



Project Title: _____

Member Name(s): _____

COMMENTS

- Strengths
- Areas for Improvement

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i>)	EVALUATION						
	SUPERIOR	9	8	7.5	7	6	5

Historical Quality (60%)	10	9	8	7.5	7	6	5
• 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 multi-media effectively and actively involves viewer							

Rules Compliance	Yes	No
• Maintains word limit (1200 words)		
• Maintains size limit (100 MB)		
• Multimedia clips maintain time limit (45 seconds)		
• Includes annotated bibliography		
• Other		

Theme point total: _____ x
0.20 = _____
Presentation total: _____ x
0.20 = _____

Website

The website category is the most interactive of all NHD categories. A website should reflect your ability to use website design software and computer technology to communicate your topic's significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a website, you must have access to the Internet and be able to operate appropriate software and equipment.

Part III, Rules for all Categories, applies to websites.

Entry Production

- All entries must be original productions constructed using the NHD website editor, beginning at the school level: <http://nhd.org/CategoryWebsite.htm>
- You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the website, and credit must be given within the site and cited in the annotated bibliography.
- You must operate all software and equipment in the development of the website.

NOTE: *Using objects or content created by others for specific use in your entry violates this rule. For example, adding viewer comments or using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exists is acceptable.*

Size Requirements

- Website entries may contain no more than 1,200 visible, student-composed words.
- Code used to build the site and alternate text tags on images do not count toward the word limit.
- Also excluded are words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; required word count notifications; words within primary documents and artifacts; and the annotated bibliography and process paper, which must be integrated into the site. The process paper is limited to 500 words.
- The entire site, including all multimedia, may use no more than 100MB of file space.

Navigation

- One page of the website must serve as the home page. The home page must include the names of participants, entry title, division, number of student-composed words in the website, number of words in the process paper, and the main menu that directs viewers to the various sections of the site. See Figure 8 for an example.
- All pages must be interconnected with hypertext links.
- Automatic redirects are not permitted.

Documents and Multimedia

- The website may contain documents (e.g., newspaper articles, excerpts from written text, etc.), but the documents must be contained within the website.

- The website may contain multimedia clips (audio, video, or both) **that total no more than four minutes** (e.g., use one four-minute clip, four one-minute clips, two two-minute clips, etc.). Included in the four-minute total is any music or songs that play after a page loads.
- You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material.
- If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player, etc.), you must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download.
- You may not use embedded material or link to external websites, other than described in the preceding bullet.
- Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

Crediting Sources

- All quotes from written sources must be credited within the website.
- All visual sources (photographs, videos, paintings, charts, and graphs) must be credited within the website. See Figure 9 for an example.
- Brief, factual credits do not count toward the student-composed word total. See Figure 6 for an example.
- All sources must be properly cited in the annotated bibliography.

Required Written Materials

- The annotated bibliography and process paper must be included as an integrated part of the website. They should be included in the navigational structure. They do not count toward the 1,200-word limit. Refer to Part III, Rules 16-18, for citation and style information.

Stable Content

- The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

Viewing Files

- The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Mozilla Firefox, Apple Safari, Google Chrome).
- You are responsible for ensuring that your entry is viewable in multiple web browsers.
- Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule E4.

Submitting Entries for Judging

- You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging.
- Because all required written materials from Part III, Rule 13, are integrated into the site, NO printed copies are required.
- For access to the NHD website editor and up-to-date submission procedures, please visit <http://nhd.org/CategoryWebsite.htm>.

Storyboard for a Website

Home Page	Background	Timeline	Media	Process Paper	Annotated Bibliography
Title Page	Sub Page 1 Sub Page 2 Etc.		Photos Videos Music		

Project Title: _____

Student Name(s): _____

Website Category

- Students must use the development tools available at the **NHD Web Portal**
- Students web site entries can not use more than 100MB of file space
- All pages are interconnected with hypertext links
- Contains no more than 1,200 composed words
- Entries are judged in this online environment

NHD Web Portal

Click on <http://nhd.weebly.com/> to sign up for your NHD website entry and your unique URL address.

Username: _____

Password: _____

Email: _____

Organization and Design

- Keep It Simple: don't waste too much time on bells and whistles. Tell your story and tell it straight.
- Borrow Ideas from Other Web Sites: find design elements that work and imitate them on your web site. Just remember to give credit where credit is due.
- Make sure every element of your design points back to your topic. There should be a deliberate reason for every choice you make about color, typeface, or graphics.

Home Page

Student Name(s): _____

Title: _____

Junior Division

Main Menu Items: _____

Sample Website Entries

View sample website entries for ideas:

<http://www.nhd.org/judgewebsitesamples.htm>

Summary of Significant Changes to Contest Rule Book

August 2014

National History Day has revised the *Contest Rule Book*, effective with the beginning of the 2014-15 contest year. Changes to the rules impact student participation at each level of the competition. While the NHD contest is not focused solely on rules, the *Contest Rule Book* sets forth the foundation for the entire program and establishes a consistent and fair footing for the contest cycle, from school level to the National Contest. NHD strongly recommends that teachers review the entire *Contest Rule Book*, available at www.nhd.org, and share it with students. Below is a summary of the major changes. Please refer to the *Contest Rule Book* for exact wording, full explanations, and examples of these changes. Please also thoroughly read the expanded "Definitions" section for clear explanations of common terms. Contact your affiliate coordinator with any questions.

New Rules

Exhibit: Credits of Visual Sources Required on Exhibits

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



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

Alice Paul, 1918, Library of Congress ← A brief, factual credit is required and does not count toward the 500-word limit.

Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment. ← A student-written caption does count toward the 500-word limit.

Required Documentation of Word Counts for All Categories

Students must document the word count for projects in all categories. Refer to the *Contest Rule Book* for category word limits as well as guidance on determining word counts in each category. (See: III. Rules for All Categories – Rule 14, page 17 and IV. Individual Category Rules – E. Website, Rule E3, page 32.)

- ✓ Paper: Total number of words in paper included on title page
- ✓ Exhibit: Number of student-composed words in exhibit and number of words in process paper included on title page
- ✓ Documentary and Performance: Number of words in process paper included on title page
- ✓ Website: Number of student-composed words in website and number of words in process paper included on website home page

Title	Title	Title	Title
Name Junior Division Historical Paper Paper Length: 2,234 words	Names Junior Division Group Exhibit Student-composed Words: 489 Process Paper: 410 words	Name Senior Division Individual Performance Process Paper: 425 words	Name Senior Division Individual Documentary Process Paper: 410 words

Website: Multimedia is Limited to No More than Four Minutes for Entire Website

A website may contain multimedia, audio, video, or both, but the grand total for all multimedia used within the website may total no more than four minutes. Clips are no longer limited to just 45 seconds each. Rather, students have a grand total of four minutes to divide up at their discretion. It is the student's decision to divide up this overall media limit to best provide supporting evidence in their website. (*See: IV. Individual Category Rules – E. Website, Rule E4, page 32.*)

- ✓ Please note that any music or song that plays after a page loads is included in this total.
- ✓ A website could include many, smaller clips or include fewer, longer clips. The choice is up to the student.

Website: Quotes and Visual Sources Must Be Credited Within Website

Students must include a brief credit, in the website itself, for all VISUAL and WRITTEN sources (e.g., quotes, photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (*See: IV. Individual Category Rules – E. Website, E5, page 33.*)

- ✓ Keep in mind that a credit will be much briefer than a full citation.
- ✓ These brief credits do NOT count toward the student-composed word count.

Clarifications

Reflecting frequently asked questions, NHD has clarified rules in the areas below.

Disqualification vs. Rule Infraction (*See: I. What is National History Day?, Definitions – Rule Infraction and Disqualification, page 6; III. Rules for All Categories – Rules 4, 6, and 19, pages 14-19.*)

A rule infraction is a violation of any of the rules stated in the *Contest Rule Book*. Failure to comply with the rules will count against an entry but will only result in disqualification as described below. Disqualification is removal from competition and results from any of the following violations:

1. Plagiarizing all or part of the NHD project, including failure to give proper credit.
2. Reusing, individually or as a group, a project (or research from a project) from a previous year, or entering a project in multiple contests or entry categories within a contest year.
3. Tampering with any part of the project of another student.

After Entering the Competition Cycle, Students Cannot Add or Replace Group Members

Once a group project enters the competition cycle (at either the Regional or Affiliate level, whichever is first), additional students may not be added and missing group members may not be replaced at that or subsequent competitions during that contest year. (*See: III. Rules for All Categories – Rule 3, page 14.*)

- ✓ Check with the contest coordinator about rules regarding contest attendance. Contest coordinators may or may not require that all group members be in attendance at a contest to be eligible to participate.
- ✓ If a group member cannot participate in the event, the student MUST remain listed as part of the group. He or she participated in the development of the entry. A project cannot move from a group entry to an individual entry once it enters the competition cycle.

Check with Contest Coordinators About Available Documentary and Performance Equipment

Students must check with their contest coordinator at EACH LEVEL OF COMPETITION about the type of equipment available at the contest venue, especially in the documentary category. Students should use care in saving the project in the correct file format and be sure to bring back-up copies. It is the student's responsibility to make sure their documentary is playable at the competition. (*See: III. Rules for All Categories – Rule 8, page 15.*)

Website: Printed Copies of Process Papers and Bibliographies are Not Required for Websites

The website category requires that all written materials (process paper and annotated bibliography) are included in the website itself. Students are not required to submit printed copies of these materials when registering for any level of an NHD contest. (*See: IV. Individual Category Rules – E. Website, E9, page 33.*)

NHD is grateful to Sarah Aschbrenner, Co-Coordinator of NHD in Minnesota, for her assistance in creating this summary.

Conducting Research

Research Process:

- Student asks a question.
- Student begins to find credible sources and information to answering questions
- Student analyzes information
- Student reaches a conclusion based on evidence

Primary Sources – Information from a historical event or period created by a participant from that event or period. Primary sources help you to interpret what happened and why it happened.

Examples of primary sources include documents, artifacts, historic sites, songs, or other written and tangible items created during the historical period you are studying.

Secondary Sources – Information written by historians that did not participate in the historical era, but based on their reading of primary sources. The purpose of a secondary source is to gain multiple perspectives for your topic.

An example of a secondary source is *Battle Cry of Freedom: The Civil War Era* by James M. McPherson, published in 1988. They are a great starting point in helping you see the big picture.

Tertiary Sources – Tertiary sources are based on a collection of primary and secondary sources and may or may not be written by an expert. Tertiary sources should never appear in your bibliography but are only used as exploratory sources, to give you ideas about what to research. Wikipedia is not a reliable source and should not be utilized or appear in your bibliography.

Examples are dictionaries, encyclopedias, fact books, and guidebooks.

Visit <http://www.nhd.org/researchcentral.htm> for primary and secondary research.

Source: <http://www.nhd.org/ConductingResearch.htm>

How to Analyze Primary Sources

Closely observe each primary source.

- Who created this primary source?
- When was it created?

Source: <http://www.nhd.org>

- Where does your eye go first?

Look for key details.

- What do you see that you didn't expect?
- What powerful words and ideas are expressed?

Think about your personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

Promote Inquiry

Speculate about each source, its creator, and its context.

- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source's audience?
- What biases or stereotypes do you see?

Ask if this source agrees with other primary sources, or with what you already know.

- Test your assumptions about the past.
- Find other primary or secondary sources that offer support or contradiction.

Apply critical thinking and analysis skills to primary sources.

Summarize what you've learned.

- Ask for reasons and specific evidence to support your conclusions.
- Identify questions for further investigation, and develop strategies for how you might answer them.

How to Write a Thesis Statement

NHD projects should do more than just tell a story. Every exhibit, performance, documentary, paper and web site should make a point about its topic. To do this, you must develop your own argument of the historical impact of the person, event, pattern or idea you are studying. The point you make is called a thesis statement. A thesis statement is not the same as a topic. Your thesis statement explains what you believe to be the impact and significance of your topic in history.

A thesis statement is a central thought that holds your entire National History Day (NHD) project together. Early in the research process we like to call this a working thesis; as you gather your information, this thought can, and probably should, evolve. By the time you present your NHD project, however, you need to have a concrete thesis that is supported by evidence. ***Thesis = Topic + Theme + Impact.*** In other words, you are not just introducing your topic, you are creating an argument that expresses your topic's significance and demonstrates how the theme plays a central part.

The thesis statement is best written when students are in the middle of their research so the statement is based on knowledge but still has a chance to be flexible. Also, it helps direct students through their argument and, later, judges and teachers through the project's ultimate point.

Topic: Battle of Gettysburg

Thesis Statement: The battle of Gettysburg was a major turning point of the Civil War. It turned the tide of the war from the South to the North, pushing back Lee's army that would never fight again on Northern soil and bringing confidence to the Union army.

Sample Statements: Do's and Don'ts

Don't: Martin Luther was born in 1483. He started the Reformation.

(Fact) **Do:** Beginning in 1517, Martin Luther reacted against Roman Catholic religious practices, especially the sale of indulgences, corruption, and the emphasis on salvation through good works. Luther's Reformation succeeded in igniting a religious revolution, creating a new sect of faith, and later bringing change to the Roman Catholic Church.

Don't: Emiliano Zapata wanted land reform. Want to know why?
(Fact/Rhetorical) **Do:** Under the banner "Reform, Freedom, Law and Justice" Emiliano Zapata commanded revolutionary forces in southern Mexico to uplift agrarian peasants through land reform. Zapata's role in the Mexican Revolution helped foster a new constitution in 1917 which was later used to redistribute property to the nation's rural poor.

Don't: Franklin D. Roosevelt created the New Deal. Read more below.
(Fact/Incomplete) **Do:** In response to the stock market crash of 1929, President Franklin Delano Roosevelt initiated a revolutionary "New Deal." This government reaction brought reform to the U.S. banking system and helped get Americans back to work. Roosevelt's goal of restoring economic stability would go unmet, however, until the country mobilized for war.

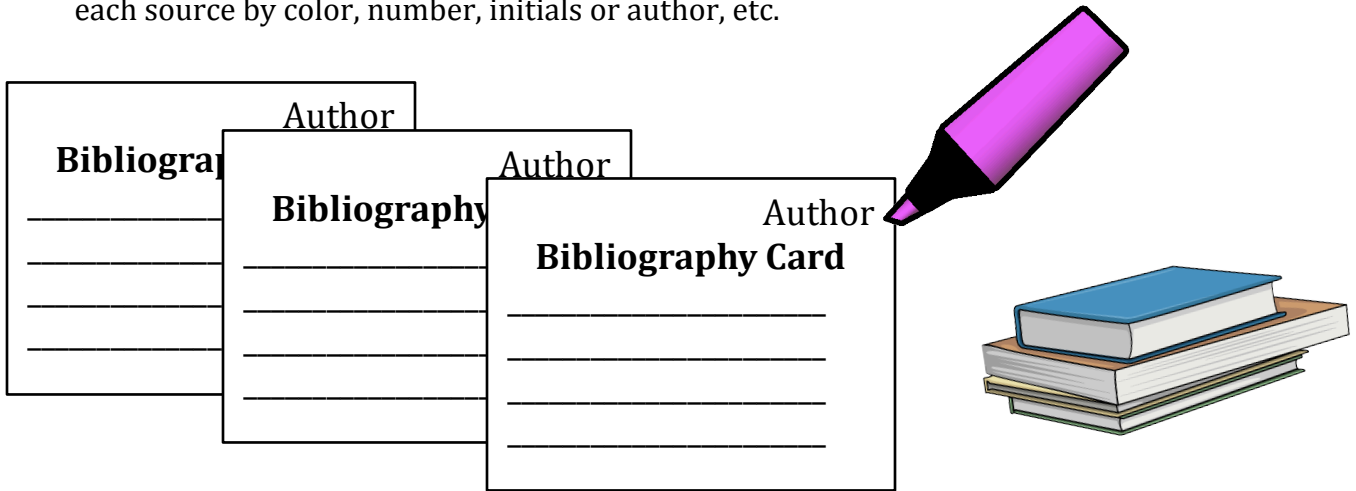
Don't: Without Norman Borlaug's Green Revolution, billions of people would have died. ("What if?" history that cannot be supported with evidence) **Do:** Beginning in 1944, Dr. Norman Borlaug conducted research surrounding disease-resistant wheat varieties. His successes in agricultural reform sparked the Green Revolution in several developing nations struggling with starvation. Reaction to Borlaug's work has been mixed as farming practices have accomplished higher yields while also undermining small scale farms and presenting negative environmental impacts.

Don't: Adolph Hitler was an evil man that killed a lot of Jews.
(Opinion) **Do:** International reaction to the atrocities of the Holocaust led to a reform of the Law of Armed Conflict through the Geneva Convention of 1949 to include the protection of civilian persons in a time of war. The Fourth Geneva Convention laid the groundwork for international humanitarian law and is used to regulate and enforce war time crimes even today.

Note Cards and Research

Create Your Bibliography Cards

Locate sources and make one bibliography card for each source. Uniquely identify each source by color, number, initials or author, etc.



6 Steps to Effective Paraphrasing

Step 1 of 6

Reread the original passage until you understand its full meaning.

Author
Bibliography Card
<ul style="list-style-type: none">• <u>Title of the source</u>• <u>Author of the source</u>• <u>Publisher</u>• <u>Year of copyright</u>

Step 2 of 6

Set the original aside and write your paraphrase on a note card.

Author
Bibliography Card
<ul style="list-style-type: none">• <u>Title of the source</u>• <u>Author of the source</u>• <u>Publisher</u>• <u>Year of copyright</u>

Author
Note Card

<u>Paraphrase</u>

Note Cards and Research

Step 3 of 6

Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

Key word to describe subject	Author
Note Card	

Paraphrase	

Indicate here how you will use this source, example (intro)	

Step 4 of 6

Check your notes with the original to make sure that your version accurately expresses all the essential information in a new form.

Step 5 of 6

Use quotation marks to identify any unique term or phrasing you have borrowed exactly from the source.

Key word to describe subject	Author
Note Card	

Paraphrase	

Use quotation marks when copying a	
phrase "word for word"	

Indicate here how you will use this source, example (intro)	

Step 6 of 6

Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Key word to describe subject	Author
Note Card	

Paraphrase	

Use quotation marks when copying a	
phrase "word for word" (Author, page).	

Indicate here how you will use this source, example (intro)	

Annotated Bibliography

Citations

Cite your research based on MLA guidelines.

Annotated Bibliography

An annotated bibliography is required for all categories. The annotations for each source must explain how the source was used and how it helped you understand your topic. You should also use the annotation to explain why you categorized a particular source as primary or secondary. Sources of visual materials and oral interviews, if used, must also be included.

List only those sources that you used to develop your entry. An annotation normally should be only 1-3 sentences long.

- **Source** (example):
Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.
- **Annotation** (example):
Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved.

Source: <http://www.nhd.org/ConductingResearch.htm>

Use a bibliography maker (below) to create your bibliography entries:

www.easybib.com

www.bibme.org (with annotation option)

<http://myt4l.com> (scroll down to "Tools")

Annotated Bibliography

Primary Sources

Lincoln, Abraham. "Gettysburg Address - "Nicolay Copy" - Transcription - Exhibitions -

myLOC.gov (Library of Congress) ." *myLOC.gov (Library of Congress)* . N.p., 29 Oct.

2012. Web. 20 Oct. 2012.

<<http://myloc.gov/Exhibitions/gettysburgaddress/exhibitionitems/Pages/Transcription.aspx?ex=1@d6db09e6-d424-4113-8bd2-c89bd42b1fad@1&asset=d6db09e6-d424-4113-8bd2-c89bd42b1fad:4ab8a6e6-eb9e-40f8-9144-6a417c034a17:13>>.

The Gettysburg Address is a primary document delivered by Abraham Lincoln on November 19, 1863 in dedication of a memorial cemetery. I learned Lincoln drew inspiration from the Declaration of Independence by comparing the efforts of the American people to live up to the ideals that "all men are created equal".

Secondary Sources

Deverell, William, and Deborah Gray White. *United States History Beginnings to 1877*.

Orlando: Houghton Mifflin Harcourt Publishing Company, 2013. Print.

This US History textbook, a secondary source, gave me a basic understanding of why the Pilgrims migrated through the treacherous Atlantic Ocean to form a new colony in the Americas.

"Nazi Party — History.com Articles, Video, Pictures and Facts." *History.com — History Made Every Day — American & World History*. A&E Television Networks, 29 Oct. 2012. Web. 1 Oct. 2012. <<http://www.history.com/topics/nazi-party>>.

This website, a secondary source, helped me to learn about the origins of the Nazi Party and how Hitler and the Nazi's came to power.

LEADERSHIP & LEGACY *in history*

How to Write a Process Paper

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

- The **first** section should explain how you chose your topic.
- The **second** section should explain how you conducted your research.
- The **third** section should explain how you selected your presentation category and created your project.
- The **fourth** section should explain how your project relates to the NHD theme.
 - This fourth section is very important. You must be able to connect your topic to this year's NHD theme, **'Leadership and Legacy in History'** and highlight both the leadership and legacy of your chosen subject.

'Leadership' can be:

- —Political
- —Moral/Ethical
- —Global/Local
- —Agent of change

'Legacy' is:

- —Impact a leader has left behind
- —Positive or Negative
- —What change or objective was set in motion?
- —Consider both short-term and long-term impact

Student Name: _____

Annotated Bibliography Rubric

CATEGORY	Available Points	Points Earned	Comments
Completed using MLA Format	5		
There is an annotations for each entry	10		
Lists primary sources and are separated from secondary sources	5		
Entries are listed alphabetically for each section (Primary and Secondary)	5		
Includes entries for visual and audio materials and oral interviews	5		
A minimum of 20 entry sources included in final Annotated Bibliography	20		
Total Points Possible	50		

*Note: Bundle photos or other materials from the same collection should be entered as a single citation.

Note Card RubricRubiStar (<http://rubistar.4teachers.org>)

Student Name: _____

CATEGORY	Available Points				Points Earned
	5 points - Exceeded Standards	4.5 points - Successfully Met Standards	3.5 - Approaching Standards	3 - Below Standards	
Bibliography Cards (5 points)	More than 20 source cards	20 source cards	15 source cards	<15 source cards	
Types of Sources (5 points)	Bibliography cards represent a <u>good</u> mix of primary and <u>secondary</u> sources from a <u>range</u> of source types (internet, print, magazine, newspaper, video, etc.)	Bibliography cards represent a <u>good</u> mix of primary and <u>secondary</u> sources from at least <u>2 source types</u> (internet, print, video, magazine, newspaper, etc.)	Bibliography cards represent an <u>adequate</u> mix of primary and secondary sources from at least <u>2 source types</u> (internet, print, magazine, newspaper, video, etc.)	Bibliography cards do not contain primary sources and/or range of source types are poor (selection includes Wikipedia)	
Format (5 points)	legible and orderly	legible and somewhat orderly	difficult to read but orderly	difficult to read and disorderly	
Note Card Content - research, facts, quotes statistics, examples, (5 points)	Note cards provide more than enough material to complete your research analysis.	Note card material is adequate to complete your research analysis.	Only a little bit of additional research will be needed to complete your research analysis.	Note card material contains little research to complete your research analysis.	
Citations (5 points)	All of your note cards have complete and correct citations.	Most of your note cards have correct citations.	Some of your note cards have correct citations.	Your notecards have no citations.	

Total Points Possible	25
------------------------------	----

Total Points Earned	
----------------------------	--