

**2015 National History Day**  
**St. Lucie Public Schools History Fair**  
**Everything Booklet**

NATIONAL HISTORY DAY 2015

**LEADERSHIP & LEGACY**  
*in history*



## **Top Ten Reasons to Participate in National History Day**

1. Teaches History
  - Builds an understanding that history is not static and contains multiple perspectives
2. Engages Students
  - Excites students by asking them to choose a topic and explore multiple resources
3. Energizes the Curriculum
  - Provides a framework for hands-on, student-centered learning
4. Meets the Florida Standard's Rigorous Academic Standards
  - Provides authentic opportunities for use of complex text, close reading, and argumentative writing through a portfolio-building and research-based activity
5. Encourages Literacy
  - Adjusts their reading for different types of print and non-print texts (including fiction and nonfiction, classic and contemporary works)
6. Enhances Assessment
  - Provides a multilayered performance-based assessment tool
7. Teaches Critical Thinking
  - Promotes life skills, analytical skills, comparative perspectives, and models of critical judgment—essential for work in any field
8. Inspires Curiosity
  - Ignites student interest in learning about history by integrating social studies, art, sciences, literature, language, and music into their presentations
9. Recognizes Student Strengths
  - Allows students to become experts
10. Activates Civic Engagement
  - Encourages students to become involved in their communities

## **History Fair Classroom Calendar**

### **Beginning of School Year**

- Read and understand the theme.
- Peruse the class textbook/class curriculum making note of possible student research topics.
- Set a calendar of assignments and due dates corresponding with each grading period.
- Introduce the theme.
- Show how the theme fits into the class curriculum.
- Explain sources.
- Develop a paperwork management system.

### **September into October**

- Support students in choosing a topic. Narrow it down – the more specific the topic, the easier it is to manage.
- Help students decide if their project will be done individually or as a group.
- Guide students in sourcing and reading a variety of quality sources.
- Students need to begin analyzing sources.
- Help students narrow and ask questions of the topic (e.g. Can I do the topic in the amount of time allotted? Are there enough resources to support a project on this topic?).
- Encourage students to continue to read, read, read.
- Help students develop a thesis.
- Explain formulating an interpretation and presenting research.

### **November**

- Make sure they follow the published rules for their presentation method.
- Follow up with students on their chosen method of presentation: Web site, Performance, Exhibit, Documentary, or Paper and support students in being good decision makers.

### **December, January**

- Help students polish their final product for your school's History Fair.
- Consider being a judge or volunteering at the District History Fair!

### **February**

- Deadline for submitting your school's winners for District is February 9, 2015.
- Encourage your first, second, and third place winners to advance to the District History Fair.  
Date TBD

## Topic Selection Worksheet

Name: \_\_\_\_\_

*Use this worksheet to help select and focus your topic for this year's theme.*

The History Fair theme for this year is: \_\_\_\_\_

My general area of interest is: \_\_\_\_\_

Preliminary topic idea: \_\_\_\_\_

List of issues or questions to be explored in my/our research: (Look for ways to compare, contrast, or interpret using your own ideas):

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Working title (and subtitle if appropriate):

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Thesis statement (my/our History Fair project will examine, compare, discuss, show, etc.):

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# Eight Steps of Historical Research

The following is excerpted from *A Guide to Historical Research through the National History Day Program*. A team of ten veteran teachers provide their best practices in managing NHD in the classroom. The book is formatted to take teachers step-by-step through a school year, from topic selection to research presentation complete with ready to use worksheets.

## **Step 1: Developing a paperwork management system**

Organization is a key factor in successful research. The teacher should encourage students in the beginning stage of research to select a paperwork management system.

## **Step 2: Selecting a Topic**

Teachers should work with students to select a topic related to the annual theme. Brainstorming ideas or looking through the history textbook are great ways to begin thinking about potential topics. For ideas on theme connection and topic selection please see the [2015 NHD Theme Book](#).

## **Step 3: Background Reading for Historical Context**

In the excitement of getting started students sometimes skip one of the most important steps, building historical context for their research topic. Take time to support students in reading widely about their topic. Look at several different history books about the time period in which the topic takes place.

## **Step 4: Narrowing Your Topic**

Selecting a National History Day topic is a process of gradually narrowing the area of history (period or event) that interests the students. For example, if the student is interested in Native Americans and the theme is *Rights and Responsibilities in History*, a natural topic would be treaty rights. After reading several texts and journals about Native Americans and treaties, the process might look something like this:

Theme: Rights in History  
Interest: Native Americans  
Topic: Treaty Rights  
Issue: 1788 Fort Schuyler Treaty

Or, if the student expressed an interest in Women's Rights and the theme is the *Individual in History*, the student might consider voting rights. After a library search and reading several texts about the era, the students might narrow the topic to the women's suffrage movement, and then a leader in the struggle for the vote, Alice Paul. In this case, the process looks like this:

Theme: Individual in History  
Interest: Women's Rights  
Topic: Suffrage Movement  
Issue/Individual: Alice Paul

Or if a student is interested in science and the theme is *Innovation in History*, the student might research medical discoveries that changed the world like the discovery of penicillin or isolating DNA. Resources to support the research might be in libraries, excellent websites (link on evaluating websites), and History of Science Museums. The process for narrowing the topic and connecting with the theme might follow this sequence:

Theme: Innovation in History  
Interest: History of Science  
Topic: Medical Discoveries  
Issue/Discovery: Penicillin

For more topic ideas on this year's theme, download the [sample topic list](#).

### **Step 5: Gathering and Recording Information**

To be responsible researchers, students must credit sources from which they gathered information. To begin the process, however, it is important for the student to collect the critical information from each source as they read: the author's name, title, publisher, and date of publication, and page number for quotes.

### **Citations/bibliographies**

To record the information for NHD projects use the MLA style.

For help with MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>

### **Annotated bibliography**

An annotated bibliography is required for all categories. The annotations for each source must explain how the source was used and how it helped the student understand the topic. The student should also use the annotation to explain why the source was categorized as primary or secondary. Historians do sometimes disagree and there's not always one right answer, so students should use the annotation to explain why they classified their sources as they did. Students should list only those sources used to develop their entry. An annotation normally should be about 1-3 sentences.

### **Source (example)**

Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.

### **Annotation (example)**

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

**Step 6: Analyzing and Interpreting Sources and the Topic's Significance in History**

Historians do more than describe events. They analyze and interpret information gathered from their sources to draw conclusions about a topic's significance in history. Students should do the same. Therefore, teachers should help students to ask questions of their topic and their research, considering the following:

- Elements of change and continuity
- Historical context: economic, political, social and cultural atmosphere of the time period

Encourage students to interrogate their sources:

- Who created the source?
- When was the source created?
- What was the intent or purpose of the source?

**Step 7: Developing a thesis**

The thesis statement is usually one sentence that presents an argument about the topic. The body of the paper or website, the script of the performance or documentary, the headings and captions in an exhibit then are used to support the thesis using evidence from the research.

A good thesis statement:

- Addresses a narrow topic
- Explains what the researcher believes to be the historical significance of the topic
- Connects the topic to the National History Day theme

**Step 8: Finalizing an NHD research project**

When research is completed and ready to present to an audience, ask students to review whether their work includes:

- Analysis and interpretation
- Significance and impact
- In-depth research
- Historical accuracy
- Historical context
- Adherence to the theme

Name \_\_\_\_\_

## RESEARCH STRATEGY WORKSHEET

Use this worksheet to develop ideas on the types and location of sources you can use in your research.

These ideas will be helpful when you discuss your research with a reference librarian.

What libraries or research centers do you think will have information on your topic?

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What are some key words, dates, or people related to your topic that will help you find information in an encyclopedia, a book index, a computer search, or a card catalog?

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What materials will you look at to begin your research?

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Make a list of the types of primary sources you think might exist for your topic.

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Make a list of people you could interview or write, to learn more about your topic. Make a note after each name if they would be a primary or secondary source.

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## LOCAL RESOURCES

Finding good resources is always a challenging part of every historian's job. History Fair requires you to have substantial primary and secondary resources. While the internet is becoming more important to us in finding both primary and secondary resources, we can't afford to ignore local sources. Our area has significant resources on water topics, pioneer movements, fishing, agriculture, archeology, WWII, Navy Seals/UDT, and Zora Neale Hurston. The greatest thing about using these local resources is that you get a chance to work with museum or library staff whose biggest working joy is to assist you in your research. Use these local resources for your benefit. You'll be glad you did!

### **St. Lucie County Historical Museum**

414 Seaway Drive (under the big bridge going to the beach in Ft. Pierce)  
462-1795

Extensive collection of photographs from late 19th and early 20th Century. Focus on local history, citrus history, Seminole Indians.

### **Elliott Museum**

825 NE Ocean Blvd., Stuart  
225-1961(x 107 for specific research questions)

The Elliott specializes in antique automobiles, large textile collection, and 20th Century everyday living.

### **UDT SEAL Museum**

3300 N State Road A1A (at Pepper Park), Ft. Pierce  
595-5845

Official museum of UDT (World War II) and Navy SEALs. Many of the museum guides are former UDT or SEALs.

### **Gilbert's Bar House of Refuge Museum**

301 SE MacArthur Blvd., Stuart (next to Bathtub Reef)  
225-1875

History of the life-saving services. Photographs and written narratives.

### **Maritime and Yachting Museum of Florida**

3250 Kanner Hwy., Stuart  
692-1234

History of Evinrude motors. Fantastic collection of wooden boats, Whiticar Boat Works hand tools and jigs for building boats.

### **St. Lucie County Public Libraries:** <http://www.st-lucie.lib.fl.us/>

Ft. Pierce Main Branch 101 Melody Lane 462-1615  
Hurston Branch 3008 Ave D 462-2154  
Lakewood Park Branch 7605 Santa Barbara 462-6870  
Morningside Branch 2410 SE Morningside 337-5632  
Port St. Lucie Branch 180 SW Prima Vista 871-5450  
St. Lucie West/FAU/IRSC Branch 500 SW California 873-3309

### **Indian River State College**

3209 Virginia Ave.  
Ft. Pierce  
462-4757

# Required Written Material for All Entries

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**For complete rules, refer to the 2010-2011 Rule Book**

## **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 only the title of your entry, your name(s), and the contest division and category in which you are entered.

**NOTE:** The title page must not 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

(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
- (4) how your project relates to the History Fair theme

**\*\***You can view sample process papers at [www.nhd.org](http://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. It should contain all sources that provided usable information or new perspectives in preparing your entry. You will look at many more sources than you actually use. However, you must have a minimum of five sources one of which is a primary source. You should list only those sources that contributed to the development of your entry. 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 include a description of 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.

**Rule 17: Style Guides**

You must use the MLA style for all written work and your annotated bibliography. Make use of Easybib.com or ask for guidance from your instructor or librarian.

**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.

# Compiling a Bibliography

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Keep a record of all your sources and resources on index cards. Time spent doing this will save headaches in developing your annotated bibliography. You should keep the following information from each source (*if applicable*):

1. Title of book, magazine, newspaper, or document.
2. Author(s), complete name(s), as listed on source.
3. Copyright date, or date written.
4. Date published for newspaper, magazine.
5. Publisher.
6. City where published.
7. Name of person(s) interviewed.
8. Date of interview.
9. List the page(s) that you actually used.
10. Additional information that may prove useful.
11. Primary or secondary resource

## Annotations

It is very important that you provide an annotation for each source used. An annotation describes the source and what you learned or gained from it. The annotation should also evaluate the source. The following questions may be helpful:

- What type of reference source is it? Is it very specific or a broad overview? Does it discuss just one person or just one part of an incident or topic?
- How did you use this source in researching and preparing your entry? Did you use this for your report, to write your play, display pictures, props, costumes, slides, narration, etc.?
- How did this source help you understand your topic?

## Citation Styles

Citation and bibliographic references must follow the principles in the most recent edition of one of the style guide of the Modern Language Association of America (MLA).

**\*Sources must be grouped into primary and secondary categories and listed alphabetically.**

# Bibliography Format

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Please refer to the Purdue Online Writing Lab (OWL) [MLA Formatting and Style Guide](#) or use [Citation Machine](#)

**\*Remember that primary and secondary sources must be grouped with primary sources listed first.**

## Writing an Annotation

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Use the following questions to help guide your annotation. You should be able to summarize your interaction with the resource in a two or three sentences.

1. What was the specific form of the source?  
(encyclopedia, interview, internet, video, etc.)
2. Where did I find this source?  
(public library, school media center, home, etc.)
3. How did I find this source?
4. Generally, what kind of information could be found in the source?
5. What information did I find in/with it that was important to me?
6. What did I really like about this source?
7. What did I find difficult about this source?
8. How did this source conflict with other sources?

# Research Paper Rules

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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.

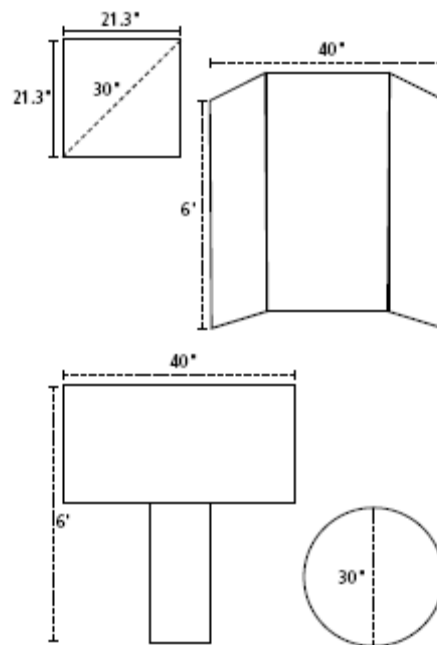
**Rule A4: Number of Copies** Four copies of the paper must be submitted prior to the contest, via the appropriate registration process, by the deadline established for the contest. Winning papers sometimes are published by contest officials; you must be prepared to give permission for such publication. You must bring a copy of your paper to the contest for your use.

# Exhibit Rules

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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.

# Performance Rules

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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.



# Documentary Rules

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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.

# Web site Category Rules

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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 ([www.nhd.weebly.com](http://www.nhd.weebly.com)). 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.

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

## **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](http://www.nhd.org).

The following pages contain alternative rubrics appropriate for grading student projects at the school level. The St. Lucie County District History Fair will use the NHD official evaluation rubrics. You may view those by downloading the .zip file here → <http://www.nhd.org/images/uploads/evalsheets.zip> The .zip file contains the evaluation sheets for all five categories.

# History Fair Rubric: Paper

<b>Rules Compliance</b>		<b>Yes</b>	<b>No</b>	Student Name:  Topic:	
• Maintains length requirement (1500 – 2500 words)					
• Includes annotated bibliography					
<b>Clarity of Presentation (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Paper is original, clear, appropriate, organized and well-presented	10	8	6	4	
• Text is clear, grammatical and spelling is correct; entry is neatly prepared	10	8	6	4	
<b>Relation to Theme (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Clearly relates topic to theme	10	8	6	4	
• Demonstrates significance of topic in history and draws conclusions	10	8	6	4	
<b>Historical Quality (60%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Entry is historically accurate	10	8	6	4	
• Shows analysis and interpretation	10	8	6	4	
• Places topic in historical context	10	8	6	4	
• Shows wide research	10	8	6	4	
• Uses available primary sources	10	8	6	4	
• Research is balanced	10	8	6	4	
<b>Totals</b>					
<b>Final Score</b>					

# History Fair Rubric: Exhibit

Rules Compliance		Yes	No	Student Name(s):  Topic:	
• Maintains size requirement (40" x 30" x 72")					
• Media device maintains time limit (3 minutes)					
• Maintains word limit (500 words)					
• Includes process paper with annotated bibliography					
Clarity of Presentation (20%)	Superior	Excellent	Good	Needs Improvement	
• Exhibit, written material is original, clear, appropriate and organized	10	8	6	4	
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	10	8	6	4	
Relation to Theme (20%)	Superior	Excellent	Good	Needs Improvement	
• Clearly relates topic to theme	10	8	6	4	
• Demonstrates significance of topic in history and draws conclusions	10	8	6	4	
Historical Quality (60%)	Superior	Excellent	Good	Needs Improvement	
• Entry is historically accurate	10	8	6	4	
• Shows analysis and interpretation	10	8	6	4	
• Places topic in historical context	10	8	6	4	
• Shows wide research	10	8	6	4	
• Uses available primary sources	10	8	6	4	
• Research is balanced	10	8	6	4	
Totals					
Final Score					

# History Fair Rubric: Performance

<b>Rules Compliance</b>		<b>Yes</b>	<b>No</b>	Student Name(s):  Topic:	
• Maintains time requirement (10 minutes)					
• All equipment student-run					
• Includes process paper with annotated bibliography					
<b>Clarity of Presentation (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Presentation, written material is original, clear, appropriate, organized and articulate	10	8	6	4	
• Performers show good stage presence; props and costumes are historically accurate	10	8	6	4	
<b>Relation to Theme (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Clearly relates topic to theme	10	8	6	4	
• Demonstrates significance of topic in history and draws conclusions	10	8	6	4	
<b>Historical Quality (60%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Entry is historically accurate	10	8	6	4	
• Shows analysis and interpretation	10	8	6	4	
• Places topic in historical context	10	8	6	4	
• Shows wide research	10	8	6	4	
• Uses available primary sources	10	8	6	4	
• Research is balanced	10	8	6	4	
<b>Totals</b>					
<b>Final Score</b>					

# History Fair Rubric: Documentary

<b>Rules Compliance</b>		<b>Yes</b>	<b>No</b>	Student Name(s):  Topic:	
• Maintains time requirement (10 minutes)					
• All equipment student-run					
• Includes process paper with annotated bibliography					
<b>Clarity of Presentation (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Presentation, written material is original, clear, appropriate, organized and articulate	10	8	6	4	
• Entry is organized, visual impact is appropriate to topic	10	8	6	4	
<b>Relation to Theme (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Clearly relates topic to theme	10	8	6	4	
• Demonstrates significance of topic in history and draws conclusions	10	8	6	4	
<b>Historical Quality (60%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	
• Entry is historically accurate	10	8	6	4	
• Shows analysis and interpretation	10	8	6	4	
• Places topic in historical context	10	8	6	4	
• Shows wide research	10	8	6	4	
• Uses available primary sources	10	8	6	4	
• Research is balanced	10	8	6	4	
<b>Totals</b>					
<b>Final Score</b>					

# History Fair Rubric: Web Site

<b>Rules Compliance</b>	<b>Yes</b>	<b>No</b>	Student Name(s):  Topic:	
• Maintains word limit (1200 words)				
• Maintain size limit (100 MB)				
• Multimedia clips maintain time limit (45 seconds)				
• Includes process paper and annotated bibliography				
<b>Clarity of Presentation (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
• Web site, written material is original, clear, appropriate, organized and articulate	10	8	6	4
• Web site has visual impact, uses multimedia effectively and actively involves viewer	10	8	6	4
<b>Relation to Theme (20%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
• Clearly relates topic to theme	10	8	6	4
• Demonstrates significance of topic in history and draws conclusions	10	8	6	4
<b>Historical Quality (60%)</b>	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
• Entry is historically accurate	10	8	6	4
• Shows analysis and interpretation	10	8	6	4
• Places topic in historical context	10	8	6	4
• Shows wide research	10	8	6	4
• Uses available primary sources	10	8	6	4
• Research is balanced	10	8	6	4
<b>Totals</b>				
<b>Final Score</b>				