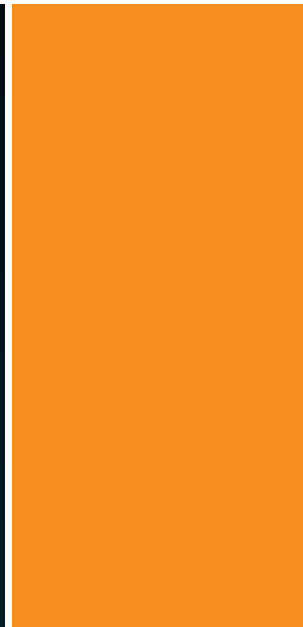# NHD
NATIONAL
HISTORY DAY

Contest Rule Book
Revised 2010 | 2011

NHD Contest Rule Book

National History Day programs are open to all students and teachers without regard to race, sex, religion, physical abilities, economic status, or sexual orientation. National History Day does not discriminate against or limit participation by physically challenged students. National History Day staff and affiliate coordinators strive to accommodate students with special needs.

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What is National History Day?

National History Day (NHD) is a yearlong educational program that makes history come alive every day. You learn about interesting issues, ideas, people, and events of your choosing. It is an exciting way to study history because you express what you have learned in a creative and original performance, documentary, paper, web site, or exhibit. Through NHD you learn the skills and techniques of the historian and discover new insights. At the competitions you have the opportunity to meet students from other schools, exchange ideas, and demonstrate the results of your work. Your success in researching and producing an NHD entry even may take you to the national contest held each June at the University of Maryland at College Park.

Please Read This!

Before you begin work on your entry, you, your teacher, and your parents should read this booklet carefully. It contains rules that you must follow to compete in all levels of the National History Day competition. More information on topics, sources, and deadlines are available from your regional and affiliate NHD coordinators. Always contact your regional or affiliate coordinator to learn whether any rules have been revised. The most up-to-date rules are available on the NHD web site at www.nhd.org.

Definitions

Affiliate: NHD programs organized by coordinators and recognized as such by the national office; usually designated by a geographic name (e.g., Iowa, Guam, Department of Defense Schools of Europe, etc.).

Historical Context: The appropriate settings in which to understand your subject's time period. Settings might include relevant physical, economic, intellectual, and/or socio-cultural characteristics of the place and time.

Historical Perspective: Understanding a topic's development over time and its influence.

Plagiarism: Presenting the work or ideas of others in ways that give the impression that they are your own (e.g., copying information word-for-word without using both quotations and footnotes; paraphrasing an author's ideas without proper attribution; using visuals or music without giving proper credit).

Primary Source: Something that is written or produced in the time period you are investigating. Primary sources include letters, speeches, diaries, newspaper articles from the time, oral history interviews of people from the time, documents, photographs, artifacts, and anything else that provides firsthand accounts about a person or event. This definition also applies to primary sources found on the Internet. A letter written by President Lincoln in 1862, whether scanned, transcribed, or otherwise reproduced, is a primary source for a student researching the Civil War era. A newspaper article about the Battle of Gettysburg written by a contemporary in July 1863 is a primary source. An article about the battle published in June 2001 and not written by an eyewitness or participant is not a primary source (unless the project was about 2001). The memories of a person who took part in the battle also can serve as a primary source because he or she was an eyewitness to and a participant in this historical event at the time. However, an interview with an expert (such as a professor of Civil War history) is not a primary source UNLESS that expert actually lived through and has firsthand knowledge of the events being described (highly unlikely for a Civil War historian!).

NOTE: Primary materials, such as quotes from historical figures or photographs of historical events, when found in secondary sources, can be used effectively in History Day projects. However, these are not considered primary sources. Check out the "Conducting Research" page in the Contest section on the NHD web site at www.nhd.org for additional help on primary sources.

Secondary Source: A source by an author who was not an eyewitness or a participant in the historical event or period. Secondary sources are interpretations of primary sources, research, and study. Secondary sources provide context for a historical event. For example, high school history textbooks and history books about a particular topic are secondary sources; so are biographies, newspaper retrospectives, and reference books such as encyclopedias. This definition also applies to interpretations found on the Internet.
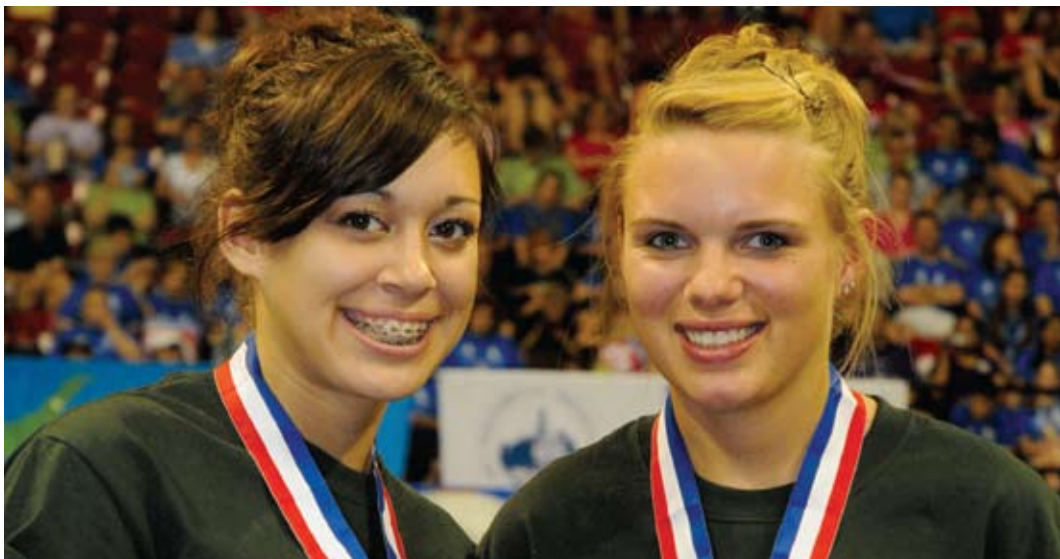
I. Program Overview

A. Theme

Each year a theme is selected for the National History Day contest. Although you may select a topic on any aspect of local, regional, national, or world history, your project's research and conclusions must relate clearly to the annual theme. Be careful to limit the scope of your topic to focus on an issue that can be explained and interpreted within the category limits of size and time.

B. Topic

Effective National History Day entries not only describe an event or a development, but they also analyze and place it in its historical context. To help you draw conclusions about your topic's significance in history, ask yourself the following questions:

• How is my topic important?

• How was my topic significant in history in relation to the National History Day theme?

• How did my topic develop over time?

• How did my topic influence history?

• How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?

C. Rewards For Participation

The most important rewards are the skills and new knowledge that you will acquire as you move through the National History Day program. At each level of competition, outstanding achievement may be recognized through certificates, medals, trophies, scholarships, or monetary awards. A number of special prizes may be given at the regional, affiliate, or national level.

D. Divisions

The National History Day competition has two divisions based on school grade.

• Junior Division — grades 6, 7, and 8

• Senior Division — grades 9, 10, 11, and 12

Entries in each division are judged separately at all levels of competition.

NOTE: Some affiliates sponsor participation in 4th and 5th grades. Check with your affiliate coordinator for more information. You can find your coordinator through the NHD web site, www.nhd.org.

NOTE: Students in non-graded schools must check with the National History Day office to determine in which division they should register for the competition.

E. Contest Categories

You may enter one of nine categories:

• paper (individual only)

• individual exhibit

• group exhibit

• individual performance

• group performance

• individual documentary

• group documentary

• individual web site

• group web site

Each category in each division is judged separately. Groups may include 2 to 5 students. Group participants do not have to be in the same grade to compete together, but they must be in the same division.

NOTE: Choose a category in which you can make the best use of your own special abilities, talents, and interests. Be careful to choose the most suitable category in which to present your research and conclusions and take into consideration the availability of equipment and resources.

F. Important Notices For Contestants

All contests are held in public areas. You are solely responsible for the security and safety of your own equipment and artifacts. National History Day program officials and sponsors will not be responsible for the loss of, or damage to, exhibits, props, equipment, or personal belongings.

G. Program Materials

Each year program materials such as topic suggestions, sample entries, videos, and category tips are available on the National History Day web site at www.nhd.org. These materials are provided to help teachers and students participate in the NHD program and may be duplicated for classroom use. Additional materials may be purchased from the NHD online shop. For further information or to order materials, contact your regional or affiliate coordinator or the National History Day office.

II. Rules For All Categories

A. General Rules For All Categories

Rule 1: Annual Theme

Your entry must relate clearly to the annual theme and explain your topic's significance in history.

Rule 2: Contest Participation

You may participate in the research, preparation, and presentation of only one entry each year.

You may share research only with up to four other students who are fellow participants in your group entry. You 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 web site, or individual documentary must be the work of only one student. A group exhibit, group performance, group web site, or group documentary 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—whether it is yours or another student's—will result in disqualification. The year begins each June, following the national contest.

Rule 5: Construction of Entry

You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents on the mechanical aspects of creating your entry.

1. You may have help typing your paper and other written materials.

2. You may seek guidance from your teachers as you research and analyze your material, but your conclusions must be your own.

3. You may have photographs and slides commercially developed.

4. You may have reasonable help cutting out your exhibit backboard or performance props (e.g., a parent uses a cutting tool to cut the board that you designed).

NOTE: Objects created by others specifically for use in your entry violate this rule. For example, a parent takes photographs or an artist draws the backdrop for your exhibit or performance. You may receive reasonable help in carrying and placing props and exhibits.

Rule 6: Contest Day Set-up

You are responsible for setting up your own exhibit, equipment, or props at the contest.

You may have reasonable help carrying them, but set-up must be completed by you (and your group members, if applicable) alone.

Rule 7: Supplying Equipment

You are responsible for supplying all props and equipment at each level of competition. All entries should be constructed keeping transportation, set-up time, size, and weight in mind (e.g., foam core v. solid oak for an exhibit; folding table v. antique desk for a performance). Students must provide their own equipment, including computers and software. Check with your contest coordinator about available resources; projection screens for documentaries and performances may be provided if requested. DVD players are available at the national contest for the documentary category only. Pianos and Internet access are not provided.

NOTE: Be prepared: bring extension cords if needed and check with your contest coordinator about the availability of equipment at all contest levels.

Rule 8: Discussion with Judges

You should be prepared to answer judges' questions about the content and development of your entry, but you may not give a formal, prepared introduction, narration, or conclusion. Let the judges' questions guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

You should be prepared to explain the design, research, and creation of your entry if questioned by the judges. Judges need to know that your entry is the result of your own work.

Rule 9: Costumes

You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category.

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. Replicas of such items that are obviously not real are permissible. Please contact your teacher and contest coordinator to confirm guidelines before bringing the replica to a contest.

Rule 11: Title

Your entry must have a title that is clearly visible on all written materials.

B. Required Written Material For All Entries

Rule 12: Written Material

Your entry must include the following written material in the order presented below:

1. a title page as described in Rule 13;

2. a process paper as described in Rule 14 (process papers are not part of historical paper entries); and

3. an 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. Do not enclose them in a cover or binder.

You must provide four copies of these materials, except in the historical paper and web site categories. Web site entries must include these required written materials within the site. The title page and annotated bibliography must accompany historical paper entries.

Rule 13: Title Page

A title page is required as the first page of written material in every category. Your title page must include <u>only</u> the title of your entry, your name(s), and the contest division and category in which you are entered.

NOTE: The title page <u>must not</u> include any other information (pictures, graphics, borders, school name, or grade) except for that described in this rule.

```
                 TITLE



       STUDENT(S) NAME(S)
            DIVISION
            CATEGORY
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(e.g. Individual/Group, Exhibit, Documentary, Performance, Web site)

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 you conducted your research and created your entry. The process paper must include four sections that explain:

1. how you chose your topic;

2. how you conducted your research;

3. how you selected your presentation category and created your project; and

4. how your project relates to the NHD theme.

You can view sample process papers at www.nhd.org on the "Creating an Entry" page in the Contest section.

Rule 15: Annotated Bibliography

An annotated bibliography is required for all categories. List only those sources that contributed to the development of your entry, sources that provided usable information or new perspectives in preparing your entry. You likely will include fewer sources than you actually used. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how you used the source and how it helped you understand your topic. Annotations of web sites should describe who sponsors the site. For example:

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This firsthand account was very important to my paper because it made me more aware of the feelings of the people involved.

NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your entry should be cited in your bibliography but not included as attachments to your bibliography.

Rule 16: The Separation of Primary and Secondary Sources

You are required to separate your bibliography into primary and secondary sources.

NOTE: Some sources may be considered as either primary or secondary. Use your annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Listing a source under both primary and secondary is inappropriate.

Rule 17: Style Guides

Style for 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 you use, the style must be consistent throughout all written material.

Rule 18: Plagiarism

You must acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in disqualification.

C. Contest Participation

Rule 19: Entry Procedure

At each contest level you must register either online or by submitting paper entry forms (check with your contest coordinator for the format used at your regional and affiliate contests), meet specific deadlines, and follow any procedures established by that contest's coordinator.

Rule 20: Entries to National Competition

Each state is limited to two entries per contest category in the national contest. Ties at affiliate contests will be resolved at the affiliate level.

Rule 21: National Competition Attendance

Individual students and groups must be present for an entry to be judged at the national contest.

III. Individual Category Rules

A. Paper

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. Your paper should be grammatically correct and well written.

Part II, Rules for all Categories (except for Rule 14), applies to papers.

Rule A1: 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.

NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your paper should be cited in your bibliography but not included as attachments to your paper.

Rule A2: Citations

Citations—footnotes, endnotes, or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to Part II, Rule 17, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

Rule A3: Preparation Requirements

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 and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in a cover or binder. The title page should have no illustrations.

Rule A4: Number of Copies

Four copies of the paper must be submitted prior to the contest, via the appropriate registration process, by the deadline established for the contest. Winning papers sometimes are published by contest officials; you must be prepared to give permission for such publication. You must bring a copy of your paper to the contest for your use.
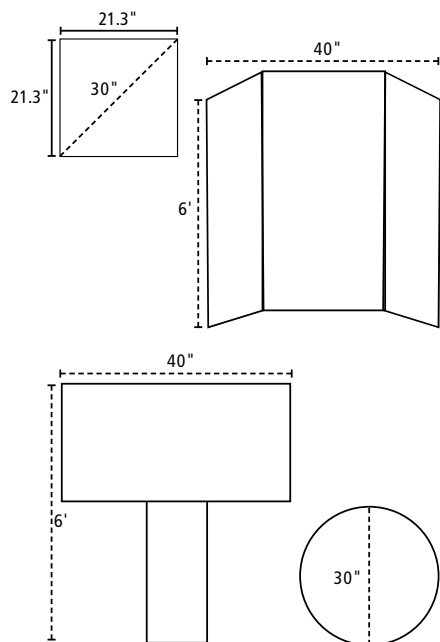
B. Exhibit

An exhibit is a visual representation of your research and interpretation of your topic's significance in history, much like a small museum exhibit. The analysis and interpretation of your 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 your exhibit.

Part II, Rules for all Categories, applies to exhibits.

Rule B1: Size Requirements

The overall size of your 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 that you create and 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 B2: Media Devices

Media devices (e.g., DVD players, projectors, video monitors, 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 B3). 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 a method to bypass the prohibition against live student involvement.

NOTE: 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 B3: 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 you 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 you use your 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 your message is clear and contained on the exhibit itself; judges have little time to review supplemental material. 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 for your exhibit should be cited in your bibliography but not included as attachments to your bibliography or exhibit.

C. Performance

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

Part II, Rules for all Categories, applies to performances.

Rule C1: 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. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.

NOTE: You should allow several empty seconds in your performance to account for unplanned pauses (e.g., applause, forgotten lines, etc.).

Rule C2: Performance Introduction

The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

Rule C3: Media Devices

Use of slides, tape recorders, computers, or other media within your performance is permitted. You must provide and run all equipment and carry out any special lighting or sound effects.

Rule C4: Script

The script for the performance should not be included with the written material presented to the judges.

Rule C5: Costumes

You may have a costume produced for you, but the design, choice of fabrics, etc., must be your own. Or, you may rent a costume. Remember: simple is best.

D. Documentary

A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance, much as professional documentarians do. The documentary category will help you develop skills in using photographs, film, video, audiotapes, computers, and graphic presentations. Your presentation should include primary materials and also must be an original production. To produce a documentary you must have access to equipment and be able to operate it.

Part II, Rules for all Categories, applies to documentaries.

Rule D1: Time Requirements

Documentaries may not exceed 10 minutes in length. You 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).

NOTE: Use your set-up time to prepare your documentary for presentation, focus equipment, adjust volume, etc.

Rule D2: Introduction

You must announce only the title of your presentation and names of participants. Comments prior to or during the presentation, including live narration, are prohibited.

Rule D3: Student Involvement

You are responsible for running all equipment.

Rule D4: Student Production

All entries must be student-produced. You must operate all equipment. You 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 D5: Entry Production

Your entry must be an original production. You may use professional photographs, film, slides, recorded music, etc., within your presentation. However, you must integrate such items into your presentation and give proper credit at the end of your presentation (per Rule D6) as well as in your annotated bibliography. You must operate all editing equipment used in the production of your presentation. Using material created by others specifically for use in your entry violates this rule.

NOTE: Remember that different equipment may affect how your documentary appears on the screen. You may wish to test equipment provided at competitions beforehand, bring back-up copies of your documentary in different formats, and/or bring your own equipment. There is no penalty for displaying your documentary on a laptop computer and many students use them successfully as a backup measure.

Rule D6: Credits

At the conclusion of the documentary, you 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, web sites) 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 D7: Displays

Stand alone displays are prohibited.

Rule D8: Computer Entries

You 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.

E. Web Site

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

Part II, Rules for all Categories, applies to web sites.

Rule E1: Entry Production

All entries must be original productions constructed using the NHD web site editor beginning at the school level. You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. You must operate all software and equipment in the development of the web site.

Rule E2: Size Requirements

Web site 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, may use no more than 100MB of file space.

Rule E3: Navigation

One page of the web site 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 E4: Multimedia

Each multimedia clip may not last more than 45 seconds. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. All multimedia must be stored within the site; you may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips you may use but you must respect the file size limit. 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 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 E5: Required Written Materials

The annotated bibliography and process paper must be included as an integrated part of the web site. They should be included in the navigational structure. They do NOT count toward the 1,200-word limit. Refer to Part II, Rules 15–17, for citation and style information.

Rule E6: 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 E7: 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). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule E4.

Rule E8: Submitting Entry for Judging

You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Because all required written materials from Part II, Rule 12, are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit www.nhd.org.

IV. How Will Your Entry Be Judged?

A. Benefits of the Evaluation Process

The goal of National History Day is to provide you with a high-quality, educational experience—whether or not you win a prize. The judges' evaluations are part of the learning and skill building process of NHD. The judges' evaluations help you to improve skills and provide positive feedback for the hard work you have put into producing your project. The judges' comments also can provide you with ideas for revisions and enhancements as you move from one contest level to the next. Remember, regardless of how your entry is ranked, by participating in National History Day you will benefit from the experience. You will gain research, thinking, and presentation skills that will last your entire life. You will become an expert on a topic of interest to you and to others. You will acquire poise and self-confidence and will learn to manage your time. You are a winner!

B. Who are the Judges?

Historians, educators, and others interested in history and education serve as judges at each level of the National History Day competition.

C. How Does the Evaluation Process Work?

At official National History Day contests, each separate division and category usually is judged as a whole by a panel of judges. Time constraints due to the number of entries often require some categories to be evaluated initially by several teams of judges. Finals then become necessary. In such cases, the entries judged best by each team of initial judges are re-evaluated by a new team of judges to determine the winning entries in the category. The number of entries in finals and procedures for judging vary by contest and category and are within the discretion of the contest officials.

D. Consensus Judging

Judges will not assign a numerical score to each entry; rather, they will rank the entries in their group. Judges are required to consult with each other in determining individual rankings. Judges are encouraged to review the results of their category upon completion of the judging to assure accuracy in the evaluation process. As a final step, the judges will assign each entry an overall rating.

E. The Subjective Nature of Judging

Remember: judges must evaluate certain aspects of your entry that are objective (e.g., were primary sources used; is the written material grammatically correct and accurately spelled). But judges also must evaluate interpretive aspects of your entry that are qualitative in nature (e.g., analysis and conclusions about the historical data). Historians often reach different opinions about the significance of the same data. It is therefore crucial for you to base your interpretations and conclusions on solid research. Judges will check to determine whether you used available primary sources and whether you were careful to examine all sides of an issue and present a balanced account of your research and presentation. Your process paper and annotated bibliography are critical to this process.

F. The Decision of the Judges is Final

You, your parents, and your teachers should realize that inadvertent inequities may occur in judging and that contest officials do want to be informed of any problems. If you have a concern, ask your teacher about the correct process to follow in notifying officials. The decision of the judges is final.

G. Evaluation Criteria

Historical Quality (60%)

The most important aspect of your entry is its historical quality. You should ask yourself the following questions to help you focus on your historical analysis.

- Is my entry historically accurate?

- Does my entry provide analysis and interpretation of the historical data rather than just a description?

- Does my entry demonstrate an understanding of historical context?

- Does my annotated bibliography demonstrate wide research?

- Does my entry demonstrate a balanced presentation of materials?

- Does my entry demonstrate use of available primary sources?

Relation to Theme (20%)

Your entry must explain clearly the relation of your topic to the annual National History Day theme. You should ask yourself the following questions to help focus your topic on the theme and its significance.

- How does my topic relate to the theme?

- Why is my topic important?

- How is my topic significant in history and in relation to the National History Day theme?

- How did my topic influence history?

- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?

Clarity of Presentation (20%)

Although historical quality is most important, your entry must be presented in an effective manner. You should ask yourself the following questions to help you focus on your presentation.

- Is my entry original, creative, and imaginative in subject and presentation?

- Is my written material clear, grammatically correct, and accurately spelled?

- Is my entry well-organized?

- Do I display stage presence in a performance?

- Is the visual material I present clear?

- Do I understand and properly use all of my equipment?

H. Rule Compliance

Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against your entry. Rule infractions should be corrected before a winning entry competes in the next level of competition.

I. Sample Judge's Evaluation

Below are sample NHD project evaluation forms. Teachers or fellow students can use these forms to help evaluate your project as you work to improve your entry. Blank forms can be found on the NHD web site at www.nhd.org.

V. Category Checklist

Exhibit

Individual and Group (2–5 students)

- Exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high when displayed.

- 4 copies (plus one for you) of written materials are prepared. These include title page with required information, and 500-word description of the research methods used (a judging team may retain one copy for review).

- Annotated bibliography is separated into primary and secondary sources.

- Exhibit addresses the theme.

- Title is clear and visible.

- Labels, captions, and titles include no more than 500 words.

- Exhibit has visual impact and shows interpretation.

- Entry is registered by deadline.

- You are prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions).

Performance

Individual and Group (2–5 students)

- Performance does not exceed 10 minutes.

- Set-up and take-down of props takes no more than 5 minutes each.

- 4 copies (plus one for you) of written materials are prepared. These include title page with required information, and 500-word description of the research methods used (a judging team may retain one copy for review).

- Annotated bibliography is separated into primary and secondary sources.

- Performance addresses the theme.

- You supply all props and equipment.

- Only you run equipment and are involved in the performance.

- You have prepared extra supplies and materials in case of emergency.

- Entry is registered by deadline.

- You are prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions).

Documentary

Individual and Group (2–5 students)

- Presentation does not exceed 10 minutes.

- Set-up and take-down takes no more than 5 minutes each.

- 4 copies (plus one for you) of written materials are prepared. These include title page with required information, and 500-word description of the research methods used (a judging team may retain one copy for review).

- Annotated bibliography is separated into primary and secondary sources.

- Documentary addresses the theme.

- Your involvement during the presentation is limited to operating equipment and giving name and title.

- Entry is registered by deadline.

- You have prepared extra supplies and materials in case of emergency.

- You are prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions).

Paper

Individual Only

- Paper is 1,500–2,500 words, excluding notes, annotated bibliography, and title page.

- Title page contains only the required information.

- Annotated bibliography is separated into primary and secondary sources.

- Paper addresses the theme.

- Citations are provided within the paper.

- 4 copies (plus one for you) are prepared and submitted.

- Entry is registered by deadline.

- You are prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions).

Web Site

Individual and Group (2–5 students)

- Web site contains no more than 1,200 visible, student-composed words.

- Home page includes names of participants, entry title, division, and the main menu.

- All pages are interconnected with hypertext links.

- Web site uses no more than 100MB of file space.

- The content is stable and does not change when the refresh button is hit.

- Annotated bibliography is separated into primary and secondary resources.

- Web site addresses the theme.

- Required written materials are an integrated part of the web site.

- Entry is registered and submitted by deadline.

- You are prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions).

For Further Information

Contact:

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For more information about National History Day and answers to frequently asked questions about rules and procedures, check out the NHD web site at www.nhd.org.

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