

# National History Day – California

2011

## Judge Handbook



WILLIAM M. HABERMEHL  
County Superintendent of Schools

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## ***Welcome Judges!***

You make National History Day - California great! Thank you!

National History Day – California (NHD-CA) is recognized as a top-tier program with an unrivaled contest because of your support. Thank you for your gifts of time, expertise, and care on behalf of students across the state.

As a judge, you are an integral element of NHD-CA. You will be tasked with determining the entries that will best represent our state at the National History Day finals to be held in June at the University of Maryland. You have a wonderful and difficult job. The entries you will assess represent the research, analysis, interpretation, creativity, and perseverance of some of California’s finest students. They have tackled a challenging theme and translated their research and interpretation into projects that reflect their understanding of the historical significance of their topics. They will be excited, nervous, and hopeful as you examine their work and meet with them. As you make difficult decisions, you will also be charged with making each and every student feel valued as a scholar and for their tremendous efforts. We depend upon your judgment and graciousness to make NHD-CA better year after year.

### ***YOUR ROLE***

National History Day combines a research–based instructional program with a highly regarded competition. The primary goal is to provide youngsters with a relevant and empowering academic experience. Your role is twofold:

1. Provide students with a positive, meaningful experience, and
2. Determine the entries that will represent California at the NHD Finals.

You will have the opportunity to view and experience student work as well as interview students and provide them with written comments. Your feedback will be essential for students who will move forward as well as for those who will be thinking about next year’s participation. Your interactions with these young competitors will influence their opinions of the NHD-CA program and their interest in participating in the future. Everything from your smile when you greet students to the phrasing of your interview questions to your written comments will affect the students with whom you interact as a judge.

## ***THE PROCESS OF JUDGING – BEFORE YOU EVALUATE ENTRIES***

1. **Materials Review:** Prior to the contest carefully review all materials provided by NHD-CA. Materials include this Handbook, the theme description, and rules relative to the category you will be judging.
2. **Judge Orientation:** Attend the MANDATORY Judges' Orientation held at the contest venue prior to the day's judging. You will receive necessary materials, your judging assignment, and any last-minute updates.
3. **Consensus Judging:** You are part of a team of judges assigned to a set of entries. Instead of using a numerical scoring system, you will use a rubric on which you can identify areas of strength and growth in addition to writing comments that will be helpful to the student(s). After viewing all the entries in your set, you will collectively determine which are the strongest. It is important that your rubric rankings reflect your decisions. Some teams use two members to focus on Historical Quality as this comprises 60% of the overall ranking.
4. **Time Management:** Entries are scheduled at specific time intervals. You are responsible for maintaining the event flow as your actions affect judging teams that follow you. We support you with stopwatches as needed and have Judge Captains to keep Judge Teams moving.

## ***THE PROCESS OF JUDGING – WHEN THE STUDENTS ARRIVE***

1. Smile and introduce yourselves to the students.
2. Read the Annotated Bibliography and Process Paper before viewing the entry.
3. After viewing the entry, ask the students some thoughtful questions about their projects, their research, what they learned, etc. This is an opportunity to confirm that students actually did the work and to provide students with a venue to highlight elements of their projects that may not have stood out to the judges initially.
4. Thank the students and dismiss them.
5. Jot down initial comments until it is time to address the next entry.

## ***THE PROCESS OF JUDGING – WORKING TOWARD CONSENSUS***

1. After all entries have been viewed, return to the Judges Headquarters to discuss in private.
2. **Suggestion:** each judge identifies his/her "top" entries to determine the initial level of agreement.
3. With a focus on HISTORICAL QUALITY, determine which entries are the strongest.
4. Complete comments with an emphasis on positive, constructive, useful messages. Avoid "Great Job!" – it doesn't help a student know what s/he did well or how to improve.
5. Double-check that all rubric elements are completed, that your writing is clear and legible, and that all forms are turned in.

## ***THE PROCESS OF JUDGING – WHAT YOU CAN EXPECT***

**Required Materials:** Each entry must have a Title Page and an Annotated Bibliography. All but the Historical Paper category also require a Process Paper.

- ✓ *Title Page:* First page of written material. It includes ONLY name of student(s), entry number, division (i.e., Elementary, Junior, or Senior) and category (e.g., 2-D Display, Exhibit, Performance, etc.). In the Website category, the Title Page is the home page of the Website and may include navigation buttons in addition to the items already identified.
- ✓ *Annotated Bibliography:* This is the heart of the entry. The Annotated “Bib” is divided into Primary and Secondary Source categories and *may* be further divided by the types of documents (e.g., Magazines, Periodicals, Interviews, Images, Books, etc.). This document contains all the sources that were used in the development of the entry. This includes sources for oral interviews, visual materials, and video used in the project. Annotations briefly describe the source, how it was used in the creation of the project, and/or how it supported the student’s understanding of the topic. Use of sources not included in the Annotated Bibliography is plagiarism – this will result in disqualification of the entry.
- ✓ *Process Paper:* Students respond to four questions in 500 words: 1) how they chose the topic, 2) how they conducted their research, 3) how they selected their category and created their project, and 4) how their project relates to the annual theme. The Historical Paper category does not include a Process Paper.

## ***EVALUATION CRITERIA***

NHD-CA Entry Evaluation Forms align with those of National History Day and include seven columns to rate the elements related to Historical Quality, Relation to Theme, and Clarity of Presentation. Four columns include labeled headers with unlabeled columns in between.

*Superior* and *Excellent* marks generally apply to entry elements considered top half of the rating spectrum. *Good* and *Needs Improvement* marks apply to entry elements considered lower half.

## **Ratings Descriptions**

**Superior:** This entry element could not be improved upon in any way. While there are nearly always multiple ways an entry element can be approached, the element is addressed completely with the highest levels of scholarship, creativity, and craftsmanship (as appropriate). If advancing to the next level of competition, this entry element requires no additional consideration.

**Excellent:** This entry element reflects extraordinarily high quality scholarship, creativity, and craftsmanship (as appropriate). In a classroom setting, this element would receive the equivalent of a letter grade of “A.” Any errors are minimal to the point of barely being noticed. This element may require minor improvements should the entry advance to the next level of competition.

**Good:** This entry element reflects reasonably generally solid scholarship, creativity, and craftsmanship (as appropriate). Judges may notice gaps in research, somewhat distracting typographical, grammatical, and/or style errors. This entry element should undergo substantial improvement/correction should the entry advance to the next level of competition.

**Needs Improvement:** This entry element reflects significant challenges related to scholarship, creativity, and craftsmanship (as appropriate). Judges may notice frequent and/or distracting factual, typographical, grammatical, and/or style errors. Should the entry advance to the next level of competition, this element will need to be addressed and reworked.

## ***RATINGS IN RELATION TO EVALUATION CRITERIA (SUPERIOR)***

**Historical Quality:** This evaluation component reflects 60% of your assessment of the entry. An entry identified as *Superior in the Historical Quality* area reflects the following qualities:

- Historically accurate.
- Annotated Bibliography clearly identifies how all the sources supported understanding the topic.
- Entry reflects analysis, interpretation, and development of a conclusion. It includes a thesis statement. It goes beyond a report of information or a description of the topic.
- Entry places the topic in proper historical context and reflects an understanding of the significance of the context for the topic.
- To the extent possible, the entry reflects wide research and use of primary sources.
- Entry provides evidence of balanced research and the corresponding understanding that multiple perspectives exist on historical topics. Entry additionally provides evidence of research sufficient to corroborate other sources.

**Adherence to Theme:** This evaluation component reflects 20% of your assessment of the entry. An entry identified as *Superior in the Adherence to Theme* area reflects the following qualities:

- Clear demonstration of the relationship between the topic and the annual theme.
- Integration of the connection of the theme and the topic into the project itself.
- Clear explanation/demonstration of the historical significance of the topic.

**Clarity of Presentation:** This evaluation component reflects 20% of your assessment of the entry. An entry identified as *Superior in the Clarity of Presentation* area reflects the following qualities:

- Well and thoughtfully organized and crafted.
- Creative and original.
- Free of distracting errors.

## ***RULES INFRACTIONS***

Specific rules apply to each entry category. Judges are expected to know the rules for their categories. Teammates and Judge Captains are additional resources when considering possible rules infractions. In the event of a possible rule infraction, please alert your co-judge(s) to discuss it (NOT IN THE PRESENCE OF STUDENTS). If you believe the infraction requires a scoring markdown, please explain the infraction in your comments on the evaluation sheet. Plagiarism and use of a previous year's project are the only two infractions that result in disqualification. These must be confirmed by the Judge Captain. Minor rules infractions are worth noting in your written comments as areas for students to improve.

## ***STUDENT INTERVIEWS***

Following the review of each entry and its associated materials, judges conduct short (5 minute) interviews with students regarding their work. This is an opportunity to ask questions that help clarify your understanding of the project, to confirm students' understandings of their research and project development, and to provide students with a forum to highlight key elements of their work. A few thoughts to keep in mind when conducting the interview:

1. This is an unscored element of the judging process – the entry must be able to stand on its own without additional explanation.
2. Students may arrive at different conclusions than yours on the same issue – the focus is on the *students'* research, understanding, interpretation, and project development.
3. Interview time is short and students/spectators pay attention to your consistency – consider a small handful of “hip pocket” questions to ask – samples follow:
  - a. How did you choose this topic?
  - b. What source did you find most important, and why?
  - c. How did you go about your research process?

- d. What are some of the most important things you learned?
- e. What did you find most rewarding/challenging?

The interview is your opportunity to leave students with a positive NHD-CA experience. The following “do’s” and “don’ts” are of special service at this point in judging:

1. DO smile and help students feel comfortable.
2. If one student in a group dominates during the interview, DO direct questions at other members to provide equal opportunity to respond.
3. DO provide compliments and a sense of appreciation for the students’ hard work and effort.
4. DON’T lecture or chastise the students. Today, they are the experts.
5. DON’T criticize, make negative comments, or ask questions with negative presuppositions (e.g., “Why didn’t you examine the following source?”).
6. DO thank the students but DON’T indicate in any manner how students appear to have performed relative to others or about the possibility of them advancing to the next level of competition.

### ***COMING TO CONSENSUS***

After viewing all the entries in your set, your team will determine the entries that will advance to the next level of competition. Many teams begin by identifying the entries that stand out as the best. Your conversation will focus on ranking the entries with #1 being the top-ranked entry in your set. Judging is complete when the Consensus Form has been signed by all judges and the Judge Captain.

### ***UPON COMPLETION***

Your rankings are confidential. Many people at the competition would love to catch any hint of your opinion of students’ projects. **DO NOT DISCUSS STUDENT WORK OUTSIDE THE JUDGES’ HEADQUARTERS.** Students will receive their evaluation sheets upon the conclusion of the competition.

### ***FINAL THOUGHTS***

Most students will not advance to the next level of competition. ***YOU are their NHD experience.*** This is your opportunity to share how much you value the efforts and work of these budding scholars. They will read and reread your written comments – and will take them to heart. They will hang on every question you ask and comment you make. We trust you to keep in mind the ages of these youngsters and trust that you are here to support them. As keepers of this trust, ***we cannot thank you enough!***

# ***NHD – CALIFORNIA RULES FOR JUDGES***

## ***RULES FOR ALL CATEGORIES***

NHD-CA rules are aligned with those of the National History Day program. The following rules apply to every category. Participation in NHD-CA requires adherence to each of the following rules.

**Rule 1: Annual Theme:** Entries must relate clearly to the annual theme and explain the topic's significance in history.

**Rule 2: Contest Participation:** Students may participate in the research, preparation, and presentation of only one entry each year. They may share research only with up to four other students who are fellow participants in their group entry. They may not create a common pool of research from which several entries are created.

**Rule 3: Individual or Group Entries:** A paper, individual exhibit, individual performance, individual Website, individual documentary, or individual 2-D display must be the work of only one student. A group exhibit, group performance, group Website, group documentary, or group 2-D display must be the work of 2 to 5 students. All students in a group entry must be involved in the research and interpretation of the group's topic.

**Rule 4: Development Requirements:** Entries submitted for competition must be original and have been researched and developed in the current contest year. *Revising or reusing an entry from a previous year will result in disqualification.* The year begins each June, following the national contest and the announcement of the new theme.

**Rule 5: Construction of Entry:** Students are responsible for the research, design, and creation of their own entry. They may receive help and advice from teachers and parents on the mechanical aspects of creating the entry.

1. They may have help typing their paper and other written materials.
2. They may seek guidance from their teachers as they research and analyze materials, but all conclusions must be their own.
3. They may have photographs and slides commercially developed.
4. For their safety, students may have reasonable adult assistance operating machinery or equipment (e.g., power saw to cut out a prop). If the project requires extensive direct adult assistance, students are advised to consider another category that fits with what they can safely do themselves.

**Rule 6: Contest Day Set-up:** Students are responsible for setting up their own exhibits, equipment, or props at the contest. They may have reasonable help carrying them, but set-up must be completed by students associated with the project.

**Rule 7: Equipment/Supplies:** Students are responsible for supplying all props and equipment at each level of competition. DVD players and monitors or screens are available at the State Finals for the documentary category only. Internet access and computers are available for Website entry interviews. Tables are provided for exhibits and 2-D displays. Students provide any and all other supplies and equipment necessary for presenting their NHD-CA entry.

**Rule 8: Discussion with Judges:** Students should be prepared to respond to judges' questions about the content and development of the entry. They will not give a formal, prepared introduction, narration, or conclusion. Judges' questions guide the interview. The entry should be able to stand on its own without any additional comments from the student(s). They should be prepared to explain the design, research, and creation of their entry if questioned. Judges need to know that the entry is the result of the student's own work.

**Rule 9: Costumes:** Only participants in the performance category may wear costumes related to the focus of their entry.

**Rule 10: Prohibited Materials:** Items potentially dangerous in any way—such as weapons, firearms, animals, organisms, plants, etc. - are strictly prohibited. Such items will be confiscated by security personnel or contest officials and *may* result in disqualification. Replicas of such items that are obviously not real are permissible. Any questions about this should be directed to the Judge Captain.

**Rule 11: Title:** Each entry must have a title that is clearly visible on all written materials.

**Rule 12: Written Material:** Each entry must include the following written material *in the order presented below*:

1. Title page as described in Rule 13
2. Process paper as described in Rule 14 (process papers are not part of Historical Paper entries)
3. Annotated bibliography as described in Rule 15

These materials must be typed or neatly printed on plain white paper, and stapled together in the top left corner. Materials may not be enclosed in a cover or binder. Students must provide four copies of these materials, except in the Historical Paper and Website categories. Students submitting Website entries must integrate these required "written" materials into the site. Historical Paper entries include the title page and annotated bibliography only. These entries are submitted electronically – a paper copy is recommended but not required in the Paper category.

**Rule 13: Title Page:** A title page is required as the first page of written material in every category. The title page must include only the title of the entry, student name(s), and the contest division and category in which the student(s) is/are entered. The home page of Website entries may serve as the title page – in this case, navigation buttons, images, music, etc. are acceptable.

**Rule 14: Process Paper:** All categories except Historical Paper must include a process paper with the entry. It must describe in 500 words or less how the student(s) conducted their research and created the entry. The process paper must include four sections that explain:

1. how they chose the topic,
2. how they conducted the research,
3. how they selected the presentation category and created the project, and
4. how the project relates to the NHD theme.

**Rule 15: Annotated Bibliography:** An annotated bibliography is required for all categories. Students are required to separate the bibliography into primary and secondary sources. They list only those sources that contributed to the development of the entry. They likely will include fewer sources than they actually used. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how they used the source and how it

helped them understand their topics. Annotations of Websites should describe who sponsors the site.

**Rule 16: MLA and Turabian Style:** Formatting and style conventions for written materials including citations and bibliographic references must follow the principles in a recent edition of one of the following style guides.

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
2. Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*

Regardless of which manual or style convention used, the style must be consistent throughout all written material.

**Rule 17: Plagiarism:** Students must acknowledge in their annotated bibliography all sources used in their entries. *Failure to credit sources is plagiarism and will result in disqualification.*

**Rule 18: Registration:** Students had to meet registration deadlines and procedures established by the contest coordinator at each level of competition in order to participate. NHD-CA uses an online registration system.

**Rule 19: Attendance at the State Finals:** All individual competitors and group members must be present at the state contest to be eligible for entry evaluation. Replacements are not permitted. This rule also applies as students advance to the National Finals.

**Rule 20: Sharing Entries:** Registration in the NHD-CA State Finals indicates that students grant permission for contest officials to duplicate, publish, distribute, and/or display their work to support program growth and excellence in California.

## ***RULES VIOLATIONS AND DISQUALIFICATION***

Most rules violations will not result in the disqualification of a NHD-CA entry. However, three rules violations will result in disqualification of an entry:

1. Plagiarism
2. Use of another entry as one's own, and/or
3. Reuse of an entry from a previous year

All other rules violations are factored into the judging process. The violation is weighed against the quality of the entry and the significance of the violation. For example, omission of an annotated bibliography will result in an extremely low entry ranking while a process paper that is 10 words over the word limit is much less significant. Adhering to the rules makes one's entry a contender in a highly competitive contest.

Plagiarism is the use of another's text, ideas, or products in such a fashion that the text, ideas, or products appear to be one's own. When quoting or paraphrasing another's words or ideas, and/or using a photograph or other image created by someone else, students must cite the source where they use it (e.g., in footnotes) and include it in the annotated bibliography.

Many individuals mistakenly believe that the ability to pluck images and text from the Internet makes it legal. Easy access (or difficult access for that matter) does not equate legal copying and use. Students are expected to understand copyright provisions, cite sources appropriately, and secure written permission from the copyright owner(s) as needed.

United States Copyright Law protects original works such as writings, music, motion pictures, videos, photographs, and illustrations. In general, copyright law forbids the use of such material without the permission of the person or entity owning the copyright. If a student entry uses such materials, the student is responsible for providing appropriate citations and securing written permission from the copyright owner.

However, students may make "fair use" of copyrighted materials for the purposes of criticism, scholarship, or research. To determine whether the use of copyrighted material is a "fair use" requires the weighing and balancing of various factors:

- 1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- 2) the nature of the copyrighted work (creative works are afforded greater protection than factual works);
- 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- 4) the effect of the use upon the potential market for the value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of "fair use" if such finding is made upon consideration of all the above factors.

*U.S. Code Title 17, Section 107*

Legal analysis of “fair use” is complicated. Lack of clear precedents makes it extremely difficult to provide much advice beyond recommendations to limit the use of copyrighted material and/or obtain written permission from the owner(s) of the copyright(s).

## ***STYLE PROTOCOLS & CITATION SAMPLES***

The samples below are based on the Turabian and MLA style guides. The source (e.g., book, periodical, online magazine, etc.) determines the specifics of the citation.

### ***MLA Style Citation Samples***

#### **Book by a Single Author (annotation included)**

Berkovits Gross, Elly. Elly: My True Story of the Holocaust. New York: Scholastic Inc., 2007.

This is the biography of a girl from Romania who was deported to a concentration camp at 15 years old. Her tale helped me to realize the danger that Irena experienced and the horror she delivered her children from.

#### **Newspaper Article (unsigned)**

"Death of a President." Editorial. New York Times 20 Apr. 1984, late ed.: A18.

#### **Newspaper Article (signed)**

Barrow, Matthew. "Skipping School? Start Walking." Sacramento Bee. 13 Oct. 1999, California final ed.: A1+.

#### **Online Encyclopedia Entry**

"Algeria." Encyclopedia Britannica Online. Vers. 97.1.1. Mar. 1997. Encyclopedia.

#### **Email Message**

Franson, Paul. "Resolving Game Disputes." E-mail to the author. 2 July 2007.

### ***Turabian Style Citation Samples***

#### **Book by a Single Author (annotation included)**

Berkovitz Gross, Elly. *Elly: My True Story of the Holocaust*. New York: Scholastic, Inc., 2007.

This is the biography of a girl from Romania who was deported to a concentration camp at 15 years old. Her tale helped me to realize the danger that Irena experienced and the horror she delivered her children from.

#### **Newspaper Article (unsigned)**

"Profile of Apple, Inc." *Silicon Valley Times*, 21 January 1999, sec. III, p. 5.

#### **Newspaper Article (signed)**

Dial, Mark. "Mule Deer Poised to Make a Comeback: Opponents Fear Ravaged Crops; Advocates Fear for the Deer." *New York Post*, 13 May 2001, sec. F, p. 1, 4.

#### **Online Encyclopedia Article**

"King, Martin Luther, Jr." Encyclopaedia Britannica [encyclopedia

online](Britannica.com Inc., 1999); available from <http://www.britannica.com>

(Accessed 2 February 2003).

#### **Email Message**

Artemis, Rebecca. "Mea Culpa: Citing Sources." Personal e-mail (12 Feb. 2004).

## ***CATEGORY RULES – HISTORICAL PAPER (HPA)***

A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Historical Papers should be grammatically correct and well written.

Rules for All Categories apply to the Historical Paper category with the exception of Rule 14. Historical Paper entries do not require a process paper.

**Rule HPA-1: Length Requirements:** The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Each word or number in the text of the paper counts as one word. The 2,500-word limit does not apply to notes, annotated bibliography, illustration captions, and supplemental/appendix material. Appendix material must be referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and graphs, but no other supplemental materials. Transcripts, correspondence, questionnaires, and other sources should be cited in the annotated bibliography but not included as attachments to the paper.

**Rule HPA-2: Citations:** Citations—footnotes, endnotes, or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Please note that an extensively annotated footnote should not be used to get around the word limit.

**Rule HPA-3: Preparation Requirement:** Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively beginning with the first page following the title page (do not number the title page), and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type.

**Rule HPA-4: Entry Submission:** (Description of the online submission process) *It is recommended that students bring a hard copy of their final Historical Paper (stapled in the top left corner and **not** enclosed in any cover or binder) to the competition.*

### ***Historical Paper Checklist***

- ✓ 1,500 – 2,500 words, excluding notes, annotated bibliography, and title page
- ✓ Title page includes title of entry, name, division (Junior or Senior), and category (Historical Paper) only
- ✓ Annotated bibliography, separated into primary and secondary sources
- ✓ Clearly links topic to theme and demonstrates exploration of the entire theme
- ✓ Demonstrates significance of topic in history
- ✓ Citations provided within the body of the paper
- ✓ Submitted via e-mail by established contest deadline
- ✓ Demonstrates wide and balanced research and use of primary sources
- ✓ Historically accurate
- ✓ Shows interpretation and analysis
- ✓ Places topic in historical context
- ✓ Presentation of topic is creative, original, and well organized
- ✓ Has followed copyright laws

## ***CATEGORY RULES – INDIVIDUAL AND GROUP EXHIBIT (EXH)***

Individual Exhibits are judged alongside other Individual Exhibits within the same grade-span division as are Group Exhibits.

An exhibit is a visual representation of student research and interpretation of the topic's significance in history, much like a *small museum exhibit*. The analysis and interpretation of the topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of the exhibit.

In addition to the rules below, Rules for All Categories apply to exhibits.

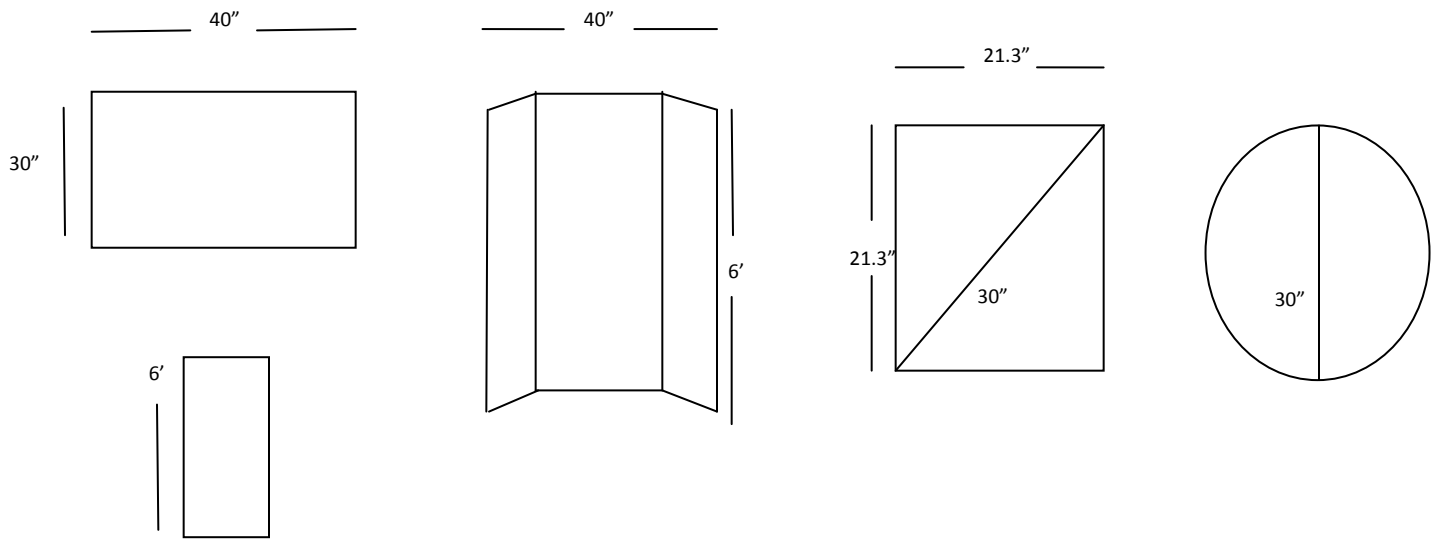
**Rule EXH-1: Size Requirements:** The overall size of an exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand created by the student(s) along with any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter. (See diagram below.)

**Rule EXH-2: Media Devices:** Media devices (e.g., DVD players, projectors, video monitors, and computers) used in an exhibit must not run for more than a total of 3 minutes and are subject to the 500-word limit (Rule EX3). Viewers and judges must be able to control media devices. Any media devices must fit within the size limits of the exhibit. Any media devices used should be integral to the exhibit—not methods to bypass the prohibition against live student involvement. For example, a brief excerpt from a taped student-conducted oral interview or a dramatic reading is appropriate, but taped commentary or analysis is inappropriate.

**Rule EXH-3: Word Limit:** A 500-word limit applies to all text created by the student that appears on, or as part of, an exhibit entry. This includes the text they write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, computer files), or supplemental materials (e.g., photo albums, scrapbooks, etc.) where they use their own words. Brief citations crediting the sources of illustrations or quotations included on the exhibit *do not count* toward the 500-word limit.

*NOTE: A date counts as one word, while each word in a name is individually counted. For example, January 1, 1900 counts as one word, but John Quincy Adams counts as three. Words such as “a,” “the,” and “of” are counted as one word each.*

*NOTE: Be careful that the message is clear and contained on the exhibit itself. Extensive supplemental material is inappropriate. For example, oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources should be cited in the bibliography but not included as attachments to the bibliography or exhibit.*



### ***Exhibit Checklist***

- ✓ No larger than 40 inches wide, 30 inches deep, and 6 feet high when displayed
- ✓ Clear and visible title
- ✓ Minimum of 4 copies of written materials
  - Title page with entry title, name(s), division (Junior or Senior), and category (Exhibit) ONLY
  - Process paper no longer than 500 words
  - Annotated bibliography separated into primary and secondary source sections
  - Stapled at top left corner
- ✓ Shows wide research and use of primary sources
- ✓ Provides evidence of balanced research (multiple perspectives)
- ✓ Clearly links topic to theme and demonstrates exploration of the entire theme
- ✓ No more than 500 student-composed words (includes labels, captions, and titles)
- ✓ Sources of quotations and illustrations, etc. are credited with brief citations on the exhibit
- ✓ Historically accurate
- ✓ Shows interpretation and analysis
- ✓ Places topic in historical context
- ✓ Demonstrates significance of topic in history
- ✓ Presentation of topic is creative, original, and well organized
- ✓ Has visual impact and shows interpretation
- ✓ Set up by the student(s) associated with the exhibit; adults may assist with *carrying* heavy or oversized items only
- ✓ Has followed copyright laws

## ***CATEGORY RULES - INDIVIDUAL AND GROUP PERFORMANCE (PER)***

A performance is a dramatic portrayal of a topic's significance in history and must be original in production. It must be scripted by the student(s) based on research of the chosen topic. The performance should have dramatic appeal, but not at the expense of historical information.

In addition to the rules below, Rules for All Categories apply to performances.

**Rule PER-1: Time Requirements:** Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance following the announcement of the title and student name(s). Any other introductory remarks will be considered part of the performance and will be counted as part of the overall time. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.

**Rule PER-2: Performance Introduction:** The title of the entry and the names of the participants must be the first and only announcements prior to the start of the performance.

**Rule PER-3: Media Devices:** Use of slides, tape recorders, computers, or other media within a performance is permitted. Students must provide and run all equipment, as well as carry out any special lighting or sound effects.

**Rule PER-4: Script:** The script for the performance should *not* be included with the written material presented to the judges.

**Rule PER-5: Costumes:** Students may have costumes produced for them, but the design, choice of fabrics, etc., must be their own. Or, students may rent costumes. *Simple is best.*

### ***Performance Checklist***

- ✓ Performance does not exceed 10 minutes in length
- ✓ Set up and removal of props do not exceed 5 minutes for each
- ✓ Minimum of 4 copies of written materials
  - Title page with entry title, name(s), division (Junior or Senior), and category (Performance) ONLY
  - Process paper no longer than 500 words
  - Annotated bibliography separated into primary and secondary source sections
  - Stapled at top left corner
- ✓ Any props, equipment, and costumes are student supplied
- ✓ Students registered for the given performance are the only individuals who may set up props, run equipment, or otherwise participate in the performance.
- ✓ Shows wide research and use of primary sources
- ✓ Provides evidence of balanced research (multiple perspectives)
- ✓ Historically accurate
- ✓ Shows interpretation and analysis
- ✓ Places topic in historical context
- ✓ Clearly links topic to theme and demonstrates exploration of the entire theme
- ✓ Demonstrates significance of topic in history
- ✓ Presentation of topic is creative, original, and well organized
- ✓ Has followed copyright laws

## ***CATEGORY RULES - INDIVIDUAL AND GROUP DOCUMENTARY (DOC)***

A documentary should reflect the ability to use audiovisual equipment to communicate the topic's significance, much as professional documentarians do. Presentations should include primary source materials and also must be original productions.

In addition to the specific rules below, Rules for All Categories apply to documentaries.

**Rule DOC-1: Time Requirements:** Documentaries may not exceed 10 minutes in length. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Audio and visual leads will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (including credits).

**Rule DOC-2: Introduction:** Students may announce only the title of the presentation and names of participants. Comments prior to or during the presentation, including live narration, are prohibited.

**Rule DOC-3: Student Involvement:** Students are responsible for running all equipment (however, technical support is provided without penalty to the student(s) in the event that problems occur).

**Rule DOC-4: Student Production:** All entries must be student-produced. Students must operate all equipment. They must provide the narration, voice-over, and dramatization. Only those students listed as entrants may participate in the production. Only entrants and the subjects of their interviews (participants in an historical event or experts) may appear on camera.

**Rule DOC-5: Entry Production:** Each entry must be an original production. Students may use professional photographs, film, slides, recorded music, etc., within the presentation. However, they must integrate such items into the presentation and give proper credit at the end as well as in the annotated bibliography. Students must operate all editing equipment used in the production of the presentation. Using material created by others specifically for use in the entry violates this rule.

**Rule DOC-6: Credits:** At the conclusion of the documentary, students must provide a list of acknowledgments and credits for all sources. These credits should be brief - not full bibliographic citations and not annotated. All sources (music, images, film/media clips, interviews, books, Websites) used in the making of the documentary should be properly cited in the annotated bibliography. The list of credits counts toward the 10-minute time limit and should be readable by viewers.

**Rule DOC-7: Displays:** Stand alone displays are not part of this category and are prohibited.

**Rule DOC-8: Computer Entries:** Students must be able to run the program within the 10-minute time limit. Interactive computer programs and web pages in which the audience or judges are asked to participate are not acceptable; judges are not permitted to operate any equipment. Students must provide and be able to run their own computers, software, and other equipment. Internet access will not be available.

### *Documentary Checklist*

- ✓ Presentation does not exceed 10 minutes
- ✓ Set up and removal do not exceed 5 minutes for each
- ✓ Participant involvement during the presentation entails operating equipment, providing judges with written materials, and announcing name(s) and title
- ✓ Minimum of 4 copies of written materials
  - Title page with entry title, name(s), division (Junior or Senior), and category (Performance) ONLY
  - Paper no longer than 500 words
  - Annotated bibliography separated into primary and secondary source sections
  - Stapled at top left corner
- ✓ Shows wide research and use of primary sources
- ✓ Provides evidence of balanced research (multiple perspectives)
- ✓ Historically accurate
- ✓ Shows interpretation and analysis
- ✓ Places topic in historical context
- ✓ Clearly links topic to theme and demonstrates exploration of the entire theme
- ✓ Demonstrates significance of topic in history
- ✓ Presentation of topic is creative, original, and well organized
- ✓ Has followed copyright laws
- ✓ Has back-up copies of DVD &/or other necessary equipment (as appropriate)

## ***CATEGORY RULES - INDIVIDUAL AND GROUP WEBSITE (WEB)***

The Website category is the most interactive of all NHD categories. By developing a collection of web pages, connected by hyperlinks, students create a self-guided experience for the viewer, demonstrates the student's interpretation of the topic and theme. Inspired by rich interpretative and interactive Websites, such as sites hosted by the Smithsonian, entries in this category should include primary and secondary sources, interactive multimedia, and historical analysis. Entries should incorporate textual and non-textual sources (photographs, maps, music, etc.), descriptions, and interpretations to engage and inform viewers. All Website entries **MUST** be developed using the NHD online Website editor. Students access this through the NHD Website at [www.nhd.org](http://www.nhd.org). This category reflects students' abilities to use Website design software and computer technology to communicate the topic's significance in history. To construct a Website project, students must be able to operate, and have access to, appropriate software, equipment, and the Internet.

In addition to the rules below, Rules for All Categories apply to Websites.

**Rule WEB-1: Entry Production:** All entries must be original productions constructed using the online NHD Website editor beginning at the school level. Students may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the Website, and proper credit must be given within the site as well as in the annotated bibliography. Students must operate all software and equipment in the development of the Website.

*NOTE: Using objects created by others for specific use in the entry violates this rule. However, using graphics, multimedia clips, etc., that already exist is acceptable.*

**Rule WEB-2: 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; words within primary documents and artifacts; and the annotated bibliography and process paper that must be integrated into the site. The entire site, including all multimedia, the process paper, and annotated bibliography, may use no more than 100MB of file space.

**Rule WEB-3: Navigation:** One page of the Website must serve as the "home page." The home page must include the names of participants, entry title, division, and the main menu that directs viewers to the various sections of the site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

**Rule WEB-4: Multimedia:** Each multimedia clip may not last more than 45 seconds. Students may record quotes and primary source materials for dramatic effect, but may not narrate their own compositions or other explanatory material. All multimedia must be stored within the site; students may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips students may use, but they must respect the file size limit. If students use any form of multimedia that requires specific software to view (e.g., Flash, QuickTime, Real Player), they must provide on the same page a link to an Internet site where the

software 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.

**Rule WEB-5: 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 student-composed word limits. Students will follow the general rules regarding citations and style (see Rules 15 & 16) for the written materials integrated into Website projects.

**Rule WEB-6: 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.

**Rule WEB-7: 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, Firefox, Safari). Students are responsible for ensuring that their entries are viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule WEB-4.

**Rule WEB-8: Submitting Entry for Judging:** Students must submit the URL for the site in advance by the established deadline, after which they will be blocked from editing their site to permit equitable judging. While not required, it is recommended that students bring a printout of their Website, including the annotated bibliography and process paper, to the competition.

### *Website Check List*

- ✓ Site contains no more than 1,200 student generated words
- ✓ Adheres to the 100 MB size limit
- ✓ Adheres to the 45 second limit per multimedia component with no student narration
- ✓ Constructed using the NHD Website editor beginning at the school level
- ✓ Does not include live or external links (except for software downloads needed to view site)
- ✓ Home page includes title of entry, names, division (Junior or Senior), and category (Website), and navigation menu
- ✓ Site URL is submitted by the established deadline
- ✓ Includes process paper of no more than 500 words
- ✓ Includes annotated bibliography, separated into primary and secondary sources
- ✓ Annotated bibliography and process paper are integrated into the Website
- ✓ Presentation of topic is creative, original, and well organized
- ✓ Clearly links topic to theme
- ✓ Demonstrates significance of topic in history
- ✓ Historically accurate
- ✓ Shows interpretation and analysis
- ✓ Places topic in historical context
- ✓ Shows wide research and use of primary sources
- ✓ Provides evidence of balanced research (multiple perspectives)
- ✓ Has followed copyright laws

## ***CATEGORY RULES – INDIVIDUAL AND GROUP 2-DIMENSIONAL DISPLAY (DIS)***

The 2-Dimensional Display is a scaled-down version of the exhibit category. This entry category is available only to participants in the Elementary Division. Many states offer a special category to introduce students to the History Day program. This California-only category is not included at the National History Day contest. A 2-Dimensional Display provides the opportunity for students to demonstrate their understanding of the topic and theme, effectively use a combination of quotations and their own words to share the context, their thesis statement and evidence that supports it, and the significance of the topic in history. Students will also use images of all kinds (e.g., photos, maps, art images, etc.) and meaningful captions and labels to tell their story and guide the viewer through the display. Each 2-D display includes a process paper and annotated bibliography.

In addition the rules below, Rules for All Categories apply to 2-Dimensional Displays.

**Rule DIS-1: Size and Shape:** The 2-D Display will be a rectangle no larger than 30" x 40" in size. It may be oriented either as portrait or landscape.

**Rule DIS-2: Construction:** The project must be flat. It will contain no protruding elements. The display backing may be cardboard, mat board, poster board, foam board, or other flat material. Students may attach flat paper items to the display backing.

**Rule DIS-3: Word Limit:** A limit of 350 words applies to all text created by the student included in the 2-D display. This includes the text written for titles, subtitles, captions, graphs, and timelines where students use their own words. Brief citations crediting the sources of illustrations or quotations included on the exhibit do not count toward the 350 student-composed word limits. This word limit does not apply to the process paper and annotated bibliography.

### ***2-Dimensional Display Checklist***

- ✓ Researched and developed by Elementary Division participant(s) only
- ✓ Rectangular in shape and no larger than 30" x 40"
- ✓ Flat
- ✓ Does not exceed 350 student-composed words
- ✓ Minimum of 4 copies of written materials prepared in accordance with citation and style guidelines
  - Title page with entry title, name(s), division (Elementary), and category (2-D Display) ONLY
  - Process Paper no longer than 500 words
  - Annotated bibliography separated into primary and secondary source sections
  - Stapled at top left corner
- ✓
- ✓ Uses images, labels, captions, and text to create a display with visual impact and tell an interesting story to the viewer
- ✓ Shows interpretation and analysis

- ✓ Places topic in historical context and is historically accurate
- ✓ Demonstrates wide research and use of primary sources
- ✓ Project reflects balanced research (multiple perspectives on the topic)
- ✓ Shows the connection between the topic and the theme
- ✓ Explains why the topic is significant in history
- ✓ Follows copyright laws