

# National History Day Web Sites

## What is a web site?

A History Day web site is a computer-based representation of your research and argument that incorporates both textual and non-textual content (e.g. images, songs, interviews, videos, and other media) to engage and inform your viewer about your topic. A web site is more than just an electronic paper or an exhibit on a computer. Through a web site you are able to incorporate non-textual elements with which a viewer can interact. These elements help to differentiate web sites from other categories.

The web site category is the newest National History Day category, first appearing at the national contest in 2008.



## The Basic Framework

- **Size Limit:** The overall file size of your web site can be no more than 100MB of file space, including all multimedia.
- **Word Limit:** The web site may contain no more than 1,200 visible, student-composed words. This means that the words that you write that are visible to the viewer count towards your word limit. If you didn't write it, it doesn't count towards the limit. You can use quotations from other sources and it won't count against your 1,200 words. Words that are not visible to the viewer – code used to build the site and alternate text tags on images – do not count against the limit, either.

Examples of things that count...	Examples of things that don't count...
<ul style="list-style-type: none"><li>• Captions</li><li>• Text in graphs, charts, or timelines that you create yourself</li><li>• Words that you write that appear on your web pages.</li></ul>	<ul style="list-style-type: none"><li>• Reoccurring menus, titles, and navigation instructions that are used as an integral part of the web site.</li><li>• Quotations</li><li>• Text in graphs, charts or timelines that you do <b>not</b> create yourself</li><li>• Brief text crediting the source of an illustration, quotation, or piece of media</li><li>• Code used to build the site, and alternate text tags on images</li></ul>

- **Be sure to check the most recent version of the *NHD Contest Rulebook* for complete category rules!**

## Why Should I Choose the Web Site Category?

The web site category is great for people who enjoy working with computers and the web. If you've ever wanted to learn how to build a web site, now is your chance. While many topics can be effectively conveyed using the web site category, this category is especially suitable for topics that have a variety of non-textual materials (media, photos, documents, timelines, illustrations, newspaper articles, etc.) that can be used to support your argument.

Since this category requires additional equipment and supplies, you should make sure you have access to this equipment before you start. Do you, at home or school, have access to a computer with internet access? You will need to use the **NHD web site editor**, available online, to build and submit your website and you must have a computer with internet access to do this.

# **Important Notice for the 2019-2020 School Year**

**National History Day is no longer using Weebly or NHD Weebly as the platform for creating NHD websites.**

## **What does this mean for students?**

- A new platform is in development, however, the tool may not be available until late Fall.
- These materials will be updated as soon as we know more information.
- Students should work on research, analysis, writing, and planning their website on paper until the tool is ready.

**Thank you for your understanding and we look forward to seeing your projects!**

# Interactivity

A good History Day web site is not just a paper translated into HTML and viewed in an internet browser. Your site should actively teach viewers about your topic. Imagine that the viewer has just arrived at your site. How did you catch their attention and curiosity? How do you get them involved in learning about your topic? Your site should incorporate some interactive elements to help accomplish this.

## What are interactive elements?

There are many different interactive elements that you can include in your web site to engage your viewer in learning about your topic, such as image maps, pop-up windows, sound, videos, timelines, or databases.

## Not all interactive elements are created equal

Make sure your interactivity helps interpret your topic. Interactive elements should give the viewer a better understanding of the information and ideas that you're presenting. For example, if your topic was a particular Civil War soldier, an interactive map that follows the path of the soldier's regiment would help the viewer understand where the events you're describing took place. On the other hand, a quiz that simply reviews factual information found elsewhere in the site would not interpret your topic because it would not provide the audience with a new understanding.

## Interactive elements don't have to be high-tech!

You don't have to be a professional web designer or have years of experience to incorporate interactive elements into your web site. Look at other history web sites to see how they engage their viewers.

- Think about the example above, the interactive map that follows the path of the Civil War soldier's regiment. You could design an image map that would allow the viewer to click on battle locations. Maybe a window pops up giving you a historic photo of that location. Maybe the pop-up window includes a letter that soldier wrote while at that site.
- Or, let's say you're creating a web site about the Black Hawk War. You want to include portions of the 1804 treaty between the government and two representatives of the Sauk nation. This treaty set the stage for the conflict to occur 25 years later and is an important part of the story. Links on key words in the document could take viewers to a more detailed explanation of the word or idea.

# Non-Textual Content

## Non-Textual Content

Interactive elements, media, and other non-textual context woven with text make the web site category unique. Depending on your topic, there's a variety of non-textual elements that you could include in your web site: documents, artifacts, oral history selections, quotations, photographs, paintings, video clips, songs, newspaper articles, or a recording from an interview. (Remember: Your multimedia cannot total more than four minutes and must fit within your overall size limit of 100 MB.)

## Incorporating Non-Textual Content into your Web Site

Non-textual content should do more than just illustrate or decorate a page. Brainstorm what photographs, documents, maps, etc. will help the viewer better understand your argument. How will each element do this? Incorporate historical evidence for your viewer to examine and discover. Documents, photographs, or newspapers are good way to do this. Consider lower resolution, smaller thumbnails with links to larger resolution, easily legible versions. Think about ways to use non-textual primary source elements as proof for your argument.

- You will have to edit photos, songs, videos, and other media outside of the NHD Website Editor before uploading!

## Add Your Interpretation

Pages of illustrations, media clips, or documents without a purpose for being on the web site will not help you prove your argument. Adding interpretive captions, rather than just descriptive, will help the viewer understand how that element builds your overall argument and gives it a purpose for being on your web site.

Similarly, putting all of your photos or media clips in a separate "photo gallery" page doesn't help tie this support to your argument. Integrate the text and non-textual elements. (Putting all the illustrations on a separate page would be similar to a documentary only having text for the first five minutes and only photographs for the last five. It would be boring and not make much sense!)

# Web Site Organization and Variation

After completing your research, your next step is to begin planning your web site. You will have to decide:

1. How you want to divide your information into different web pages.
2. How you want to organize those pages within your site.

These are important decisions that need to be made before you even begin constructing your site on the computer. The way you organize and present your information gives physical form to your argument.

## Dividing Your Information into Web Pages

You have a lot of choices as to how you can divide your research and argument into different pages on your site. Time, location, or topic are just a few of the general categories into which you can sort information. Different categories will help you to make different arguments through your web site. For example, a web site about the Black Hawk War could be organized chronologically, sorted by battle or by groups of people involved in the conflict. How would each of these organizational formats help or hinder a viewer's understanding of the topic?

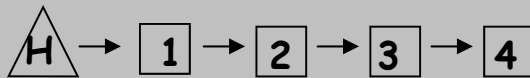
To get started, think about your information as if you were writing an outline for a paper. How would you divide up your material into major sections? How does each section support your argument? Now, think of another way you could divide the information (chronologically, topically, by location, etc.). Which system do you think will make more sense to your viewer?



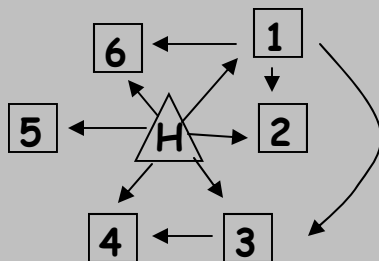
No matter how you choose to divide your information up—each page should fit together to support your thesis. How do the ideas on each page connect to the others?

## Web Site Organization

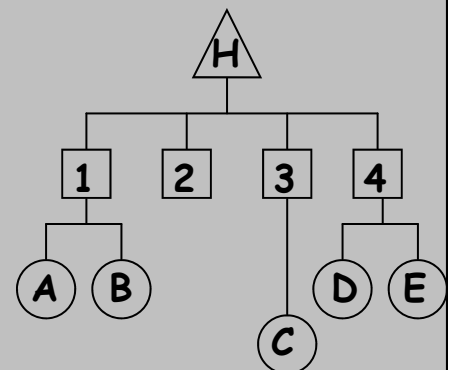
You're not just building different *web pages*, you're building a *web site*. You have to give your site an overall organization that is logical and easy to navigate. There are many ways to do this and building your site on paper first will give you a chance to play with these organizational structures before you put time and energy into construction. Here are a few examples:



**Linear organization** assumes that a viewer is going to go from one page to the next in a very specific order.



**Spider web organization** is designed to let the viewer explore the web site in a variety of ways. Since the pages are one level deep, it assumes that information is equally important. Note: Not all pages have to link together.



**Hierarchical organization** is also designed to let the viewer explore the web site in a variety of ways. However, since there are multiple levels of pages, you can organize the more important information to be closer to the homepage and the supporting information to be deeper in the site.

# NHD Web Site Category Rules

## Individual and Group Categories Split for Competition

Individual and group projects will be split for the purposes of NHD competitions. Individual entries will only compete against other individual entries in each division. Group entries will only compete against other group entries in each division.

## Important Rule Change Implemented in 2014

### Multimedia

All together, the multimedia clips (audio, video, or both) cannot total more than four minutes and may not include student composed narration. All multimedia must be stored within the site, you may not use embedded material hosted elsewhere (i.e. YouTube or Google Video). There is no limit to the number of multimedia clips other than the file size limit. Voiceover of material not composed by students is allowed. If an entry uses any form of multimedia requiring a plug-in (for example, Flash, QuickTime or Real Player), you must provide on the same page a link to an Internet site where the plug-in is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

- All content used in the web site must be uploaded through and hosted by the NHD Website Editor.
- Students may continue to use content that they find elsewhere, but they must download it, edit it to fit time limits, and then re-upload it through the NHD Web Site Editor.

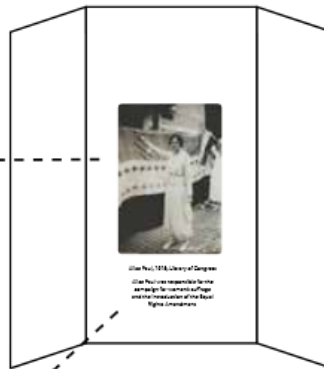
### Multimedia

ALL visual materials must have a citation or brief credit directly with them, as well as in the bibliography. This will not count toward your word limit. An example from the Rulebook can be seen here:



Alice Paul, 1918, Library of Congress

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



A brief, **FACTUAL CREDIT** is **REQUIRED** and does **NOT** count toward the 500-word limit.

A caption **DOES** count toward the 500-word limit.

Though it is for an exhibit, the same applies for visual material on your website.

**Be sure to read the complete general and category-specific rules before creating your NHD website, available online at [www.nhd.org/](http://www.nhd.org/) - search "Rulebook."**

# 10 Tips for Creating a Spectacular NHD Web Site

## Tech Check

Creating a web site involves different resources than other categories. To create and submit an NHD website, you will need to use the **NHD website editor**, which is available online. This means you will need access to a computer with an internet connection. Check with your teacher and/or parent to see if technology is available at home or school. Where will you have to do the majority of your work?

## Research Comes First!

Research is the most important part of a successful History Day project. Don't begin playing with the software until you have a solid foundation of research and analysis.

## Organize, Organize, Organize!

Before putting your thoughts into HTML, put them onto paper. How do you want to break up your information into various pages? Will it be sorted by topic area? Around a timeline? How will you emphasize your thesis? What kinds of visual materials and multimedia would you like to have, and what can you manage technically? How can you get your audience actively involved in learning about your topic?

- **Make Your Argument Clear:** Don't hide your argument! Put your thesis on the first page as part of an introduction to the web site.
- **A Cohesive Web Site:** Remember, you're not making separate web pages—you're making an **entire web site**. A clear cohesive argument should unite everything. Don't just put something on a page "just because it's cool" or fill a page with random facts. All pages and elements should support your argument and have a purpose for being there.

## Develop Your Template

Designing your template is an important step in deciding how you are going to convey your information to your audience. The choices you make about style, fonts, colors, etc. make an impression upon your viewer even before they read a word. The NHD website editor offers you many template pages that you can use to create a web site, but think carefully about the template. Does the format of the template fit with your design and organization ideas?

Through the NHD website editor, you also have the option of customizing the template and layout you are using. Don't be intimidated by this option—the help documents within this program can offer you more information! Creating your own template for a web site doesn't mean that you have to reinvent web formats. Look at other history web sites to see what formatting they have used to communicate their information. (You can always look at their code to see how they built their site.) Taking time to create your own basic layout – header, footer, colors, fonts, etc. – that can be duplicated for the entire site.

- **Your Color Scheme: Not just your site's pretty face:** Pick colors for your background, text and links that are not just attractive, but also help your audience understand what your project is about. Your design should connect to your topic. For example, a website about Women's Suffrage could have a scheme of purple and white, as those are the colors suffragettes used for their cause.
- **Use a Common Font:** Use a "browser safe font" like Times New Roman or Arial for your body text. This ensures that your font will be the same for each viewer. Fancy fonts can be great for highlights and titles, but they can be difficult to read and probably won't work on your viewer's computer. If you download a cool font to use in your web site, keep in mind that your viewers' computers will translate it into another font unless the text is saved within a .jpg or .gif image that you create.
- **Use the Same Basic Layout on Every Page:** Your site will be easier for viewers to use if each page has navigation buttons and content in about the same places. It's always helpful to have a header with your web sites' title on each page.
- **Strive for Clarity:** You want your viewers to understand the content of your web site, and not struggle to read it. Remember that background images can make text difficult to read and long paragraphs or blocks of text can be difficult to read on computer screens.

## **The Homepage**

One page of the web site must serve as the “home page.” To create this page, keep in mind the following:

- Your homepage must include the names of the participants, entry title, division, and a main web site menu that directs viewers to various sections of the site.
- Don’t hide your thesis! The homepage is a great place to give an introduction to your project, including your thesis. Let your viewer know right away the argument you will be making.
- Your homepage does not have to include a description of why you are creating the web site or of National History Day. Since this web site is not for the general public, your viewers will already be aware of the program and the purpose of the site. Save your words for your subject!
- Your process paper and annotated bibliography should be included as an integral part of the web site (but will not count towards the word limit).

## **Content is More Important Than Glitz**

Computers can do a lot of cool things, but think about the NHD criteria and remember the most important elements of your web site: analysis, interpretation, historical context and connection to theme. In order to make sure these ideas are clear for your viewer, make sure your web site design is easy to read and understand. Keep decorative animation and clip art to an absolute minimum and avoid “busy” background images and other clutter. It’s also a good idea to include some blank space in your pages so the viewer isn’t overwhelmed.

## **Give Credit Where Credit is Due**

As in all NHD categories, you must give credit for and make apparent which materials are not yours, such as illustrations, media, movies, applications, scripts, forms, etc. These materials should have a complete citation in the annotated bibliography. It is also a good idea to give a brief text crediting the source on the site, such as “Photo from the Wisconsin Historical Society.” Remember these brief credits do not count against your word limit.

When borrowing or using someone else’s coding or scripting, you must give them credit just as you would with other materials. Please note that the credit for these materials must be given in a manner that is visible to the average user, not just in the code itself. If you are using a credits page, please be specific as to what each script or code does and its author.

When using quotations, either from primary or secondary sources, it is your job to make it clear to the judges that these are not your words. Judges will need to know this to obtain an accurate word count for your project. Furthermore, including other people’s work under the impression that it’s yours is plagiarism.

## **Test It Out**

Before you are finished with your site for judging, triple-check your site to make sure it works! Make sure that your site has been “published” (is viewable on the internet) and is NOT password protected.

## **Submitting Web Sites to Competition.**

Contact your contest coordinator for the most current registration materials for registering and submitting your web site for competition. A few points to keep in mind:

- You will have to create your web site through the NHD website editor beginning at the school level. Creating your web site within the NHD program will allow it to be submitted for competition online.
- Your website will need to be submitted in advance of the competition in order for the judges to have adequate time to review the project before the competition. This means that your final version of the site will need to be ready by the registration deadline, usually two weeks before the competition. Once the registration deadline passes, you will be unable to make further changes to your site for that competition.

## **The Web Site Stands Alone**

When evaluating NHD web sites, judges should be able to find all the information about your topic in your web site itself. The web site has to stand on its own. Have someone who has never seen your web site look at it (a friend, teacher, neighbor, etc.). Without saying anything, let them read through the entire web site. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my web site? What evidence have I shown to support that argument? What do you like about my web site? What is confusing to you?

# History Day Web Site Planning

Professional web designers think about building a web site like building a house. First the architect decides the important features of the house (such as how many bedrooms the house will have and how many square feet it will be). Next they draw the house on paper, plotting out the kitchen, bathroom and living room and making sure these elements are arranged in a way that will be comfortable for the family living there. Only after plans are finished and double checked does anyone pick up a hammer to begin construction. Prior planning and building your web site in the right order will save you a lot of time, energy and frustration.

## Research

As in all other History Day categories, good research is the first step and foundation for your web site. After completing your primary and secondary source research, you will have the following pieces of information ready for the web site:

- Thesis
- Connection to theme (remember, it's your job to show how your topic connects to the theme!)
- Project title

## Figure Out What You Need in Your Site

As the web designer, it's your job to decide what you want your audience to learn from your web site and to brainstorm ways that you can teach them. Using note cards or pieces of paper, write down the major ideas you have about your topic. You can layout these cards and rearrange them to understand how the ideas fit together. What categories do they fall into? What logical order should they be arranged in? How do these ideas relate to my thesis? Once you feel comfortable with these categories, they will become the pages of your web site.

- Page titles

## Create Your Blueprints

You can create the blueprints for your web site by using unlined paper to draft what will go on each page and how it will be organized.

- 1. Site Design:** What is the template for the web site? Are you going to create one yourself? What colors, fonts and general style will you use on the site? How will all the pages link together to create the entire site?
  - Page template
  - Diagram of the organization web pages created
- 2. Page Content:** What are the headings for each of the pages? What information should go on each page? Remember, drafting your text during this step in a word processing program will be much easier than writing it in the web design program.
  - First draft of text for pages
- 3. Non-Textual Content and Interactive Elements:** As you draft your site on paper, you will also have to decide what non-textual content (illustrations, media, etc.) and interactive elements you will include. What photos or multimedia are available? How will each piece help the viewer understand your argument and topic? How can you engage the viewer through interactive elements?
  - Non-textual content selected and edited *before* uploading into NHD Website Editor
  - Captions written
  - Interactive elements identified and planned

## Look It Over

Once you have your first paper draft of the web site ready, look it over to see how all the elements fit together. Have a teacher, friend or a family member look it over to get feedback from an outside observer before you begin.

## Begin Construction

After taking these initial steps, you're ready to begin constructing your web site. Become familiar with the NHD web site editor and start translating your ideas into reality!



# This Workbook: The Basics and Beyond

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There are two parts to this workbook:

- **The Basics:** Follow these steps to create a first draft of a National History Day (NHD) Website. Start here if you have never made a website. You will learn the rules and first steps.
  - **Remember:** Many of the ideas are *suggested* starting places. You can create your website in many different ways. Be sure to work within the NHD category rules.
- **Beyond:** There are lots of extra tips and there are many extra features in the NHD Website Editor. **Wait** until you have completed your first draft before trying any of these tips.

## Before You Start!

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Creating a first draft of a website is one of the LAST steps in the History Day process. Before you begin this workbook, you should have:

- Completed most of your **research**
- Written a **thesis**
- Divided your information into **sections**
- Have **notes or written text** for each section of your project
- Have a start on **visuals, quotes, or media** for your website. (You will probably need to look for more as you complete your project.)

If you are not done with these items, go back to the **Research**

## Website Category Rules

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You are responsible for following the general rules for all categories. Website students are also responsible for following the category-specific rules for National History Day Websites. You should

- Creation:** Entries must be created using the NHD Website Editor. *As of the updating of this document, the platform has not been announced for 2019-20. We will update this document as soon as we know!*
- Word Limit:** 1,200 or fewer visible, student-composed words. This does not include quotes, the repeating navigational structure on each page, or navigational instructions.
- Size Limit:** 100 MB or fewer. You can see your website size on your login page.
- Media Limit:** No more than four minutes total media in the website. You can divide this up between audio and video.
- Homepage:** Your homepage must include student name(s), title, division, number of student-composed words in website, number of total words in process paper, and a menu that links to all pages of the website. It's a really good idea to include a thesis, but not required.
- Credits:** You must include credits for visual materials and quotes. See page 22 for more information.
- Embedded Content:** Embedded content is **not** allowed on NHD Websites. All content (documents, media, etc.) must be included in the website itself. You cannot link to outside websites except to provide plugins. See page 24 for more information.
- NHD Written Materials:** You must include your process paper and bibliography on the website.

# Guided History Day Website Map

These pages are the basics you will need to cover all the information about your topic in your website. You may end up adding more pages, but start with the basics first.

**Directions:** Use your thesis to decide which major ideas you want to include on each page.

- Start with the Heart of the Story (section one).
- Follow the numbers (two through five) to plan the rest of your pages.

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## Home

### Home

- Thesis
- Name(s), title, division, number of student-composed words in site, number of words in process paper, and navigational menu

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## Background

### Background or Long Before the Event

- What background information does your reader need to know about your topic?
- What events, ideas, or people happened before your topic to influence it?
- What was going on in the world?

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## Before the Main Event

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## Build-Up

### Build-Up or Right Before the Event

- Who were the main players?
- What are they doing to get ready for the main events of your topic?
- What events or ideas led up to the main event?
- What was life like at this time?

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## During the Main Event

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## Main Event

### Heart of the Story or During the Event

Look for the 5W's and an H:

- What happened?
- How did it happen?
- When did it happen?
- Why did it happen?
- Who was involved or affected?
- Where did it happen?

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## After the Main Event

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## Short-Term Impact

### Short-Term Impact or Right After the Event

- What are some things that happened or changed right away?
- Think about positive and negative changes.
- How did this event impact different groups of people.

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## Long-Term Impact

### Long-Term Impact or Long After the Event

- So what?
- Why is your topic important in history?
- How has your topic changed history?
- Why is the event still important today?

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## Written Work

- Process Paper
- Annotated Bibliography

# Blank History Day Website Map

## Your Thesis

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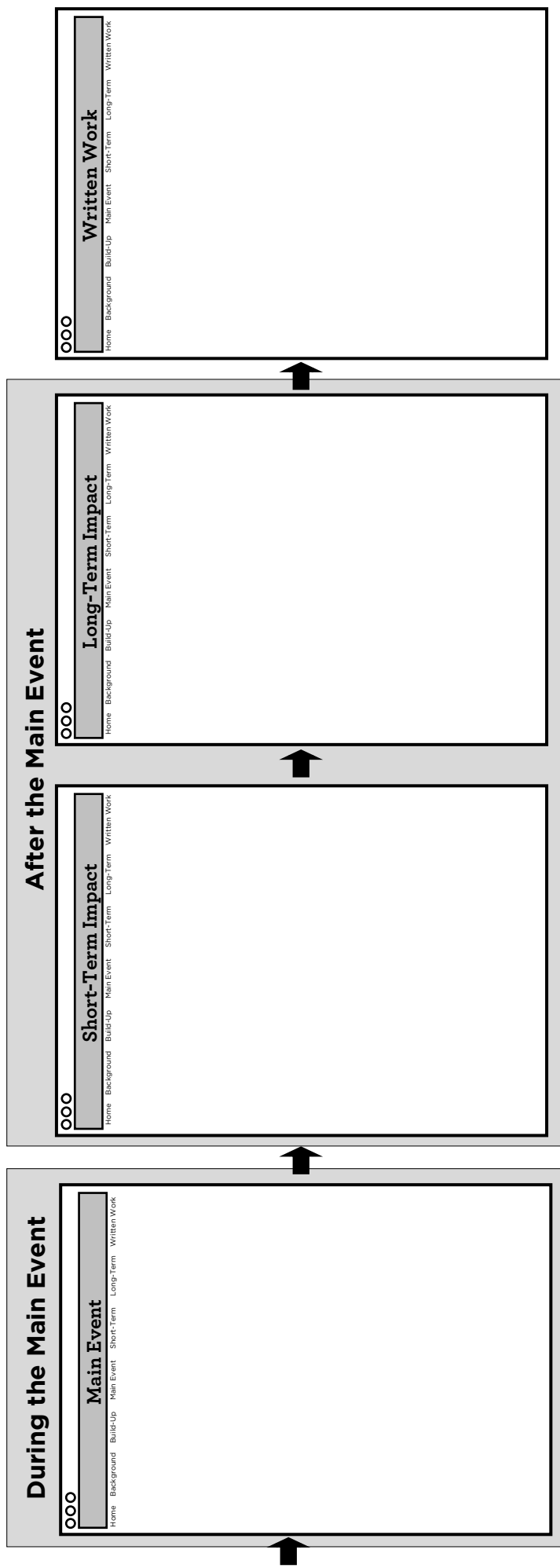
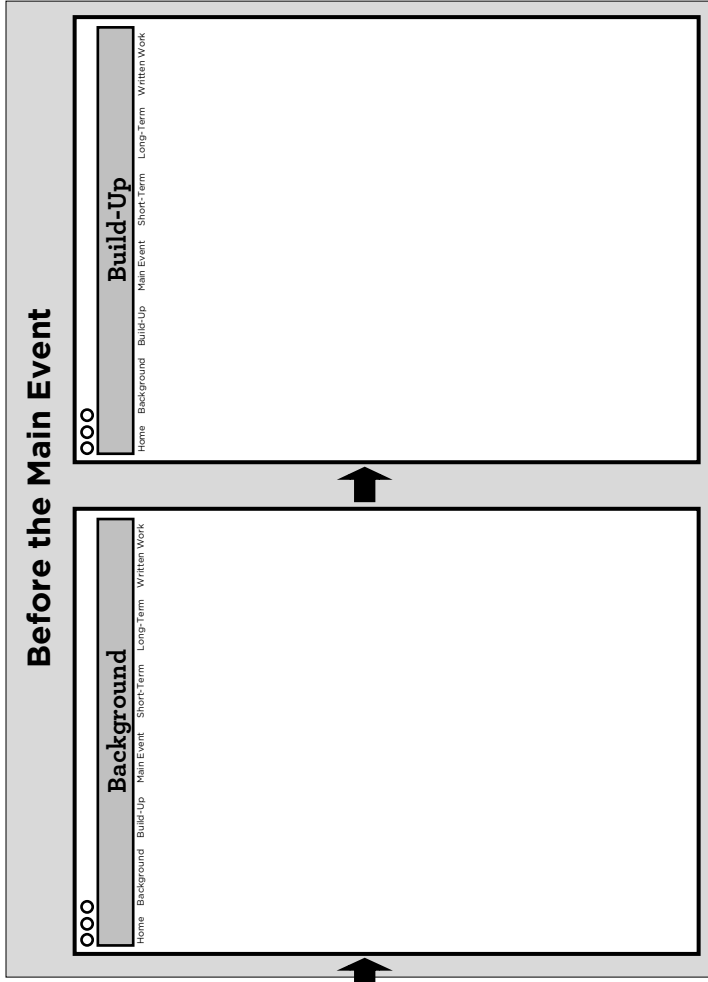
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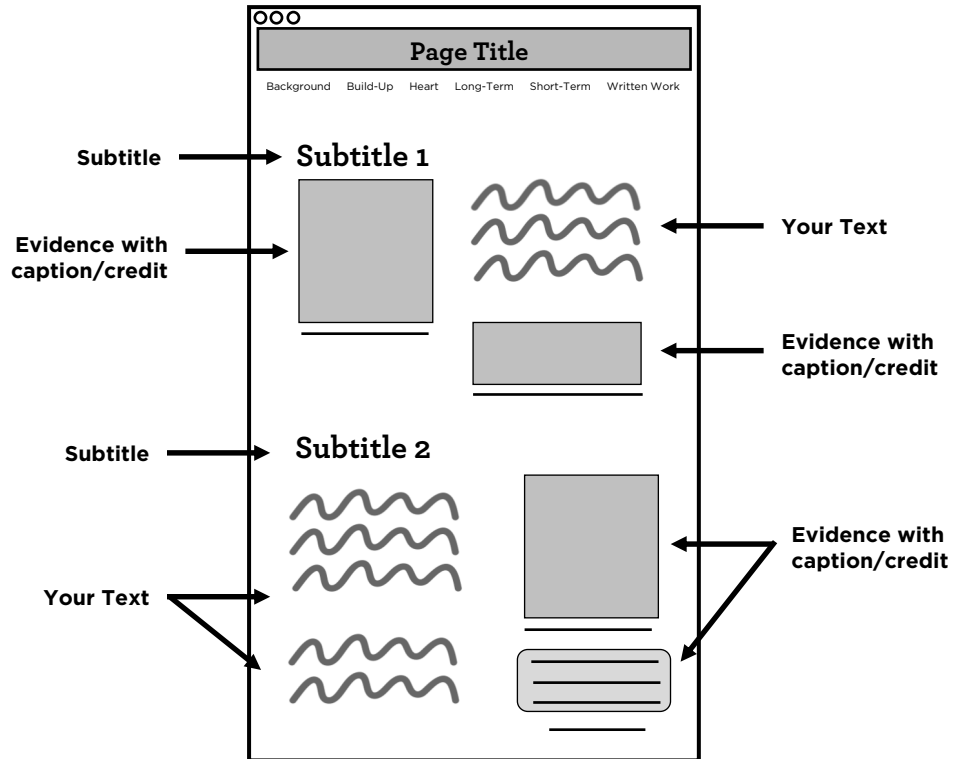


# Subsections: Organizing Information on Each Page

Organize the information on each webpage with subsections. **There are usually between one and three subsections on a page.**

Each subsection will include your words and supporting evidence. Most subsections include:

- **Subtitle**
- **Student-composed text**
- **Evidence:** Usually one to three pieces of evidence in a subsection. This evidence could be an image, audio or video, quote, graph, map, document, or other primary source. Each visual or quote must have a credit.



## Subsection Layout

Keep the information in each subsection close together. Don't spread it down the page. This will help viewers to see that your words and these pieces belong together on the website.



**Tip:** You could include a line, or a small amount of blank space, between your subsections to show where one section ends and a new one starts.

# Writing for Website Category

Reading words on a computer screen is different from reading in a book. You need to think about:



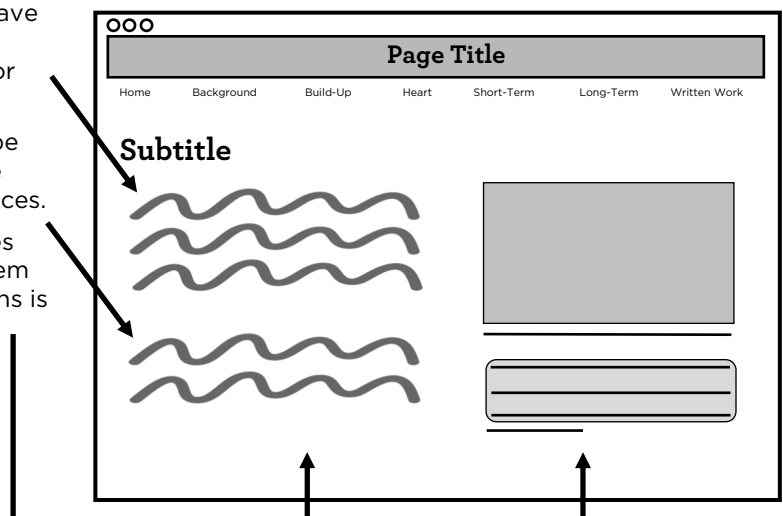
**Line Width:** Other than a title, try not to have any line of your text go across the entire width of the page when read on a laptop or desktop monitor.



**Paragraph Length:** Long paragraphs can be hard to read on a screen. Try to make sure paragraphs are no longer than four sentences.


















**Try Columns:** Instead of stacking textboxes and evidence on top of each other, put them next to each other in columns. Two columns is best, but try not to make your page more than three columns wide.



# What Evidence Have You Found?

You are not just *decorating* your website. You are using evidence to *prove* your thesis. Fill out this chart to show the types of evidence you have already found. Brainstorm other types of evidence for which you might look.

What is it	Found it	How many?	Can't find it	Doesn't exist	Look for this
 Photograph					
 Artwork					
 Map					
 Political Cartoon					
 Newspaper					
 Film Footage					
 Music or Sound					
 Interview					
 Artifact					
 Chart or Graph					
 Document					
 Ephemera (like a ticket, event program, or other "stuff" left behind)					
 Ad or Propaganda					
 Primary Quote					
 Secondary Quote					

# Storing, Downloading, and Preparing Files








Finding evidence is just the first step. You need to store, download, and prepare your picture and media files **before** uploading them into the NHD Website Editor.

**Storing Files:** Ask your teacher what system your school will use

The Cloud (like Google Drive)	A Flash Drive	Network File/Folder
<ul style="list-style-type: none"> <li><b>Good:</b> Accessible by group members from school or home.</li> <li><b>Bad:</b> Usually provided by school. You may not have one.</li> </ul>	<ul style="list-style-type: none"> <li><b>Good:</b> A small portable drive where you can keep files.</li> <li><b>Bad:</b> It's easy to lose. Only one group member has it at a time.</li> </ul>	<ul style="list-style-type: none"> <li><b>Good:</b> You may already have access to this at school. You can't lose it.</li> <li><b>Bad:</b> You may only be able to access this at school.</li> </ul>

## Downloading Files

## Preparing Files

<p><b>Images</b> Including photos, art, graphs, or pictures of artifacts or documents</p>  	<ul style="list-style-type: none"> <li><b>Finding:</b> Most students will find images files on the web. You can also scan or take a photograph of an image you find in a book.</li> <li><b>File Type:</b> The NHD Website Editor accepts many image file types. Most images will be .JPG.</li> <li><b>Resolution:</b> Look for images that have a high resolution. Low resolution photos will be grainy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Small Edits:</b> You can make small edits to images in the NHD Website Editor, like cropping or adding text.</li> <li><b>Big Edits:</b> If you want to make major changes, like creating a header banner with several images, you will need a separate photo editing program. You may have a program on your computer, like Photoshop, or use a web-based program. Search for online photo editor.</li> </ul>
<p><b>Quote</b></p> 	<ul style="list-style-type: none"> <li><b>Finding:</b> Photocopy or copy the quote from your source.</li> <li><b>Storing:</b> Keep your quotes a digital file, like a Google Doc, or in a notebook. <ul style="list-style-type: none"> <li>Be sure to include quotation marks, so you know it's a quote, who said it, when, and where you found it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Selecting:</b> If you found a long quote or passage, you may need to select the part of the quote you want to include. Look for the best one or two sentences.</li> </ul>
<p><b>Documents or Newspapers</b> In a PDF file format</p>  	<ul style="list-style-type: none"> <li><b>File Type:</b> Many of these files are already formatted as PDFs when you download them. <ul style="list-style-type: none"> <li>If they are saved as an image file, follow the instructions above, under image</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Upload as PDF:</b> Instructions for the new NHD Website Editor platform will be updated when available.</li> <li><b>Converting to Image:</b> If you want to use a document or newspaper as images, you will need to use a software program or web-based program to convert the file. <ul style="list-style-type: none"> <li>If you have Adobe Acrobat there is an option in the program to save as image or to "Take a Snapshot" of a specific part of the document.</li> </ul> </li> </ul>
<p><b>Music, Sound/Audio Recording</b></p> 	<ul style="list-style-type: none"> <li><b>Finding:</b> You may find this type of evidence online, or you may create it yourself, such as an audio recording of an interview.</li> <li><b>Downloading:</b> Some websites offer a download feature, but you may need to use a screen recording tool or third-party software. If you have an option, download as an MP3.</li> </ul>	<ul style="list-style-type: none"> <li><b>File Type:</b> Instructions for the new NHD Website Editor platform will be updated when available.</li> <li><b>Editing:</b> Instructions for the new NHD Website Editor platform will be updated when available.</li> </ul>
<p><b>Video</b></p> 	<ul style="list-style-type: none"> <li><b>Finding:</b> You may find this type of evidence online, or you may create it yourself, such as a video recording of an interview. <ul style="list-style-type: none"> <li>Only group members and interview subjects may appear on camera in History Day projects.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>File Types:</b> Instructions for the new NHD Website Editor platform will be updated when available.</li> <li><b>Editing:</b> Instructions for the new NHD Website Editor platform will be updated when available.</li> </ul>

# Analyze a History Day Webpage

## SHARING THE SILENT WORLD

With the capability to film underwater and share undersea encounters with his audience, Cousteau transformed the popular view of the ocean.

...who—least of all the professional oceanographer, who probably first encountered the undersea world in Cousteau-designed scuba gear—can doubt his enormous impact in bringing people to an awareness of the ocean's importance. —Jed Horne, *People Magazine*, 1975

With his new inventions, Cousteau could share his discoveries and love of the sea with the public. He first presented the ocean to the world in his book *The Silent World* (1953). Cousteau became a prominent figure with the release of an underwater film of the same name, *The Silent World* (1956).

By 1960 Cousteau was a household name in the United States in an era that was as excited about exploring the sea as it was about venturing toward the stars. —Cathy Hunter, *National Geographic*, 2010

Cousteau was so popular his portrait was put on the cover of *Time Magazine*. His work and expeditions were featured four times on the cover of *National Geographic*.



The Undersea World of Jacques Cousteau: Octopus, Octopus, 1971

The encounters documented in Cousteau's films highlighted the whimsical and welcoming side of the ocean, captivating audiences across the world.

I never missed Jacques Cousteau's television series. It was on when I was in high school, and the first couple years of college, and I saw every episode many, many times. —Alex Brytske, Personal Interview, 2016

Over the course of his career, Cousteau made over 100 films. One of Cousteau's most influential works was the television series *The Undersea World of Jacques Cousteau*, which broadcasted Cousteau's underwater encounters and adventures across the world from 1968 to 1976. This series shaped how the public viewed the oceans, exchanging the popular view of the oceans as a mysterious and sinister place filled with monsters, for one of a vibrant world filled with diverse marine life.

Cousteau almost single-handedly changed public opinion when he portrayed the giant Pacific octopus as a gentle colossus that fought only when unavoidably cornered with nowhere to hide. —Wendy Williams, *Kraken: The Curious, Exciting, and Slightly Disturbing Science of Squid*, 2011



The Silent World(Huron Scuba), 1956

## OPPOSITION

Enthusiasm for Cousteau was not shared by everyone. Cousteau attempted to emphasize the importance of ocean conservation through his films, but could not change the viewpoint of communities that relied on using the ocean for commercial gain.

That Cousteau could come out against sport fishing is incredible. Unfortunately, we are experiencing an environmental backlash in this country, and much of that is due to radical stands taken by ecofreak organizations... What does Cousteau know about it? —Bill Cunningham, Editor, Saltwater Sportsman Magazine, *Chicago Tribune*, 1978

Look for the important elements the students included on one page of their NHD Website. Follow the instructions below.

1. Circle the title for their website.
2. Look for the menu. Is it horizontal or vertical navigational? Check one below.

\_\_\_\_\_ Horizontal

\_\_\_\_\_ Vertical

3. Use a color marker or pen to circle the two subtitles on this page.
  4. Use a highlighter and highlight all of the student-composed text.
  5. Use a pencil and circle all the pieces of evidence on this webpage.
  6. On the lines below, write the types of evidence you found on this page:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. Underline the credits for

# Sample: Webpage Sketches

Website Title: "Rosa Parks: Taking a Stand by Sitting Down"


(Rosa Parks Arrest Photo)

Home Background Build-Up Heart Short-Term Long-Term Written Work

(Rosa Parks quote from her autobiography about why she refused to give up her seat)

Thesis Statement

Group Member Names  
Junior Division  
Group Website  
#### student-composed words in website  
### words in process paper  
#:## minutes media

 Next

Page Title: "Refusing to Compromise: Sparking the Boycott"

(Photo of Rosa Parks Sitting on Bus)

Home Background Build-Up Heart Short-Term Long-Term Written Work

Rosa Parks Prepares to Take a Stand

- Parks joins the local chapter of NAACP
- Parks learns about non-violent protest at Highlander Folk School
- Other protests taking place in country at time

(Quote about what she learned at Highlander Folk School)

(Photo of Parks before protest)

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Refusing to Move

(Quote from Parks about why she refused to give up her seat)

(Arrest Photo)

- Description of the actual event and arrest

Newspaper headline about arrest

 Back  Next



# Sketch Your Website: Homepage

Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.

## We have already included space for:

- A header image. Optional. Many students use a header to grab the viewer's attention
- A navigation menu. You must have a navigation menu on your homepage. It could be horizontal or vertical.

## Required. You must add:

- Your website title
- Your individual or group member names
- Your category/division
- The number of student-composed words in website
- The total number of words in process paper

## Optional. You should consider adding:

- Your thesis
- The total minutes of media (audio and video) in your website

Home   Background   Build-Up   Heart of Story   Short-Term Impact   Long-Term Impact   Written Work

# Sketch Your Website: Background

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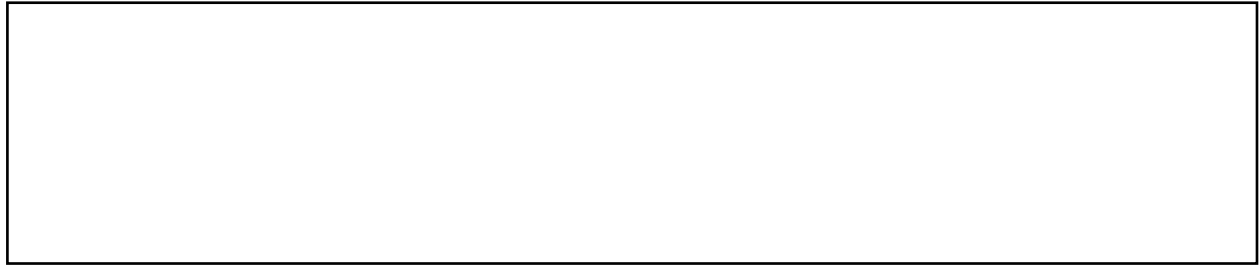
*Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.*



Home   Background   Build-Up   Heart of Story   Short-Term Impact   Long-Term Impact   Written Work

# Sketch Your Website: Build-Up

Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.

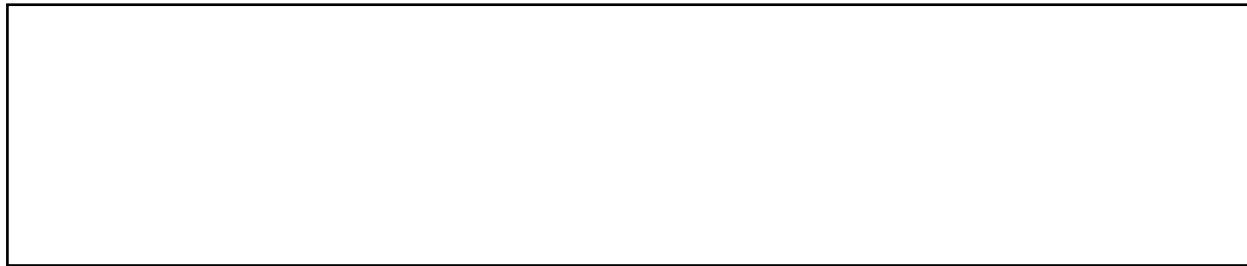


Home   Background   Build-Up   Heart of Story   Short-Term Impact   Long-Term Impact   Written Work

# Sketch Your Website: Heart of the Story

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*Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.*



Home   Background   Build-Up   Heart of Story   Short-Term Impact   Long-Term Impact   Written Work

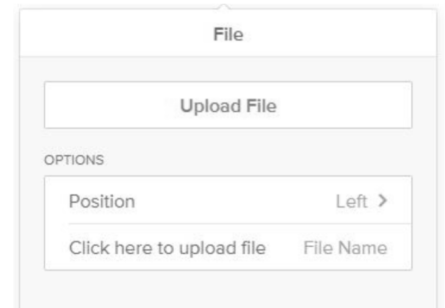
# Written Work: Process Paper and Bibliography

You must upload your process paper and annotated bibliography to the website before the judging lockout period.

- **Where should I put them?** Most students include them on a separate page, which you can call “Written Work.”
- **How should I upload them?** It’s easiest to upload these documents as two separate PDFs.
  - **Why PDF?** This document format is viewable on any computer. If you upload the file as a Word document, for example, the person looking at it may need a specific program in order to view it. You also risk them opening it in a different version, which will likely mess up your formatting.
  - **Why not paste it in a text box right on the site?** This would work, but it’s VERY hard to get the bibliography formatting correct in the Editor.
  - **Can’t I embed files so they are viewable on the page?** No. Embedded content is against National History Day rules.

## How to Upload Files

You must save your file as a PDF before uploading it to the NHD Website Editor. In Microsoft Word or Google Docs, you should **save** or **print** your file as a PDF.



The screenshot shows a 'File' upload interface. At the top is a button labeled 'Upload File'. Below it, under the heading 'OPTIONS', there are two input fields: 'Position' with a 'Left >' button to its right, and 'Click here to upload file' with a 'File Name' input field to its right.

# Captions and Credits for Visuals and Quotes

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*)

- Once you upload an image, click on it for a new menu that will let you add a caption.
- A credit is much briefer than a full citation.
- Brief credits do NOT count toward the student-composed word count.



**Sample Caption** (optional)  
Alice Paul was responsible for the campaign for women’s suffrage and the introduction of the Equal Rights Amendment.

**Sample Credit** (required)  
Alice Paul, 1918, Library of Congress

# Beyond the Basics

## Project Review

Completed a first draft of your website before you go beyond the basics. Have a teacher, parent, and/or classmate review the site and then ask them the following questions:

1. So what? Why is my topic important in history? What was my thesis?
2. What other events or ideas were going on before, during, and after my topic to influence it? (historical context)
3. How is my topic connected to the theme? (theme connection)
4. What sorts of evidence did I use to support my ideas?
5. Was the organization of my website confusing to you?

## Focus on the National History Day Criteria

Sometimes students think it's better to have a fancier website. Remember that the majority of the judge evaluation is based on the historical quality of your project.

- **60% Historical Quality:** Includes thesis, historical context, historical accuracy, use of primary sources, and quality of research
- **20% Connection to History Day Theme**
- **20% Clarity of Presentation:** Includes organization, spelling/grammar, use of evidence to support your ideas
- **Rules Compliance**

## Look at Sample Websites

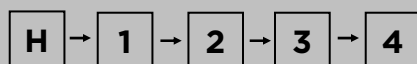
Take a look at projects that other History Day students have done. Keep in mind that these are the finished projects. They have gone through revisions at the school, Regional, State, and sometimes even national levels of competition. How do they use the website to communicate their ideas?

- **Minnesota History Day:** <http://education.mnhs.org/historyday/sample-projects>
- **National History Day:** <https://nhd.org/project-examples>

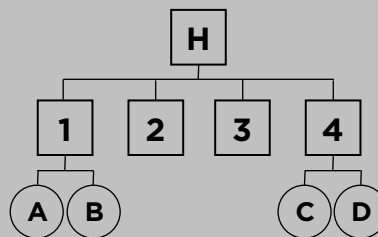
## Custom Code

Some of the sample NHD Websites you see have used the “custom code” option in the NHD Website Editor. This lets you customize many features about the way your website looks. You must already know code to use this feature.

## Other Organizational Structures



**Linear organization** assumes the viewing is going from one page to the next in a specific order.



**Hierarchical organization** lets the viewer explore a website with multiple levels of pages. The more important information is on the main pages (1-4) and supporting information is deeper in the site (A-D).

## Adding More Pages

If one of your “basic” pages looks too full, it may be a good time to split it into separate pages. For example, let's say your Legacy page talks about two major outcomes of your topic. You may want to separate these into two different pages.

- **Option 1:** Add an extra page and move half the content to the new page. Both pages would appear in your main menu. These pages should be located next to each other in the page list. (Linear organization)
- **Option 2:** Keep your Legacy page and create the two new pages as subpages off this page. You will add the two extra pages and move half the content to each new page. From the pages menu, you can turn these new pages into subpages. Click on the new page and drop them under Legacy, but slightly indented to the right. Only the Legacy page will show up in your menu until you hover over the word. When you hover, the subpages will appear. (Hierarchical organization)

# Strategies for Using Evidence

1. **Integrate evidence within your website.** Think carefully about matching up the best evidence to support your ideas. Don't have separate pages with just picture, primary source, or documents. Match your evidence with the text that it supports.
2. **Use a variety of evidence.** Think beyond just photographs. Documents, like newspaper headlines, attention-grabbing visuals. Maps, graphs, and charts are often underused in History Day projects.
3. **Make evidence viewable.** Instead of including just a tiny thumbnail of an image, give the viewer the option to click on it and make the image bigger.
4. **Don't let your evidence drown out your voice.** Sometimes students put SO MUCH STUFF in their website that it's hard to tell what they think about a topic. Make sure the evidence supports your ideas without overwhelming them.
5. **Use background music wisely.** Avoid the temptation to just play your favorite song in the background of your website. Select only background music with a good connection to your topic. Look for music that was created by a participant or is from the time period.
6. **Balance primary and secondary source quotes.** It's sometimes easier to find secondary source quotes, but primary source quotes are important. If quoting from secondary sources, go beyond quotes from encyclopedias or textbooks. Look for quotes from scholarly sources.
7. **Show people where to look in long documents or newspaper articles.** Viewers are unlikely to read very long newspaper articles or documents in your website. Direct their attention to the most important parts of these documents. Underline or draw a box around the part you want them to read before uploading.
8. **Be creative with interviews.** Many students want to use interviews, but are unable to do one themselves because their topic isn't within living history. That's okay! You can use interviews that have already been done. They are often available online from museums or archives.
9. **Edit down video and audio.** You can include four total minutes of multimedia in your website. It's up to you as to how to divide it up. Several smaller clips placed throughout your website are often more effective than one long one.
10. **Transcribe audio that are hard to understand.** Sometimes audio can be hard to understand. Consider adding a textbox to transcribe anything a viewer may have a hard time hearing. Remember, this would be a quote and would NOT count towards your word limit!

## Be Careful With Embedded Content

Embedded content are things that may be viewable on your website, but do are not actually stored on the website. Think of it like streaming a video on your phone versus downloading the video to your phone.

- When you stream a video, it doesn't actually live on your phone. You're just using your phone to view the video that is actually stored somewhere else. The original owner could delete that video and you can't watch it any longer. That video doesn't take up any storage space on your computer.
- When you watch a download, the video lives on your phone. It's part of your phone and it doesn't matter if the original owner deletes the video. For History Day, you have to include all content as part of your website, like downloading the video to your phone. This means that the video file size is counted toward your total website file size.

**Allowed:** All materials are uploaded to the NHD Website Editor itself. Materials are contained entirely in the website. There are no logos or buttons that lead to outside websites.

**Against the Rules:** Materials are hosted by another source. Materials may *show up* on a website, but are not contained in the NHD Website Editor. There may be logos or buttons to click on that lead to an outside website.  
**Examples of Embedded Content that is NOT Allowed in an NHD Website:** Prezi, embedded YouTube videos, or Dipity timelines.



## 6.5. Website

A website is a collection of interconnected web pages that uses multimedia to communicate your historical argument, research, and interpretation of your topic's significance in history.

<p><b>E1.</b></p>	<p><b>WEBSITE ELEMENTS</b></p> <ul style="list-style-type: none"> <li>▶ Your website must be an original production.</li> <li>▶ Your website must reflect your ability to use website design software and technology.</li> <li>▶ To construct a website, you must have access to the internet and appropriate software and equipment.</li> <li>▶ Your website must conform to all general and category rules.</li> </ul>
<p><b>E2.</b></p>	<p><b>ENTRY CREATION</b></p> <ul style="list-style-type: none"> <li>▶ Your entry must be constructed using the NHD website editor: <a href="http://nhd.org/nhdwebcentral">nhd.org/nhdwebcentral</a>.</li> <li>▶ You may use professional photographs, graphics, video, recorded music, etc. within the site. Such items must be integrated into the website, and must be credited within the site and cited in the annotated bibliography.</li> <li>▶ You must operate all software and equipment in developing the website.</li> <li>▶ All pages must be interconnected with navigational links.</li> </ul> <p><b>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 exist is acceptable.</b></p>



<p><b>E3.</b></p>	<p><b>SIZE REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>▶ Website entries may contain no more than 1,200 visible words that you write. See Figure 3 (p. 21) for word count instructions.</li> <li>▶ The following words <b>DO</b> count: <ul style="list-style-type: none"> <li>&gt; Text that you write, including captions, graphs, timelines, multimedia, etc.</li> </ul> </li> <li>▶ Words used in the following <b>DO NOT</b> count: <ul style="list-style-type: none"> <li>&gt; Code used to build the site and alternate text tags on images</li> <li>&gt; Required source credits</li> <li>&gt; Recurring menus, titles, and navigation instructions</li> <li>&gt; Primary or secondary materials or quotes</li> <li>&gt; Required home page inclusions (Rule E4, below)</li> <li>&gt; The annotated bibliography and process paper, which must be included in the site</li> </ul> </li> </ul> <p><b>NOTE: NHDWebCentral™ will limit your entire site to 100MB of file space.</b></p>
<p><b>E4.</b></p>	<p><b>HOME PAGE</b></p> <ul style="list-style-type: none"> <li>▶ One page of the website must serve as the home page (Figure 7, p. 36).</li> <li>▶ Include the following on your home page: <ul style="list-style-type: none"> <li>&gt; Your name(s)</li> <li>&gt; Entry title</li> <li>&gt; Division and category</li> <li>&gt; Number of visible, student-composed words in the website</li> <li>&gt; Total length of multimedia</li> <li>&gt; Number of words in the process paper</li> <li>&gt; The main menu that directs viewers to the various sections of the site</li> </ul> </li> <li>▶ The home page must not include the name of your teacher or your school.</li> </ul>
<p><b>E5.</b></p>	<p><b>DOCUMENTS AND MULTIMEDIA</b></p> <ul style="list-style-type: none"> <li>▶ The website may contain multimedia clips (audio, video, or both) that total no more than three minutes (e.g., use only one three-minute clip, three one-minute clips). Included in the three-minute total is any music or songs that play after a page loads.</li> <li>▶ You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material.</li> <li>▶ If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you must provide on the same page a link to a website where the software is available as a free, secure, and legal download.</li> <li>▶ You may not use content that is hosted on an external website or link to external websites, other than described in the preceding bullet.</li> <li>▶ Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.</li> </ul>

E6.	<p><b>CREDITING SOURCES</b></p> <ul style="list-style-type: none"> <li>▶ All quotes and visual sources (e.g., photographs, paintings, charts, graphs) must be credited on the website and cited in the annotated bibliography.</li> <li>▶ You must remove the hyperlink from all URLs listed within a website’s on-screen source credit.</li> <li>▶ Source credits do not count toward the word total.</li> <li>▶ See <a href="https://nhd.org/annotated-bibliography">nhd.org/annotated-bibliography</a> for more information and examples.</li> </ul>
E7.	<p><b>REQUIRED WRITTEN MATERIALS</b></p> <ul style="list-style-type: none"> <li>▶ Your annotated bibliography and process paper must be included as an integrated part of the website. <ul style="list-style-type: none"> <li>&gt; They must be in PDF format.</li> <li>&gt; They must be included in the navigational structure.</li> </ul> </li> </ul> <p><b>NOTE: Extensive supplemental materials are inappropriate. Oral history transcripts, correspondence between you and interview subjects, questionnaires, and other primary or secondary material used as sources for your website should be cited in your bibliography, but not included as supplemental materials on your website.</b></p>
E8.	<p><b>STABLE CONTENT</b></p> <ul style="list-style-type: none"> <li>▶ 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.</li> </ul>
E9.	<p><b>VIEWING FILES</b></p> <ul style="list-style-type: none"> <li>▶ The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Edge, Mozilla Firefox, Apple Safari, Google Chrome).</li> </ul>
E10.	<p><b>SUBMITTING ENTRIES FOR JUDGING</b></p> <ul style="list-style-type: none"> <li>▶ For access to NHDWebCentral and up-to-date submission procedures, please visit <a href="https://nhd.org/nhdwebcentral">nhd.org/nhdwebcentral</a>.</li> <li>▶ You must submit the URL for your website to the Contest Coordinator in advance by the established deadline.</li> <li>▶ Because all required written materials are included in the site, no printed copies are required.</li> <li>▶ Refer to your Contest Coordinator for any additional submission instructions.</li> <li>▶ Websites are locked during judging; you will not be allowed to edit your site beginning at the submission deadline and continuing through the end of the contest.</li> </ul>

**FIGURE 7. SAMPLE WEBSITE HOME PAGE**

