may want to develop a means for students to earn extra credit beyond their initial evaluation.

NATIONAL HISTORY DAY CLASSROOM EVALUATION CHECKLIST

HISTORICAL QUALITY	Points/ Grade
<input type="checkbox"/> The thesis statement is clearly stated.	
<input type="checkbox"/> The entry is organized to support the thesis.	
<input type="checkbox"/> The entry is historically accurate and authentic.	
<input type="checkbox"/> The entry displays an analysis of historical data rather than a report of the facts.	
<input type="checkbox"/> The list of sources consulted demonstrates a wide use of secondary sources.	
<input type="checkbox"/> The list of sources consulted demonstrates a wide use of primary sources.	
<input type="checkbox"/> The entry demonstrates an evaluation and critical use of available resources.	
<input type="checkbox"/> The entry displays an understanding of the historical context in which the topic occurred.	
QUALITY OF PRESENTATION	
<input type="checkbox"/> The entry clearly identifies the theme.	
<input type="checkbox"/> The entry uses maps, photographs, to supplement the presentation where appropriate.	
<input type="checkbox"/> The bibliography is void of errors.	
<input type="checkbox"/> The bibliography is annotated to show an understanding of the sources used.	
<input type="checkbox"/> Quotation marks set off any words, phrases, or sentences that have been copied from a source, and all quotations, documents or pictures have been footnoted.	
<input type="checkbox"/> The entry is void of grammatical errors, including misspellings, incorrect capitalizations, run-on sentences, sentence fragments, and misplaced commas.	
<input type="checkbox"/> The entry is complete and in final form – including well organized, clear and precise, neat and efficient.	
ORIGINALITY	
<input type="checkbox"/> The entry is original and creative and contains captures a viewer’s attention.	
<input type="checkbox"/> The entry attempts an original historical interpretation and analysis.	
ADHERENCE TO RULES	
<input type="checkbox"/> The entry meets all required written documentation.	
<input type="checkbox"/> The entry meets all established standards of time, space, number of written words.	
IN-CLASS WORK/PARTICIPATION	
<input type="checkbox"/> The individual/group communicated effectively with each other and the teacher.	
<input type="checkbox"/> The individual/group contributed the necessary amount of time and commitment required by the entry and budgeted time and resources for this assignment.	

Overall strengths of entry:

Areas for improvement:



Fall 2014

Dear Parent or Guardian,

As the Wisconsin State Coordinator for the National History Day program, I am excited to have your child participate in the National History Day in Wisconsin program this year, joining 10,000 other students in the state and more than 600,000 in the nation.

National History Day (NHD), a yearlong educational program sponsored in our state by the Wisconsin Historical Society, connects students with the study of history by engaging them in the process of discovery and interpretation of historical topics. Through in-depth historical research, students produce dramatic performances, exhibits, multimedia documentaries, papers, and websites based on an annual theme. During the 2014-2015 school year, students will explore the theme, "Leadership & Legacy in History." A series of competitive events in the spring will allow students to be the experts as they share their conclusions with peers, parents, and professionals in related fields.

Over the course of this project we hope you will see the many benefits of NHD for your child. Rather than simply reading a textbook and memorizing dates, your student will learn history by doing history. They will develop research, critical thinking, analysis, and presentation skills. Most importantly, by actively participating in a project that appeals to their own interests and talents, students become engaged learners and develop confidence in their academic abilities.

Parents, teachers, and other adults play an important support role in the History Day process. You can help in many ways while still allowing your child to have ownership over the final project. You can:

- Be a sounding board for your child's ideas as they work on selecting a topic, doing their research, and creating a project.
- Help your student access research by providing transportation to libraries.
- Be supportive of your student as they complete a long-term project and help them manage deadlines.
- Remember that the final product must be the work of the student. You can do things *with* National History Day students, but not *for* them, unless it would be dangerous for the student to complete the task themselves (such as operating power tools).
- Remind your student that creating a National History Day project is a huge accomplishment and to be proud of this regardless of the results of the NHD competition cycle.

The state National History Day office is available to answer any questions that you or your child may have over the course of this project. You are welcome to contact me at the phone number or email address listed below. You can also find more information about the program on our website, www.wisconsinhistory.org/teachers/historyday/. I look forward to working with your student and school as they begin their NHD adventure.

Sincerely,

Sarah Fallon

State Coordinator, National History Day in Wisconsin
Phone: (608) 264-6487
Email: historyday@wisconsinhistory.org

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Sample Parent Letter to Introduce NHD Project

Dr. Lisa Snyder, Principal
Mrs. Joanne M. Stephens, Associate Principal

Dear Parents/Guardians,

Schools from across the nation participate in a tremendous event called National History Day. **All Holmen 8th grade students** will also be participating. Its primary purpose is to get students excited about all types of history while developing research, critical thinking, and presentation skills. For us, an additional goal is for students to recognize that history is a part of everyday life, not just something found in a textbook. Students are able to achieve remarkable academic growth through their research and creative projects.

We are already working on the initial stages of this project with your student, and we need your help in a few areas:

1) Your student is in the process of selecting a topic. Please discuss it with him/her. The topic must relate to this year's theme, "Triumph & Tragedy in History." Many topics of a wide variety will fit this theme, not just those from a history text. Your conversations can guide them toward an appropriate topic that will spark their interest and help them make the most of this project.

2) Students may choose to work **individually or in a group of up to five students**. If your student chooses to work in a group, please help them with their selection. Although some of the work can be completed at school, a large portion of the work must be completed at home. Students should choose a group that has the ability to get together. **Students will not be allowed to switch groups once we start the research portion** of the project in late December.

3) This is an extensive project involving several pieces. We are starting now in order to help the students spread out the work. There will be due dates for topic selection, research, etc. as the projects progress. Please encourage your student to start early working toward those due dates. This project is too large to wait until the last minute.

4) Finally, here is a general timeline of the major events for you to add to your calendar.

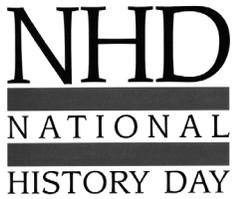
December 18, 19, 20	Research field trips to the La Crosse Public or UW-L libraries
February 14	Process papers and bibliographies are due (tentative)
February 21	Papers, documentaries, web sites and performances are due
February 28	Exhibits are due - Set up from 2:30-6:30 in Gym B
March 1	School level History Day (during the school day) and Open House (6:30-8:00 PM)

5) Students may choose to participate in the National History Day event by focusing their topic and meeting some specific guidelines. For students who choose this option, projects in each category that place in the top four at the school event will move on to the regional competition held at UW-La Crosse. From there, projects may move on to the state and/or national level competitions. More specific information about this option will come to you in January.

Please find a page stating your student's topic and group selection attached to this letter. If you have any questions or concerns, or if you would like more information, please contact us at the school. Thank you.

Sincerely,

Dayce McAndrews
Karyn Tripp
Linda Sorenson
Tonya Roper
Kathleen Fredricks
Melissa Gunderson



NATIONAL HISTORY DAY AGREEMENT Individual Contract

Name _____

General Topic _____

Project Category _____

Date Project Is Due _____

I will complete an individual entry in National History Day. I understand that along with the freedom and independence of an individual entry, I will have to complete all aspects of the entry on my own without help from other students. I also have reviewed the National History Day rules and regulations with my parents/guardians and understand all requirements of the event.

Student Signature: _____

Date: _____

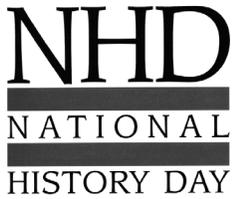
I have received the National History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to participate in National History Day.

Parent/Guardian Signature: _____

Date: _____

Teacher Signature: _____

Date: _____



NATIONAL HISTORY DAY AGREEMENT Group Contract (Maximum of 5 students)

Names _____

General Topic _____

Project Category _____

Date Project Is Due _____

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Choose your group carefully.

The group agrees to share equally in all work and in all expenses. Money may not be spent unless all members are consulted. All prize monies will be split evenly among the students.

We agree to work together to complete our National History Day entry. We have reviewed the National History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

Student Signature: _____

I have received the National History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to participate in National History Day.

Parent/Guardian Signature: _____

Teacher Signature: _____

Date: _____

NATIONAL HISTORY DAY STUDENT CHECKLIST – “HOW AM I DOING?”

Circle the response, which most nearly describes your progress so far.

- | | | | |
|--|-----|-----------|----|
| 1. I am working as hard as I can and am making excellent progress. | Yes | Sometimes | No |
| 2. I am about where I think I should be. | Yes | Sometimes | No |
| 3. I am finding it easy to locate secondary sources for my project. | Yes | Sometimes | No |
| 4. I am finding it easy to locate primary sources for my project. | Yes | Sometimes | No |
| 5. I understand my topic. | Yes | Sometimes | No |
| 6. I understand why I chose my topic. | Yes | Sometimes | No |
| 7. I understand the issues related to my topic. | Yes | Sometimes | No |
| 8. I understand the period in history in which my topic takes place. | Yes | Sometimes | No |
| 9. I am meeting my deadlines. | Yes | Sometimes | No |
| 10. I am confident I will complete my project on time. | Yes | Sometimes | No |
| 11. I am working well with other members of my group (if applicable) | Yes | Sometimes | No |

Fill in the blanks to complete the following questions.

12. I have read _____ background sources.

13. I have taken notes from _____ sources.

14. I have located a total of _____ sources.

15. One challenge I'm having with my research is: _____

16. One aspect of my project that I feel very confident about is:

17. Any other challenges or concerns?
