

Category Selection

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

The best category for my topic is (check mark):

| | | | |
|----------------|---|------------------|-------------|
| Type of Entry: | _____ Historical paper (individuals only) | | |
| | _____ Documentary | _____ Individual | _____ Group |
| | _____ Museum Exhibit | _____ Individual | _____ Group |
| | _____ Website | _____ Individual | _____ Group |
| | _____ Performance | _____ Individual | _____ Group |

Category Analysis: Answer the following questions about your selected category.

Explain why you believe your topic can best be presented in that category.

How will you offer a historical analysis and interpretation through your selected category?

What resources do you have in mind that will help you in completing your category's product (a paper, documentary, exhibit, website, or performance)?

How does your selected category best connect your topic to the National History Day theme?

If in a group, did your entire group decide on the same category?

Framework 2: Moderate Framework

Student Evaluation Point System: 0=None; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|--|---|---|---|---|
| Historical Quality- <i>From 0(the least)-3(the most), how well do you believe you will be able to provide a historical interpretation with the chosen category?</i> | 0 | 1 | 2 | 3 |
| Research- <i>From 0(the least)-3(the most), how readily available do you believe sources are in creating your product?</i> | 0 | 1 | 2 | 3 |
| Connection to Theme- <i>From 0(the least)-3(the most), how will your selected category best represent your topic in relation to the competition's theme?</i> | 0 | 1 | 2 | 3 |

Teacher Evaluation Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|---------------------------|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Student Category Analysis | 0 | 1 | 2 | 3 |
| Student Evaluation | 0 | | | 3 |

Teacher Notes and Feedback:

Research

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Selected Category: _____

Research Analysis: After gathering preliminary sources and exploring your topic, complete the following analysis on the research you have conducted thus far.

Primary Sources (List at least 3):

| Source Title and Author (Document, Speech, Recording, Photo, etc.) | This is interesting because... |
|---|--------------------------------|
| | |
| | |
| | |

How does the use of primary sources make your project credible?

Why is it important to include primary sources in your project?

How do the primary sources you picked connect your topic to the National History Day theme?

Framework 2: Moderate Framework

Secondary Sources (List at least 3):

| | |
|---|--------------------------------|
| Source Title and Author (Articles, Books, Websites, Biography, etc.) | This is interesting because... |
| | |
| | |
| | |

How are secondary sources useful in your project?

Why is it important to include secondary sources in your project?

How do the secondary sources you picked connect your topic to the National History Day theme?

Teacher Evaluation Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|---------------------|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Research Sources | 0 | 1 | 2 | 3 |
| Research Analysis | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Annotated Bibliography

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Selected Category: _____

Annotated Bibliography Analysis: Now that you have both primary and secondary sources selected to use, complete the following to help you make an annotated bibliography. Since the sources are already divided between primary and secondary sources, make sure they are listed in alphabetical order by the first word in the citation in their respective source list (excluding “a,” “an,” and “the”). **NOTE: Each student in a group must create at least 2 original sources.**

Primary Source 1:

Citation (*make sure it's properly formatted MLA/Chicago Style*)

Why is this source important for your project (summary)? How does it help connect your topic to the theme (usage)?

Primary Source 2:

Citation (*make sure it's properly formatted MLA/Chicago Style*)

Why is this source important for your project (summary)? How does it help connect your topic to the theme (usage)?

Framework 2: Moderate Framework

Secondary Source 1:

Citation *(make sure it's properly formatted MLA/Chicago Style)*

Why is this source important for your project (summary)? How does it help connect your topic to the theme (usage)?

Secondary Source 2:

Citation *(make sure it's properly formatted MLA/Chicago Style)*

Why is this source important for your project (summary)? How does it help connect your topic to the theme (usage)?

Teacher Evaluation Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|-----------------------------|----------------------------|------------------------------|--------------------------------|---------|
| Citations | 0 | 1 | 2 | 3 |
| Annotations | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Properly formatted citation | Annotation – clear summary | Annotation – usage statement | Spelling, grammar, conventions | |
| 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |

Teacher Notes and Feedback:

Framework 2: Moderate Framework

Thesis

Name of Student: _____

History Day Topic: _____

Selected Category: _____

NOTE: Every student, regardless if you are in a group, should produce a thesis statement.

Thesis Analysis: Answer the following questions after you have formed your thesis. Provide evidence and **explain** for each question.

My thesis is: _____

Does your thesis statement pose a research question? (You want to find out something.)

Does your thesis statement put your topic in its proper historical context?

Does your thesis statement state your topic and its importance? (Historical significance.)

Does your thesis statement take a stand on your topic? (Historical analysis and interpretation.)

Does your thesis statement connect the topic with the theme?

Does your thesis statement include all essential information to understand your topic? (Who, what, when, where, why.)

Framework 2: Moderate Framework

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | Student Self-Evaluation: | Teacher Evaluation: |
|---|---------------------------------|----------------------------|
| Thesis includes elements of the Theme. | 0 1 2 3 | 0 1 2 3 |
| Thesis states the main topic. | 0 1 2 3 | 0 1 2 3 |
| Thesis clearly states the impact of the topic. | 0 1 2 3 | 0 1 2 3 |
| Topic placed in relevant historical context. | 0 1 2 3 | 0 1 2 3 |
| Important who, what, when, where, why included. | 0 1 2 3 | 0 1 2 3 |

Teacher Evaluation Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|---|---|---|---|---|
| Historical Quality of Thesis Statement | 0 | 1 | 2 | 3 |
| Overall Grammar and Mechanics of Thesis Statement | 0 | 1 | 2 | 3 |
| Thesis Statement Analysis | 0 | 1 | 2 | 3 |
| Student Self-Evaluation | 0 | | | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Framework 2: Moderate Framework

Outline Plan

Name of Student: _____

History Day Topic and Category: _____

Websites: a rough plan of the website must be submitted, noting the pages, organizational structure, and document links planned out. Please plan to submit the URL to me and make sure that your thesis is clear.

Papers: 2 page detailed outline of the main topics and information to be covered. Make sure your thesis is clear.

Exhibits: a story board of basic images with bullets of key pieces of information to be included along with a list of graphics and images to be included. Make sure your thesis is clear.

Documentaries: a rough draft of a script or a rough cut (2-3 minutes) of the documentary must be submitted. Make sure your thesis is clear.

Performances: a rough draft of a script must be turned in. A minimum of four minutes of dialogue must be included. Make sure your thesis is clear.

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| <i>Elements</i> | <i>Description</i> | |
|--|--|---------|
| Title | <i>Present, creative, gives a hint to the project, gets attention (good first impression)</i> | 0 1 2 3 |
| Thesis | <i>Clear, well developed, offers a unique perspective, allows for analytical thinking and development</i> | 0 1 2 3 |
| Supporting Evidence <i>(Research)</i> | <i>Gives evidence to support and expand the thesis; shows a variety of sources</i> | 0 1 2 3 |
| Development <i>(Historical Quality; Connection to Theme)</i> | <i>Shows progress and development; goes beyond the information found in typical secondary source (think World Book or Wikipedia)</i> | 0 1 2 3 |
| Conclusion <i>(Historical Analysis and Interpretation)</i> | <i>Draws ideas together and shows analysis. Includes independent analysis of historical research.</i> | 0 1 2 3 |

Teacher Notes and Feedback:

Rough Draft of Process Paper
(All categories *except* Historical Papers)

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic and Category: _____

NOTE: You only have to turn in ONE (1) rough draft if you are in group.

The objective of the Process Paper is to explain to the reader how your project came together to produce your product, i.e. a website, exhibit, documentary, or performance.

(Note: You have specific rules and restrictions about the process paper for your category. Make sure you understand the expectations by reading the Contest Rule Book)

Fill out the following questions to help you get started on the rough draft.

Title of Process Paper: _____

Why did you chose your topic? _____

Why is your topic important? _____

Where did you find most of your research? _____

Which research materials were most important to your project and why (list 3)?

1. _____

Framework 2: Moderate Framework

2. _____

3. _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| Elements | Description | |
|--|--|---------|
| Title Page | <i>Title is present, along with your name(s) and the contest division and category in which you are entered.</i> | 0 1 2 3 |
| Process Paper | <i>Describe your History Fair topic. Explains why you chose your topic</i> | 0 1 2 3 |
| Thesis and Importance | <i>Clear and well developed reason to why the chosen topic is important to study Explains reasoning for interpretation</i> | 0 1 2 3 |
| Supporting Evidence (Research) | <i>Explain where you found your research materials. Which were important and why?</i> | 0 1 2 3 |
| Development (Historical Quality; Connection to Theme) | <i>Shows progress and development; state how your topic connects to the theme, and why your topic is important</i> | 0 1 2 3 |
| Conclusion | <i>Draws ideas together and connects your thesis to the project</i> | 0 1 2 3 |

Teacher Notes and Feedback:

Rough Draft of Historical Paper

Name of Student: _____

History Day Topic: _____

As a Historical Paper participant, you will have multiple drafts as you write. However, a rough draft is due _____. There are certain rules for your rough draft. Use the following checklist to make sure you are following guidelines.

- Typed, double-spaced, and in Times New Roman 12 point font
- Page numbers and 1 inch margins
- Word Count is around 1500-2500 words
- Complete argument (introduction, body paragraphs, and conclusion)
- Thesis statement underlined
- Includes in-text or parenthetical citations

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| Elements | Description | |
|--------------------|--|---------|
| Title | <i>Present, creative, gives a hint to the project, gets attention (good first impression)</i> | 0 1 2 3 |
| Thesis | <i>Clear, well developed, offers a unique perspective, allows for analytical thinking and development</i> | 0 1 2 3 |
| Research | <i>Gives evidence to support and expand the thesis; shows a variety of sources; balance between primary and secondary sources</i> | 0 1 2 3 |
| Development | <i>Shows progress and development; goes beyond the information found in typical secondary source (think World Book or Wikipedia)</i> | 0 1 2 3 |

Framework 2: Moderate Framework

| | | |
|--------------------------------------|--|---------|
| Conclusion | <i>Draws ideas together and shows analysis. Includes independent analysis of historical research.</i> | 0 1 2 3 |
| Citations | <i>The paper has proper in-text or parenthetical citations</i> | 0 1 2 3 |
| Annotated Bibliography | <i>The paper includes a proper annotated bibliography</i> | 0 1 2 3 |
| Historical Quality | <i>Paper is historically accurate, shows analysis and interpretation, and places topic in historical context</i> | 0 1 2 3 |
| Overall Grammar and Mechanics | <i>Paper is original, clear, appropriate, organized and well-presented; neatly-prepared</i> | 0 1 2 3 |
| Connection to Theme | <i>Overall, the paper connects to the contest theme throughout the analysis</i> | 0 1 2 3 |

Teacher Notes and Feedback:

Final Draft of Process Paper

Name of Student: _____

If in a group (2-5 total students), list other names: _____

1. _____
2. _____
3. _____
4. _____

History Day Topic and Category: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| <i>Elements</i> | <i>Description</i> | |
|--|--|---------|
| Title Page | <i>Title is present, along with your name(s) and the contest division and category in which you are entered.</i> | 0 1 2 3 |
| Process Paper | <i>Describe your History Fair topic. Explains why you chose your topic and why it is important.</i> | 0 1 2 3 |
| Thesis and Importance | <i>Clear and well developed reason to why the chosen topic is important to study Explains reasoning for interpretation</i> | 0 1 2 3 |
| Supporting Evidence (Research) | <i>Explain where you found your research materials. Which were important and why?</i> | 0 1 2 3 |
| Development (Historical Quality; Connection to Theme) | <i>Shows progress and development; state how your topic connects to the theme, and why your topic is important</i> | 0 1 2 3 |
| Conclusion | <i>Draws ideas together and connects your thesis to the project</i> | 0 1 2 3 |
| Rules Compliance for Category | <i>Word limits, size limits, annotated bibliography, etc.</i> | 0 1 2 3 |

Teacher Notes and Feedback:

Historical Paper

Name of Student: _____

History Day Topic and Category: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|--|---|---|---|---|
| Cover Page | 0 | 1 | 2 | 3 |
| Historical Quality | 0 | 1 | 2 | 3 |
| Thesis Statement | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Conclusion | 0 | 1 | 2 | 3 |
| Annotated Bibliography | 0 | 1 | 2 | 3 |
| Grammar and Mechanics | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Citations | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Framework 2: Moderate Framework

Website

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|--|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Design and Layout of Website | 0 | 1 | 2 | 3 |
| Visual Impact and Use of Multimedia | 0 | 1 | 2 | 3 |
| Annotated Bibliography | 0 | 1 | 2 | 3 |
| Process Paper | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Citations, Credits, and Captions | 0 | 1 | 2 | 3 |
| Presentation | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Documentary

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|--|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Script connects Topic and Theme | 0 | 1 | 2 | 3 |
| Visual Impact and Use of Multimedia | 0 | 1 | 2 | 3 |
| Annotated Bibliography | 0 | 1 | 2 | 3 |
| Process Paper | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Citations, Credits, and Captions | 0 | 1 | 2 | 3 |
| Presentation | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Framework 2: Moderate Framework

Performance

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|---|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Script connects Topic with Theme | 0 | 1 | 2 | 3 |
| Visual Impact of Props, Costumes, and Stage Presence | 0 | 1 | 2 | 3 |
| Annotated Bibliography | 0 | 1 | 2 | 3 |
| Process Paper | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Citations, Credits, and Captions | 0 | 1 | 2 | 3 |
| Presentation | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Framework 2: Moderate Framework

Exhibit

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| | | | | |
|--|---|---|---|---|
| Historical Quality | 0 | 1 | 2 | 3 |
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Research | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Design and Layout of Exhibit | 0 | 1 | 2 | 3 |
| Visual Impact and Use of Multimedia | 0 | 1 | 2 | 3 |
| Annotated Bibliography | 0 | 1 | 2 | 3 |
| Process Paper | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Citations, Credits, and Captions | 0 | 1 | 2 | 3 |
| Presentation | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback:

Mock Interview

Name of Student: _____

If in a group (2-5 total students), list other names:

1. _____
2. _____
3. _____
4. _____

History Day Topic and Category: _____

Point System: 0=No Work; 1=Needs Improvement; 2= Good; 3=Excellent

| Student Description of Topic | 0 | 1 | 2 | 3 |
|--|---|---|---|---|
| Student Analysis and Interpretation | 0 | 1 | 2 | 3 |
| Connection to Theme | 0 | 1 | 2 | 3 |
| Visual Impact and Use of Multimedia (<i>if any</i>) | 0 | 1 | 2 | 3 |
| Rules Compliance | 0 | 1 | 2 | 3 |
| Presentation | 0 | 1 | 2 | 3 |

Teacher Notes and Feedback: