



Academic Magnet High School

National History Day Handbook: Procedures

2019-2020



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What is National History Day?

As a 9th grade student at the Academic Magnet High School, you are required to participate in the National History Day (NHD) contest. National History Day is a social studies and literacy program that challenges students to develop research, critical thinking and presentation skills. As colleges focus on research and writing skills, we want to prepare our students for the demands placed upon them. The National History Day program engages students by making history relevant and it allows them to expand their own knowledge on a topic that resonates with their interests. Through hands-on experience and guided instruction, students are better equipped to inform themselves, which is another skill necessary once the students leave college and move forward into the 21st century.

There are four levels of participation with NHD:

- **Classroom** – research and project development portions of NHD take place; Social Studies and English educators instruct students on topic selection, selecting and critiquing resources, thesis development and project construction. The student(s) Global Survey teacher will evaluate the projects and conduct an interview with the student about the project.
- **Regional** – Those who perform well at the classroom level project evaluation and teacher interview will advance to the Regional competition. The state of South Carolina has six regions, each overseen by a Regional coordinator. At this level, projects are evaluated and students are interviewed by a host of judges. Winners are selected and announced at the Award Ceremony, which is held after judging of all entries have been completed. First, second and third place winners are announced.
- **State** – Winning entries at the regional level advance to the State level contest, which is coordinated by the State Coordinator. The contest format is similar to the regional level competition where projects are evaluated and students are interviewed by a team of judges. Winners are selected and announced at the Award Ceremony, which is held after judging of all entries have been completed. First, second and third place winners are announced.
- **National** – The top two entries in each division and/or category at the State contest will advance to the National contest. The third place entry serves as an alternate if any of the top two entries are unable to compete at the National level. The National contest takes place at the University of Maryland near Washington, D.C. Projects are evaluated and students are interviewed by a host of judges. Winners are selected and announced at the Awards Ceremony, which is held after judging of all entries have been completed.

The theme for this year's project is *Breaking Barriers in History*. The 9th grade National History Day Projects will be guided by both the Honors Western Civilization teachers and the World Literature teachers. The project has been broken down into small, easy-to-manage steps and due dates.

First, students will choose groups of up to FOUR within their own class period. Students will also have the option of working individually. The student/group will then select a topic dealing with the theme for National History Day. Next, students will each find five (5) scholarly sources to inform their work. **The sources within the group may not duplicate each other; in other words, no one can "share" a source.**

In order to prepare for creating the National History Day Projects, each student will write a paper reviewing his or her sources; this paper is called a Review of Literature (ROL) and will be led by the World Literature teachers. Later, students will work in their groups to create a National History Day Project and will combine their individual sources from their Review of Literature papers to create an Annotated Bibliography.

After the **individual** Review of Literature papers are submitted, the teachers will grade the papers and return them to students. We will then work with the students to determine how the information can be used in the final project to create an in-depth group National History Day project.

Students and parents should understand that group collaboration must take place outside of school and that it is their responsibility to provide transportation for the students to the library (public, or, more helpful, college library) and to each other's homes so that the students can work together on the projects. **Some** class time will be given for instruction and collaboration, but **most** of the work will take place outside of school.

The completion of the National History Day Projects project will be in February of 2020.

ALL WORK MUST BE
DUE AT THE
BEGINNING OF CLASS!

AMHS NHD Deadlines 2019-2020

Please mark dates on your calendar.

What is Due?	To whom? HWC – HWC teacher WL – English teacher	When? (A-Day /B-Day)	Notes:
Parent/Student SIGNED Contract	HWC	A: 09/23; B: 09/24	Form Needed: Parent/Student Contract (please see Forms)
Topic, Research Question, Thesis Statement and Group Members	HWC & WL	A: 10/03; B: 10/04	Form Needed: <i>Topic Proposal Form</i> (please see Forms)
List of Sources in MLA format (5/student)	HWC & WL	A: 10/17; B: 10/18	3 primary and 2 secondary sources are required
Annotated Bibliography Entries 1 & 2	HWC & WL	A: 10/23; B: 10/24	MLA format
Annotated Bibliography Entries 3, 4 & 5	HWC & WL	A: 11/1; B: 11/4	MLA format
ROL Typed Outline	WL	A: 11/12; B: 11/13	MLA format
ROL Rough Draft	WL	A: 11/22; B: 11/22	MLA format
ROL Final Draft	HWC & WL	A: 12/17; B: 12/18	MLA format
Process Paper	HWC	A: 01/21; B: 01/22	See page 29 of AMHS NHD handbook
FINAL Oral Presentations	HWC	February 2020	
Lowcountry Regional Competition	HWC	February 2020	
South Carolina State Level Competition	HWC	April 2020	
National History Day Competition	HWC	June 2020	

Roles of Persons Involved

The student is the key participant in the NHD process. He or she does, however, have many people supporting the research endeavor. Please find the roles described below:

The Student

- Completes ALL tasks outlined by the Honors Western Civilization and World Literature teachers
- Meets the NHD deadlines
- Meets and confers with the teacher/group when required and as often as the teacher /student deems necessary
- Informs someone (group members, teacher) if he/she experiences any difficulty that may inhibit the completion of the NHD requirements

Professional Etiquette Information for Students

- If you set an appointment with your group members– BE ON TIME!
- If something happens and you are held up, call your group members in advance of the scheduled time.
- Completion of the project affects not only your grade, but your group members as well. For those that are directly related to present research being conducted, it is essential that the project be handled in a professional manner.
- Always hand in work that you are proud of – even if is not perfect and there are questions that still need to be addressed.
- When you give your teacher a manuscript to read, make sure you have tried your best to communicate the ideal in the text. Do not forget to include citations where needed and to properly format the Reference list.

The Honors Western Civilization Teacher

- Provides a comprehensive overview of the NHD process, which includes group member placement, if necessary
- Guides, approves, and signs off on topic proposal
- Monitors and checks the work of the student at frequent intervals to ensure appropriate progress
- Provides focus and direction to the research project
- Speaks to World Literature teacher regarding any issues relating to the student and/or the topic
- Provides appropriate instruction and instructional material to guide and support the NHD project construction, which includes the Annotated Bibliography and Process Paper.
- Provides feedback to the student as the project progresses
- Communicate with parents as needed in regards to NHD project progress
- Conducts the oral presentation of the student's NHD project and provide critical input of the final product

The World Literature Teacher

- Provides appropriate instruction and instructional materials for critically analyzing sources for topic
- Provides appropriate instruction and instructional material to guide and support the NHD writing process, which includes the Review of Literature
- Assists student with outlining and organization of research to create a comprehensive Review of Literature
- Edits the text and provides feedback to the student

The Family

The family is integral to supporting the efforts of the student. The family can make many contributions to the NHD process:

- Talk to the student about his/her project
- Keep a copy of the NHD assignment deadlines somewhere visible and be aware of deadlines
- Share in the student's enthusiasm for their project. This is a unique opportunity for the student to study something of his or her choice.
- Please do NOT try to choose a topic for the student!

National History Day Websites

Visiting the National History Day website is integral to the success of the project. Students may go to the website to review the contest rule book, which outlines the specific requirements for each category. In addition, students could also review the annual contest's theme book, which provides a detailed background of what the project(s) should cover. The website is www.nhd.org.

There is also a website for the State of South Carolina History Day Competition. This website provides information for regional and state competitions. The website is <https://www.coastal.edu/history/southcarolinahistoryday/>. *Note: Do not type "http://www" before the website address.* The State coordinator is Elizabeth McKee and her email address is scstatehistoryday@coastal.edu. The Lowcountry Regional level coordinator is Dr. John Kuykendall and his email address jkuykendall@csuniv.edu.

AMHS National History Day Grading Policy

The student will receive a total of 200 points for the Global Survey class AND at least 165 points in the World Literature class. The assignments will be a part of the first, second, and third quarter grading periods. The breakdown of the grading policy is as follows:

<u>Honors Global Studies 1</u>	<u>Point Value</u>		<u>Honors World Literature</u>	<u>Point Value</u>
Research Question & Thesis Statement	25		Full copies of 5 sources	25
List of sources (3 primary; 2 secondary)	25		ROL Outline	20
Process Paper & Annotated Bibliography	50		ROL Rough Draft	20
Final Oral Presentation	100 pts.		ROL Final Draft	100

For more information on the grading of the NHD assignments, see the AMHS NHD Rubrics in the appendix of this handbook.

PLEASE NOTE: Sometimes students leave the school to attend another school and/or parents are transferred (military, job transfers, etc.). These students MUST complete all work for the NHD project until the student formally withdraws from the school.

ACADEMIC MAGNET HIGH SCHOOL HONOR CODE

(The AMHS HONOR CODE is based on the Honor Code of Davidson College)

The Academic Magnet High School Student Handbook covers our school policy regarding plagiarism. The policy will be adhered to regarding the National History Day project.

Each Academic Magnet student is honor bound to refrain from stealing, lying, and cheating. Stealing is the intentional taking of any property without right or permission. Lying is intentional misrepresentation of any form. Cheating is any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Cheating includes plagiarism, which is representing another's ideas or words as one's own. Each student is responsible for learning and observing appropriate documentation of another's work. Additional guidelines for each class may be determined by its teacher; each Academic Magnet student is responsible for knowing and adhering to them. Each Academic Magnet student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge. All students, faculty, and other employees of Academic Magnet are responsible for familiarity with and support of the Honor Code.

Violation of the Honor Code is punished by:

1st offense:

1. A zero on the work in question.
2. An addition to the school behavior database
3. Teacher communication with the parent.
4. If it is determined that this is not the first offense at the Academic Magnet High school, in addition, a meeting of the student, the student's parents, a counselor, and an administrator is required.

2nd offense:

1. A zero on the work in question.
2. An addition to the school behavior database.
3. An automatic meeting of the student, the student's parents, a counselor, and an administrator is required.

3rd offense

1. A zero on the work in question.
2. An addition to the school behavior database.
3. A suspension from school

Forms and Guides

Parent/Student Contract

AMHS National History Day Project

Student Name _____

What is Due	When (A Day/B Day)
(NOTE: More assignments are listed on the AMHS NHD Deadlines 2019-2020 page)	

To Honors Western Civilization and World Literature:

Topic and Group Members 10/03; 10/04

List of Sources (5/student) 10/17; 10/18

To World Literature:

ROL Typed Outline 11/12; 11/13

ROL Rough Draft 11/22

ROL Final Draft 12/17; 12/18

Please mark your due dates on the calendar. Work is due at the beginning of class.

I will complete an entry in National History Day project assignment. I understand that I will have to complete all aspects of the entry. I also understand that this assignment will be a part of my 1st, 2nd and 3rd Quarter grading periods. I also have reviewed the AMHS National History Day handbook with my parents/guardians and understand all requirements of the assignment.

Student Signature: _____

Date: _____

I have reviewed the AMHS National History Day handbook and have reviewed them with my son/daughter. My signature below acknowledges the mandatory requirements of completing the National History Day project assignment.

Parent/Guardian Signature: _____

Date: _____

Failure to return signed form does not exempt a student from completing assignments.

Picking a Topic

A. Topic Selection

1. Historical sub-fields – *History is a huge and broad umbrella that includes lots of sub-branches of history. Look at the list below and choose five to circle that you have a high interest in.*

political history	social history	military history	economic history
religious history	cultural history	diplomatic history	environmental history
women's history	public history	history of government	demographic history
rural history	family history	ethnic history	labor history
urban history	history of education	history of the common man	intellectual history

2. Time Periods / Geographic Regions – *the second thing that you have to do is to narrow down some geographic locations. Based on that, choose one or two that you'd like to pursue.*

North America	Central America	Caribbean	South America
Pre-Columbian	Pre-Columbian	Pre-Columbian	Pre-Columbian
Exploration and Settlement	Exploration and Settlement	Exploration and Settlement	Exploration and Settlement
Founding / pre-civil war	Independence movements	Independence movements	Independence movements
Post-Civil War	Twentieth century	Twentieth century	Twentieth century
Europe	Africa	Asia	Pacific Rim
Romans, Dark/Middle Ages	Pre-imperialism	Pre-imperialism	Pre-imperialism
Early Modern	Imperialism	Imperialism	Imperialism
Imperialism	Post-imperialism	Post-imperialism	Post-imperialism
Twentieth century	Modern Africa	Modern Asia	Modern Oceania

Narrowing a Topic and Developing a Research Question

Narrowing a Topic

You may not know right away what your research question is. Gather information on the broader topic to explore new possibilities and to help narrow your topic.

- Choose an interesting topic. If you're interested in your topic, chances are that others will be, too. Plus researching will be a lot more fun!
- Gather background information.
 - For a general overview, reference sources may be useful.
 - Reference sources provide:
 - a way to identify potential research topics
 - a starting point to gather information on your topic
 - an introduction to major works and key issues related to your topic
 - key authors in your area of research
 - The Media Center databases is also a good place to start narrowing your focus and finding resources
 - Ask yourself:
 - What subtopics relate to the broader topic?
 - What questions do these sources raise?
 - What do you find interesting about the topic?
 - Consider your audience. Who would be interested in the issue?

From Topic to Research Question

After choosing a topic and gathering background information, add focus with a research question. When determining the research question for a historical topic, consider these five categories of historical inquiry:

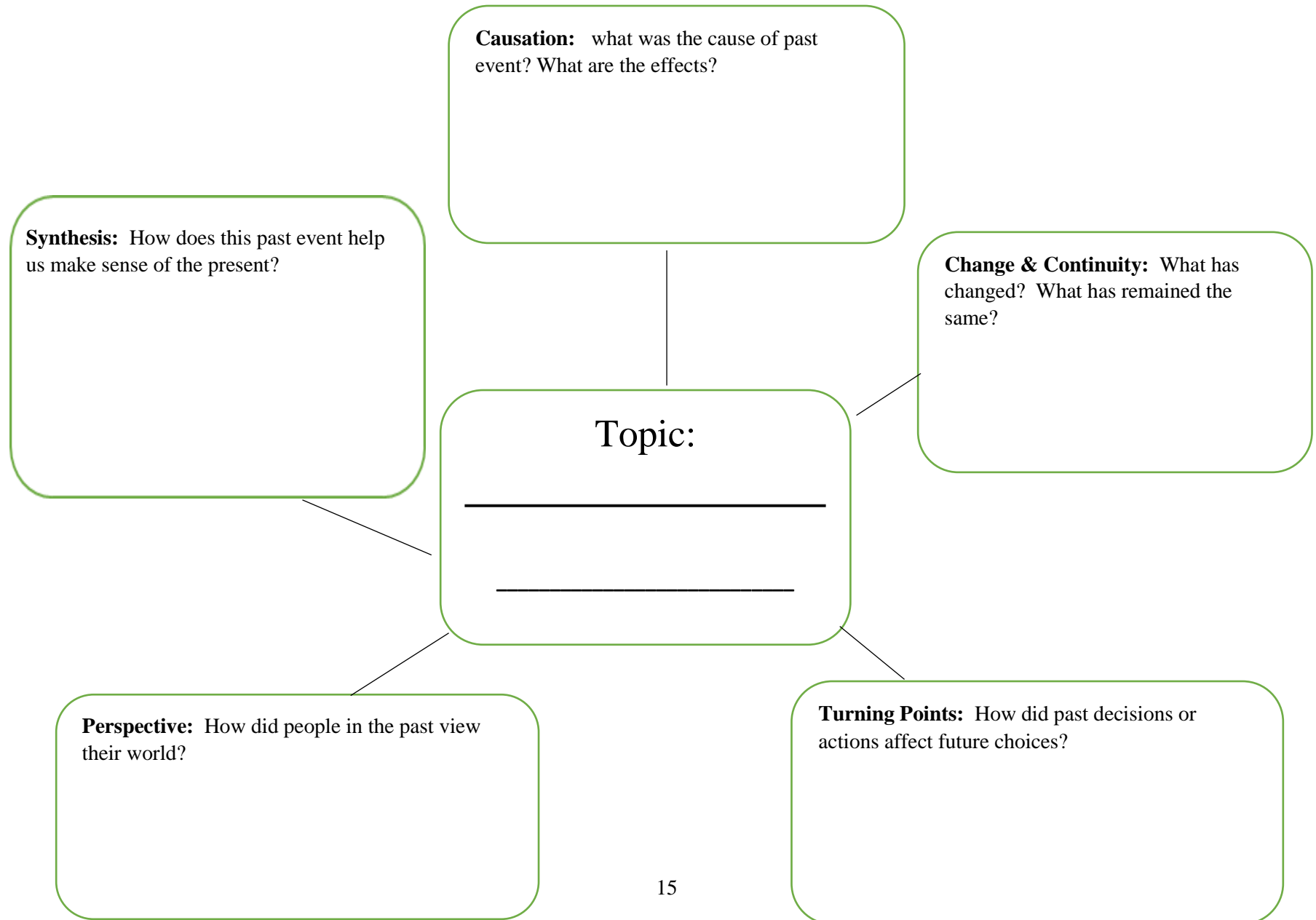
- Causation
- Change and Continuity
- Turning Points
- Synthesis
- Perspective

Sample Research Questions

Clarity	Focused	Simple vs. Complex
Unclear: Why are social networking sites harmful?	Unfocused: What is the effect on the environment from climate change?	Too simple: How are doctors addressing diabetes in the U.S.?
Clear: How are online users experiencing or addressing privacy issues on social networking sites like Facebook and Snapchat?	Focused: How is glacial melting affecting penguins in Antarctica?	Appropriately complex: What are the common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?

Adapted from: George Mason University Writing Center. (2008). How to write a research question. Retrieved from https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf

Complete the “Research Question Chart” to assist with creating your research question.



Research Question(s) to Thesis Statement

As you perform the research, you will develop your own answers, based on evidence, to the questions. These answers, supported by historical evidence, is the foundation for a successful thesis statement. For example:

1. **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.

2. **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.

Keep in mind that a thesis statement is a **work in progress** throughout the entire process of the project. Whatever thesis statement you may have at the beginning of your research may change at the end.

Adapted from: George Mason University Writing Center. (2008). How to write a research question. Retrieved from https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf

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

Developing a thesis statement can be one of the most challenging aspects of writing. The purpose of a thesis statement for National History Day is to address a specific topic, express an opinion, evaluate the significance of your topic and ensure that it connects well with the theme. Review the examples below to gain a clear view of what is a strong thesis statement.

	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	<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 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>

Topic Proposal Form

Name(s):

Type of Entry: Circle ONE CATEGORY

Category

Documentary

Website

Performance

Proposal Description – Who / what do you want to study?

Topic:

→ List your research question(s). Provide at least three (3) questions.

a.

b.

c.

→ Provide framework for a thesis statement below.

Review of Literature Sources Matrix

Use the chart below to organize the information from your sources into Body Paragraph Sub-Topics.

Overarching Topic _____

Source	BP1 Sub-Topic: _____	BP2 Sub-Topic: _____	BP3 Sub-Topic: _____
1.			
2.			
3.			
4.			
5.			

History Day Review of Literature Outline

Use the following sample to create your own outline. Remember, the highlighted areas need to be updated for your current work. Your outline should be in MLA format, typed and double-spaced.

Cupcake 1

Prissy Cupcake

Mr. /Mrs. English Teacher

Honors World Literature

6 October 2016

Japanese-American Internment: Review of Literature

I. Introduction

A. Front-loaded opening with overview of topic (1 sentence)

B. General information about topic (2-3 sentences)

C. Thesis Statement (include mention of the current NHD theme —this list is an example only)

II. Body

A. Paragraph 1: (example topic for paragraph_____)

1. Some information about your first main idea

a.

b.

2. Some information about your first main idea

a.

b.

B. Paragraph 2: (example topic for paragraph_____)

1. Some information about your second main idea

a.

b.

2. Some information about your second main idea

a.

b.

C. Paragraph 3: (example topic for paragraph _____)

1. Some information about your third main idea

a.

b.

2. Some information about your third main idea

a.

b.

III. Conclusion

A. Restate Thesis Statement (not exact copy of Thesis Statement)

B. General Information of interest

C. Closing Statement (leaves the reader with final message about research)

MLA Basic In-Text Citation Rules

Adapted from: Russell, Tony, Allen Brizee, and Elizabeth Angeli. "MLA In-Text Citations: The Basics." *Purdue Online Writing Lab*, Purdue University, 2017, <https://owl.english.purdue.edu/owl/resource/747/02/>. Accessed 11 Aug. 2017.

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).
- Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263) tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

- Wordsworth, William. *Lyrical Ballads*. Oxford U.P., 1967.

In-Text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation:

- Human beings have been described by Kenneth Burke as "symbol-using animals" (3).
- Human beings have been described as "symbol-using animals" (Burke 3).

In-Text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number:

- We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in

quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

- "The Impact of Global Warming in North America." *Global Warming: Early Signs*, 1999, <http://www.climatehotmap.org>. Accessed 23 Mar. 2009.

Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

- Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

Multiple Citations

To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

- . . . as has been discussed elsewhere (Burke 3; Dewey 21).

When a Citation Is Not Needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations, or common knowledge. Remember, this choice is based on audience. If you're writing for an expert audience of a scholarly journal, for example, they'll have different expectations of what constitutes common knowledge.

Please see <http://owl.english.purdue.edu/owl/resource/747/02/> for information on the following:

- Author-Page Citation for Classic and Literary Works with Multiple Editions
- Citing Authors with Same Last Names
- Citing a Work by Multiple Authors
- Citing Multiple Works by the Same Author
- Citing Multivolume Works
- Citing Non-Print or Sources from the Internet

MLA Works Cited Page Sample Entries

The Core Elements

Each entry in the works cited page is made up of core elements given in a specific order. The core elements are given below in the order in which they should appear. An element should be omitted from the entry if it's not relevant to the work being documented. Each element is followed by the punctuation mark shown unless it is the final element, which should be marked with a period.

1	Author.
2	Title of source.
3	Title of container,
4	Other contributors,
5	Version,
6	Number,
7	Publisher,
8	Publication date,
9	Location.

More documentation models can be found at:

http://www.wwnorton.com/college/english/write/writesite/research/Documentation_PDFs/DOC_GUIDELINES_MLA_2016.pdf

Book and eBook Citations

Print

Author's Last Name, First Name. *Title*. Publisher, Year of publication.

Watson, Brad. *Miss Jane*. W.W. Norton, 2016.

eBook: Document an eBook as you would a print book, but add information about the eBook – or the type of eBook if you know it.

Watson, Brad. *Miss Jane*. Ebook, W.W. Norton, 2016.

Watson, Brad. *Miss Jane*. Kindle ed., W.W. Norton, 2016.

Critical essays, articles, plays, poems or other works included in print anthologies and collections

Author. "Title of Work." *Title of Anthology*, edited by First and Last Names, Publisher, Date, Pages.

Moorthy, P. Rama. "Fear in *Macbeth*." *Major Literary Characters: Macbeth*. Edited by Harold Bloom, Chelsea House, 1991, pp. 189-197.

Databases

Cite articles using the publication information for the source first, then follow with the database and access date information. URL is required.

Author's Last Name, First Name. "Title of Article." *Name of Periodical*, Volume, Issue, Date, Pages.

Name of Database, DOI or URL. Accessed Day Month Year.

Stalter, Sunny. "Subway Ride and Subway System in Hart Crane's 'The Tunnel.'" *Journal of Modern Literature*, vol. 33, no. 2, Jan. 2010, pp. 70-91. *JSTOR*, doi: 10.2979/jml.2010.33.2.70. Accessed 30 Mar. 2015.

Online Reference Works

Document online reference works the same as print ones, adding the URL and access date after the date of publication.

"Baseball." *The Columbia Electronic Encyclopedia*, edited by Paul Lagassé, 6th ed., Columbia UP, 2012. www.infoplease.com/encyclopedia. Accessed 25 May 2016.

Websites

This section covers sources that are only published on websites.

Entire Website:

Last Name, First Name, role. *Title of Site*. Publisher, Date, URL. Accessed Day Month Year.

Zalta, Edward N., principal editor. *Stanford Encyclopedia of Philosophy*. Metaphysics Research Lab, Center for the Study of Language, Stanford U, 1995-2015, plato.stanford.edu/index.html. Accessed 21 April 2015.

Personal Website:

Author's Last Name, First Name. *Title of Site*. Date, URL. Accessed Day Month Year.

Heath, Shirley Brice. *Shirley Brice Heath*. 2015, shirleybriceheath.net. Accessed 6 June 2015.

Annotated Bibliography

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

Annotated Bibliographies are a common practice in post-secondary research. It is the most important skill that you will learn here and use in your future academic career. We will work on these in preparation for your NHD project.

NOTE: A Comprehensive, student-friendly annotated bibliography guide can be found at www.nhd.org on the “Entering the Contest” page under the “Conducting Research” dropdown

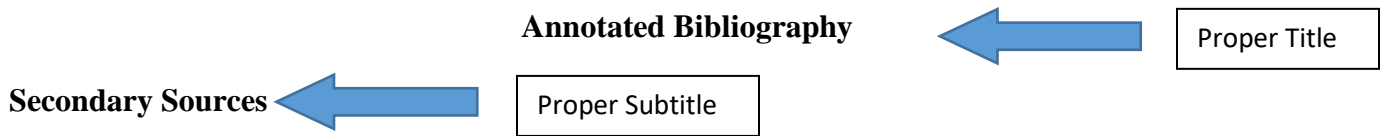
Key elements of an annotated bibliography:

- It is called an Annotated Bibliography. Not a Bibliography, not a Works Cited. Put this in the top center and either underline or boldface the title.
- Primary sources are listed first, and listed in alphabetical order by the first word in the citation (excluding “a,” “an,” and “the.”)
- Secondary sources are listed next, and listed in alphabetical order by the first word in the citation (excluding “a,” “an,” and “the.”)

****To assist you with this, you may want to create a file of Primary Sources and a file of Secondary Sources.**

- Annotated bibliographies are double-spaced (no need for an extra line between entries).
- All lines after the first lines are tabbed in one tab (1/2 inch).
- URLs (web addresses) should NOT be hyperlinked. Microsoft Word does this automatically. Right click on the hyperlink, and click “remove hyperlink.”

A good annotated bibliography entry contains the following elements:



Collinson, Simon. "President or King?" *History Today* Nov. 2000: 9-15. *eLibrary*, www.elibrary.com.

Accessed 15 Aug. 2011.

Proper Citation Format (MLA in this case)

This journal article argues that the partisan conflict that developed in the 1790s and came to a head in the election of 1800 was a result of the application of the ideals of the American Revolution. Understanding the American Revolution was the defining event in the lives of the electorate, the author argues that the Republicans used this event to appeal to voters, arguing that they would be completing the "revolution of 1776." This article helped in my research to help develop my thesis on the rise of the Republican Party as an outgrowth of the revolutionary generation.

The last section should be written in PAST tense, and explain HOW you USED this source in your research.

Process Paper

The final part of your History Day project is to write a process paper.

WHAT IS A PROCESS PAPER?

A process paper is a description, in no more than 500 words, explaining how you conducted your research and created and developed your project. You must conclude your description with an explanation of the relationship of your topic to the National History Day theme.

A title page is required as the first page of written material in every category. Your title page **MUST** include only the title of your entry, your name(s), the contest division (*which is "Senior"*), the category for which you are entered, and the word count. **DO NOT include your age, grade, school or state once you have reached the national competition.** The following is how your process paper should be arranged by section:

First section – Explain how you chose your topic

Second section – Explain how you did your research

Third section – Explain how you selected your presentation category and created your project

Fourth section – Explain how your project relates to the NHD theme

“I” or “WE” STATEMENTS AND TIME TRANSITIONS

“I” statements are called “a first person narrative style and must contain “I.” Use these “I” statements to describe what actions you took researching and creating your project. Also be sure to use transition words that indicate the passage of time.

Sample “I” Statements:

I went to the library to research...

I contacted the inventor ...

I decided to do a web site because...

I went to the local historical society and found three good sources...

Transitional Words:

After	Before	First of all	Initially	Second
After a few hours	During	Formerly	Later	Simultaneously
Afterwards	Eventually	In the end	Meanwhile	Soon
At the same time	Finally	In the future	Next	Third
At last	First	In the meantime	Previously	

Refer to **RULE 14 and 15** in the National History Day for process paper and title page requirement.

AMHS NHD Rubrics

AMHS Rubric Thesis Statement

	4	3.5	3	2.5
Declarative Sentence	The thesis statement is in the form of a declarative sentence that states clearly and concisely states the main point that the author is trying to make. Establishes focus that clearly directs the body of the essay	The thesis statement is in the form of a declarative sentence and makes a point, but is a bit too broad. Establishes the topic or stance that adequately directs the body of the essay	The thesis statement is in the form of a declarative sentence, but is vague and does not make a concrete point. Contains an unfocused topic that lacks clear direction for the body of the essay.	The thesis statement is not in a declarative sentence. Thesis statement inadequately identifies a topic or fails to establish the direction of the essay.
Scope	The scope of the thesis statement is narrow and refined, and each point raised can be explored thoroughly throughout the essay. There are no exceedingly broad generalizations that confuse the topic at hand.	The scope of the thesis statement is somewhat too broad or narrow. While it provides the points to be examined, they are either too large to sufficiently write on in an essay, or too narrow to provide enough material for an essay.	The scope of the thesis statement is excessively broad or narrow. The statement either over-generalizes, or is so specific that the supporting evidence will be extremely limited.	The thesis statement's scope is totally inappropriate, failing to provide a viable platform on which to build your essay.
Effectiveness	The thesis statement proposes an idea that is both supportable and arguable. It avoids clichés, obvious observations, and universally recognized truths. Contains no errors in grammar, punctuation, or spelling	The thesis statement proposes an idea that is supportable and addresses the importance of the topic, though it only provides a weakly arguable stance. Contains one grammar, punctuation, or spelling error that does not detract from the clarity of the statement	The thesis statement proposes an idea that vaguely connects to the topic, but fails to establish a stance or focus. Contains two-three grammar, punctuation, or spelling errors	The thesis statement is missing, unrelated to the topic, or cannot be supported with the text. Contains numerous grammar, spelling, or punctuation errors that significantly detract from the clarity of the statement
Support	The thesis statement provides strong points that directly support the argument or stance.	The thesis statement provides some strong points intended for support, though not all of them are entirely relevant.	The thesis statement does not have any strong points for support, or all points are irrelevant to the stance	The thesis statement makes no attempt to provide support for the stance taken.

Three Research Questions: (x 3 points for each question) = _____

Thesis Statement: Maximum 16 points = _____

Final Grade (max 25 pts) = _____

History Day Review of Literature Rubric

Content	Comments	Assessment
Introduction & Background background to topic - effectively sets up issue		<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Work
Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate variety of sources/information <input type="checkbox"/> Examples are covered in-depth without being redundant. <input type="checkbox"/> Good review of relevant and empirical sources, citing important works in the field <input type="checkbox"/> The review flows from general ideas to specific conclusions and/or vice versa. All sections follow a logical order. <input type="checkbox"/> Good synthesis and organization of literature that is clearly linked to project topic 		<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Work
MLA Style <ul style="list-style-type: none"> <input type="checkbox"/> Header and heading are correct. <input type="checkbox"/> In-text citations are correct. <input type="checkbox"/> All needed citations were included in the report. <input type="checkbox"/> References matched the citations and all were in MLA format. <input type="checkbox"/> Writing rules were followed correctly (3rd person, etc). 		<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Work
Grammar & Conventions <ul style="list-style-type: none"> <input type="checkbox"/> Clearly edited <input type="checkbox"/> Writing is crisp, clear, and succinct <input type="checkbox"/> Little to no spelling, or grammatical mistakes <input type="checkbox"/> No contractions 		<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Work

Score	Excellent	Good	Average	Passable	Inadequate
Points	100-90	89-80	79-70	69-60	59-0
Criteria	Excellent work. Provides a strong synthesis of relevant literature to support research topic. Some minor errors that do not detract from overall quality.	Good work. Some synthesis of some sources but mainly summarizes other research that may support the research topic. Contains number of errors.	Average work. Mostly summarizes sources that may support the topic but contains number of significant errors.	Passable work but only summarizes sources (no synthesis). Lacks relevance and unable to support topic. Extensive errors.	Inadequate performance; does not demonstrate an acceptable degree of fulfillment of the objectives of the assignment.

Grade _____/100

Additional Comments:

You must submit this rubric with your HD ROL Final Draft.

AMHS Rubric Annotated Bibliography

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

(Adapted From: Vicki Spandel's [Creating Writers Through 6-Trait Writing Assessment and Instruction](#))

	5	4	3	2	1
Source Selection; Credibility	Sources chosen are highly relevant to the topic; Sources adds greatly to research potential; few, if any additional sources needed; All sources are from credible, scholarly materials	Most sources chosen are relevant to the topic; May require a small amount of additional research; Most sources are from credible, scholarly materials	Some sources chosen are relevant to the topic; writer may need additional sources to complete research; Some sources are from credible, scholarly materials	Few sources chosen are relevant to the topic; writer may require significant additional research; Few sources are from credible, scholarly materials	Sources are not relevant to researcher's topic; Sources necessitate extensive additional research; Sources lack credibility
Annotations	Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material	Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material	Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight	Few annotations meet the length requirements, few annotations adequately describe the source material; annotations offer little insight	Most annotations are either too short or too long; Annotations do not describe the source material; annotations offer no insight
Evaluations	Evaluation clearly explains why the sources were chosen; demonstrates a clear understanding of research process: offers insight into source	Most evaluations explain why the sources were chosen; Understands the process of source acquisition	Evaluation sometimes explains why the sources were chosen; demonstrates some understanding of research process	Evaluation mostly lacking in explaining why the sources were chosen; demonstrates little understanding of research process	Evaluation does not explain why the sources were chosen; demonstrates no understanding of research process
Assignment Criteria	Each sources has a proper citation; All citations are complete; All are in the proper MLA format	Most sources have proper citation; Most citations are complete; Most are in the proper MLA format	Some sources have proper citation; Some citations are complete; some are in the proper MLA format	Few sources have a proper citation; Few citations are complete; few are in the proper MLA format	Very few sources have a proper citation; Very few citations are complete; Very few are in the proper MLA format
Mechanics, Grammar, and Proofing	Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met	Occasional minor errors do not distract the reader; the majority of assignment requirements were met	Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met	Errors are distracting, but the meaning is still clear; only some of the assignment requirements were met	Errors distract the reader, to the extent the meaning is unclear; the assignment requirements were not met

Final Grade (max 25 pts) = _____

AMHS Rubric Process Paper

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding – 5 points</i>	<i>Acceptable – 4 pts.</i>	<i>Needs Improvement - 3 pt.</i>
Section One	<ul style="list-style-type: none"> Section one details how and why topic was chosen. All writing is clear, engaging, well-organized, and on topic. 	<ul style="list-style-type: none"> Section one attempts to describe how topic was chosen. Most of the writing is clear, organized, and on topic. 	<ul style="list-style-type: none"> Section one poorly describes how topic was chosen. Most of the writing is unclear, disorganized, or off topic.
Section Two	<ul style="list-style-type: none"> Section two describes the research process in depth. All writing is clear, engaging, well-organized, and on topic. 	<ul style="list-style-type: none"> Section two attempts to describe how research was conducted. Most of the writing is clear, organized, and on topic. 	<ul style="list-style-type: none"> Section two poorly describes how research was conducted. Most of the writing is unclear, disorganized, or off topic.
Section Three	<ul style="list-style-type: none"> Section three details thesis creation and project selection. All writing is clear, engaging, well-organized, and on topic. 	<ul style="list-style-type: none"> Section three attempts to describe how project was created. Most of the writing is clear, organized, and on topic. 	<ul style="list-style-type: none"> Section three poorly describes how project was created. Most of the writing is unclear, disorganized, or off topic.
Section Four	<ul style="list-style-type: none"> Section four ties project to NHD theme through deep reasoning. All writing is clear, engaging, well-organized, and on topic. 	<ul style="list-style-type: none"> Section four attempts to describe how project relates to NHD theme but is not fully expressed. Most of the writing is clear, organized, and on topic. 	<ul style="list-style-type: none"> Section four poorly relates how project is tied to NHD theme. Most of the writing is unclear, disorganized, or off topic.
Process Paper Format	<ul style="list-style-type: none"> Has completely accurate title page (title at top, student names, division, and category) Paper is at or under 500 words Paper is typed in appropriate font and has 1" margins. Paper is both paginated and double-spaced. Few errors in grammar or mechanics (0-4 errors total). 	<ul style="list-style-type: none"> Has mostly accurate title page (title at top, student names, division, and category) Paper is just over 500 words Paper is typed BUT does not have 1" margins. Paper is either paginated or double-spaced. Some errors in grammar or mechanics (5-8 errors total) 	<ul style="list-style-type: none"> Inappropriate title page (lacks information, uses color or graphics, has school name) Paper is too short to cover topic Paper is NOT typed; margins are not 1". Paper is neither paginated nor double-spaced. Many errors in grammar or mechanics (9+ errors total)

Final Grade (max 25 pts) = _____

AMHS Rubric Documentary or Performance Presentation

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

Category	23-25 pts.	20-22 pts.	17-19 pts.	15-16 pts.
Historical Quality	The project is strongly supported by primary and secondary source research that shows analysis and interpretation. Historical accuracy is unquestionable.	The project is supported by solid primary sources and incorporates more secondary sources that attempt to show analysis and interpretation but lacks depth. Historical accuracy is solid	Although there are a few primary sources, the project is mostly based on secondary sources; lack analysis and interpretation. Some errors in historical accuracy.	There are no primary sources. No source analysis or interpretation. Some of the information is questionable.
Relation to Theme	The project has a well-developed thesis. The thesis organizes the project. The thesis is emphasized in the introduction and continually supported throughout the project. The theme is addressed and developed throughout the project	The project has a solid thesis and organizes the project. The thesis is clarified in the introduction and referred slightly to in the conclusion. The theme is addressed and the connections are clear	The project has a good thesis, although it may need to be developed. The thesis is evident in the introduction but connection is unclear. The theme is loosely addressed and the connections are vague.	The thesis may not be apparent and may need to be developed. The theme may not be addressed and the connections are not apparent.
Presentation	Every member of the group participates. Evidence of rehearsal with excellent presentation skills. The display is exceptionally attractive in terms of design, layout, and neatness. No errors in mechanics.	Most members of the group participate. Evidence of some rehearsal with good presentation skills. The display is attractive in terms of design, layout and neatness. Few mechanical errors.	Some group members participate. Needs some improvement with presentation skills. The display is acceptably attractive though it may be a bit messy. Many mechanical errors.	One member delivers the presentation. No evidence of rehearsal with presentation skills. The display is distractingly messy or very poorly designed. Many mechanical errors.
Rules Compliance	Annotated bibliography is correctly cited. Meets time requirement (7-10 min.), answers questions thoroughly.	The annotated bibliography has few errors. Meets time requirement. Answers most questions thoroughly.	Annotated bibliography has some errors. Does not meet time requirement. Answers some questions.	Annotated bibliography has many errors or is missing. Does not meet time requirement. Gives no indication of comprehension through questions.

Final Grade (max 100 pts.) = _____

AMHS Rubric Website Presentation

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

Category	23-25 pts.	20-22 pts.	17-19 pts.	15-16 pts.
Historical Quality	The project is strongly supported by primary and secondary source research that shows analysis and interpretation. Historical accuracy is unquestionable.	The project is supported by solid primary sources and incorporates more secondary sources that attempt to show analysis and interpretation but lacks depth. Historical accuracy is solid	Although there are a few primary sources, the project is mostly based on secondary sources; lack analysis and interpretation. Some errors in historical accuracy.	There are no primary sources. No source analysis or interpretation. Some of the information is questionable.
Relation to Theme	The project has a well-developed thesis. The thesis organizes the project. The theme is addressed and developed throughout the project.	The project has a solid thesis but it is not reflected throughout the project. The theme is addressed and the connections are clear	The project has a good thesis, although it may need to be developed. The theme is loosely addressed and the connections are vague.	The thesis may not be apparent and may need to be developed. The theme may not be addressed and the connections are not apparent.
Site Requirements	The site is exceptionally attractive in terms of design, layout, and neatness. All hyperlinks work and has a home page with correct requirements.	The site is attractive in terms of design, layout and neatness. Most hyperlinks work and has a home page with the correct requirements.	The site is acceptably attractive though it may be a bit confusing to look at. Some hyperlinks work and the homepage has some required elements.	The site is very poorly designed. Hyperlinks do not work or are missing. The homepage is missing the required elements.
Rules Compliance	Annotated bibliography is correctly cited. Contains no more than 1,200 visible student composed words. Website uses no more than 100 MB of file space. Multimedia clips meet total 4 minute time limit Website is virus free.	The annotated bibliography has few errors. Contains no more than 1,200 visible student composed words. Website uses over 100 MB of file space. Multimedia clips slightly over 4 minute time limit Website is virus free.	Annotated bibliography has some errors. Word limit is incorrect. Website uses over 100 MB of file space. Multimedia clips 30 seconds over 4 minute time limit. Website has viruses.	Annotated bibliography has many errors or is missing. Does not meet word limit. Uses over 100 MB of file space. Multimedia clips 1 min. over 4 minute time limit. Website has viruses.

Final Grade (max 100 pts.) = _____

NHD Rule Verification Sheets

(Double-click on icon to obtain COMPLETE .pdf file)



Acrobat Document

Documentary Rule Verification Sheet



Adobe Acrobat
Document

Performance Rule Verification Sheet



Acrobat Document

Website Rule Verification Sheet

National History Day Rubrics/Evaluations



JUDGING CRITERIA

(Judging criteria are explained in the *Rule Book*)

Historical Quality (60%)
• Entry is historically accurate
• Shows analysis and interpretation
• Places topic in historical context
• Shows wide research
• Uses available primary sources
• Research is balanced
Relation to Theme (20%)
• Clearly relates topic to theme
• Demonstrates significance of topic in history and draws conclusions
Clarity of Presentation (20%)
• Presentation, written material is original, clear, appropriate, organized and articulate
• Entry is organized, visual impact is appropriate to topic
Rules Compliance
• Maintains time requirement (10 minutes)
• Includes annotated bibliography
• All equipment student-run
• Other

Finals Ranking _____

COMMENTS



PERFORMANCE FINALS

JUDGING CRITERIA

(Judging criteria are explained in the *Rule Book*)

Historical Quality (60%)
• Entry is historically accurate
• Shows analysis and interpretation
• Places topic in historical context
• Shows wide research
• Uses available primary sources
• Research is balanced
Relation to Theme (20%)
• Clearly relates topic to theme
• Demonstrates significance of topic in history and draws conclusions
Clarity of Presentation (20%)
• Presentation, written material is original, clear, appropriate, organized and articulate
• Performers show good stage presence; props and costumes are historically accurate
Rules Compliance
• Maintains time requirement (10 minutes)
• Includes annotated bibliography
• All equipment student-run
• Other

COMMENTS

Finals Ranking _____



WEB SITE FINALS

JUDGING CRITERIA

(Judging criteria are explained in the *Rule Book*)

Historical Quality (60%)

- Entry is historically accurate
- Shows analysis and interpretation
- Places topic in historical context
- Shows wide research
- Uses available primary sources
- Research is balanced

Relation to Theme (20%)

- Clearly relates topic to theme
- Demonstrates significance of topic in history and draws conclusions

Clarity of Presentation (20%)

- Web site, written material is original, clear, appropriate, organized and articulate
- Web site has visual impact, uses multimedia effectively and actively involves viewer

Rules Compliance

- Maintains word limit (1200 words)
- Maintains size limit (100 MB)
- Multimedia clips maintain time limit (45 seconds)
- Includes annotated bibliography
- Other

COMMENTS

Finals Ranking _____