### National History Day: Putting the Past in Perspective

**Timeline:** 12 weeks

**Enduring Concept:** Students will understand the importance of how specific people, ideas, and events altered history and changed how the modern world and culture operates

### Colorado State Standards

#### READING, WRITING, AND COMMUNICATING

- **9-1.1 Oral Expression and Listening:** Oral presentations require effective preparation strategies
- **9-4.1 Research and Reasoning:** Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions.

#### SOCIAL STUDIES

- **7-1-1 History:** Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence
- **7-2-2 Geography:** Conclude how different regions have different issues and perspectives
- **8-1-1 History:** Formulate appropriate hypotheses about history based on a variety of historical sources and perspectives
- **8-4-1 Civics:** Analyze elements of continuity and change in the United States government and the role of citizens over time
- **HS-1-1 History:** Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources
- **HS-1-2 History:** Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

### Evidence Outcomes

**Students will be able to:**

- Formally propose a project in writing based on historical inquiry
- Evaluate the credibility and historical context of primary and secondary resources
- Thoroughly research a topic with an focus on proper citation, credibility, and contribution to the project
- Plan and create an original performance-based presentation on a historical topic
- Understand the impact historical figures, ideas, and events can have on contemporary culture and society
### General Vocabulary
- **annotated bibliography:** a list of source citations with short paragraphs explaining what the source is, how it contributed to your research, and how you know the source is credible
- **artifact:** a cultural object of historical significance
- **bias:** unfair prejudice in favor of or against one thing, person, or group over others
- **citation:** a reference to a credible source
- **contribution:** how a source helps to answer a question
- **credibility:** the quality of being trustworthy
- **legacy:** an item, usually an amount of money or property, left to a person or group by a predecessor
- **primary source:** texts or artifacts from a period in history
- **proposal:** a plan put forward for consideration by others
- **secondary source:** texts or artifacts about a period in history
- **thesis:** a statement that is to be maintained or proven
- **text:** written sources

### Project-Specific Vocabulary:
- **cinematography (documentary):** the art of framing, lighting, and editing film
- **costume (presentation):** any item a character wears externally on the body
- **embedded content (website):** multimedia that must access another website to play or engage
- **footnote (essay):** an additional piece of information printed at the bottom of a page.
- **hyperlink (website):** a portal to another web location activated by clicking on a highlighted word or image
- **property [prop] (presentation):** object that is handled by an actor at some point
- **PDF (website):** a universal file format for documents
- **replica (exhibit):** a historically-accurate model
- **sitemap (website):** a graphic showing all the linked pages connected to a website
- **storyboard (documentary):** a sequence of drawings with directions and dialogue that represent the shots planned for a filmed production

### Student Inquiry Questions:
1. How can a person or event change the tide of history?
2. What can historical research reveal about the present?
3. How can a historical topic be presented to an audience in an engaging manner?
4. Why is it important to use a variety of both primary and secondary sources when exploring a historical topic?
5. What is legacy? How is it created? Does a person or group really have control over the legacies they leave?
Assessments

Summative Project Options (ONE is required):
- An essay on the historical topic (individual only)
- An exhibit on the historical topic (individual or group)
- A dramatic presentation with students playing a role (individual or group)
- A video documentary depicting the historical event or change (individual or group)
- A website devoted to the topic (individual or group)

Required Summative Assessments:
- Process Paper
- Annotated Bibliography
- Project Reflection

Formative Assessment Checkpoints: To keep students moving through the project at a successful pace, there are checkpoints throughout the class calendar. Students may not move on until they pass each checkpoint:
- Students submit a formal research proposal
- Instructor checks the quality of student research notes during research
- Students submit a draft of the annotated bibliography
- Students submit a plan for their project
- Teacher asks students what additional resources are needed and monitors progress

Support Documents:
- Student Project Guidelines and Rubrics
- Process Paper Guidelines and Rubric
- Annotated Bibliography Guidelines & Rubric
- Topic Proposal Guidelines
- Research and Citation Basics
- Research Notes Outline
- Storyboard Outline
- Project Reflection Sheet

Online Resources:
- nhd.org (National History Day website)
- archives.gov/education/history-day/ (National Archives’ NHD page)
- nhdarchives.pbworks.com/ (NHD Archives wiki)
- www.nationalhistorydayincolorado.org (Colorado NHD website)
- ucdenver.edu/academics/colleges/CLAS/Centers/ColoradoHistoryDay/Documents/NHD%20Playbook_For%20Print.pdf (National History Day Teacher’s Playbook, created by the University of Colorado Denver)
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Course Week-at-a-Glance</th>
</tr>
</thead>
</table>
| WEEK 1 | Introduce class and theme  
Model/show end projects  
Create digital portfolio and project notebook  
Discuss: Why do we study history? | WEEK 2 | Class readings and discussions on theme  
Teach primary and secondary sources  
Generate background for later topic selection |
| WEEK 3 | Class readings and discussions on theme  
Narrow and choose topic  
Select groups for group projects  
**CHECKPOINT: PROJECT PROPOSAL** | WEEK 4 | Teach how to research/"Three Cs"  
Teach research note format  
Have students research topic and take notes |
| WEEK 5 | Research all week  
**CHECKPOINT: RESEARCH NOTES** | WEEK 6 | Finish research  
Teach annotated bibliography form  
Learn specific rules and rubrics for project  
**CHECKPOINT: THESIS CREATION** |
| WEEK 7 | Plan project  
**CHECKPOINT: PROJECT PLAN**  
Essay: Formal Outline  
Exhibit: Paper Poster  
Performance: Dramatic Outline  
Documentary: Storyboard  
Website: Sitemap Outline | WEEK 8 | Work on project  
**CHECKPOINT: ANNOTATED BIBLIOGRAPHY DRAFT** |
| WEEK 9 | Review Process Paper guidelines  
Work on project and process paper  
**CHECKPOINT: TEACHER CHECK-IN** | WEEK 10 | Finish project and process paper |
| WEEK 11 | Peer-edit process paper and ann. bibliography  
**START PRESENTATIONS** | WEEK 12 | FINISH PRESENTATIONS  
**FINAL PROCESS PAPER AND ANN. BIBLIOGRAPHY**  
Students post project to digital portfolios  
Students reflect on project |
TEACHERS GUIDE

National History Day Research Projects

NHD Research Project Background

Each year, more than half a million students participate in the National History Day (NHD) academic program. Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews, and historic sites. After analyzing and interpreting their sources and drawing conclusions about their topics’ significance in history, students present their work in original papers, websites, exhibits, performances and documentaries. These products are entered into competitions in the spring at local, state, and national levels, where they are evaluated by professional historians and educators.

In addition to discovering the exciting world of the past, NHD also helps students develop the following attributes that are critical for future success:

- critical thinking and problem-solving skills
- research and reading skills
- oral and written communication and presentation skills
- self esteem and confidence
- a sense of responsibility for and involvement in the democratic process

--From the NHD Website

NHD Eight Steps of Historical Research

The following is excerpted from A Guide to Historical Research Through the National History Day Program, which was assembled by a team of ten veteran teachers provide their best practices in historical research.

Step 1: Developing a paperwork management system

Organization is a key factor in successful research. During the first week of class, you need to develop a paperwork management system for the students. Provide each student a binder divided into four sections:

- Project Guidelines: Students will place all instructional sheets in this section
- Historical Readings: Students will place all printed source texts in this section
- Research and Bibliography: Students will place all research notes and bibliographies in this section
- Project and Process: Students will place all planning and process paper drafts in this section

Step 2: Background Reading for Historical Context

Before you begin, download the current year’s NHD Theme Sheet from nhd.org/AnnualTheme.htm. ALL class work should fit inside this theme, and students will eventually select a topic related to this annual theme.

Before topic selection can begin, teach students to identify the difference between primary sources and secondary sources using some example texts you select that fit into a theme. Primary sources are texts or artifacts from a period in history, while secondary sources are texts or artifacts about a period in history.

To teach students how to gather information from primary and secondary sources, you will select a variety of both texts (written sources) and artifacts (other sources) on the annual theme and spend the first couple of weeks discussing and analyzing these sources as a class and in small groups. Texts you can provide can include news articles, expository articles, oral histories, interviews, narrative stories, and even literature; artifacts you can provide are pictures, video, music, artwork, and technology.
Step 3: Selecting a Topic
Selecting a National History Day topic is a process of gradually narrowing the area of history (period or event) that interests the students. Start by having students brainstorm historical topics that interest them and find how their interests may cross into the theme. 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. If students become stuck, the nhd.org website has a list of possible topics on the annual theme page. The topic must be historical, not a current event. Enough time must have passed to allow historians to evaluate the long-term impact and historical significance, and create secondary sources.

Students may elect to pursue a topic by themselves or they may choose to be in a group of 2-5 other students. Groups should be established long before research begins.

Step 4: Narrowing a Topic from General to Specific
One of the most important and often-skipped steps in historical research is building historical context for a research topic. Take time after topic selection to support students in reading widely about their topic. As students examine several different texts about the period in which the topic takes place, you will need to help them narrow the focus of their topics. For example, after reading several texts and journals about Native Americans and treaties, the student above might narrow from the general topic of “Native American Treaty Rights” to the specific topic of “the 1788 Fort Schuyler Treaty.” Before students move from “presearch” and building historical background to in-depth research, students should write a formal proposal.

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 know how to gather and record relevant and useful information. First, have the students generate a list of 10-12 inquiry questions about their topics. Here are some example inquiry questions for the sample topic of “the 1788 Fort Schuyler Treaty:"

- Who was involved in the 1788 Fort Schuyler Treaty?
- Why did the 1788 Fort Schuyler Treaty need to be signed?
- How did the 1788 Fort Schuyler Treaty change American and Native American relations?
- How has the 1788 Fort Schuyler Treaty impacted America today?

You will need to teach them the “Three Cs” of research:

**CONTRIBUTION:** Does this source answer your inquiry questions and aid your research?

**CREDIBILITY:** Is the source trustworthy? Is it biased?

**CITATION:** Did you write down the important source information? (author’s name, title, publisher, date of publication, page number, etc).

*Note on citations: NHD projects must use Modern Language Association (MLA) format. Though English classes in middle school and high school teach the MLA style, expect to quickly review the citation format with students. For help with questions about citations, go to the Purdue University Online Writing Lab at owl.english.purdue.edu.*
As students gather information, they should use the provided research note format. On the notes page, a student will start with their MLA source citation at the top, followed a split into two columns. In the right column (which should be ¼ of the page width), students take informational notes; in the left column, students should identify if the source is primary or secondary and which inquiry questions the source addresses. This research gathering format is very important, as it will make the annotated bibliography easier.

An annotated bibliography is required by NHD and acts as a summation of research. Essentially, it is like a regular bibliography where each source is cited in MLA format and listed in alphabetical order. However, under each source citation is a short annotation paragraph about the source. The annotation paragraphs for each source must explain what the source is, how the source is credible, 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. An annotation normally should be about 1-3 sentences. Primary sources and secondary sources must be separated on the annotated bibliography. Here is an 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. I know it is credible because Bates was a personal eyewitness and victim of the segregation at Little Rock High School.

**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 not just of their topic, but of their sources as well. Ask:

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

**Step 7: Developing a thesis**

After researching, students must develop a thesis statement, which is 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: Creating an NHD research project**

After finishing their research, students will be synthesizing their knowledge into one of five research projects: an essay, an exhibit, a dramatic performance, a video documentary, or a website, which are outlined in depth on the next couple of pages.
PROJECT OPTION A: Historical Essay (Individuals Only)

Historical essays present information and analyze an event, person, place or idea from the past in writing. Although a student might attach a map, chart or photograph that you refer to in your paper, you will rely mainly on words. Writing a paper is a chance for a student to tell what he or she knows about the past.

**How is this option different from other projects?**
An essay is different from the other categories in that an essay is a highly personal and individual effort and is best if a student prefers to work alone. Essays depend almost entirely on words, and students can usually include more information in a paper than in some of the other categories.

**NHD Rules (look at the project rubric for additional guidelines)**
- The text must be no less than 1,500 and no more than 2,500 words in length (does not apply to: notes, annotated bibliography, illustration captions, or supplemental/appendix material
- Use of appendices should be very limited and may include photographs, maps, charts, and graphs, but we strongly suggest no other supplemental materials.
- In-text MLA citations or footnotes/endnotes are required. Citations must be used to credit the sources of specific ideas as well as direct quotations.
- Papers must be typed and printed or legibly handwritten in ink
- Essay must have 1-inch margins, double-spaced, and only printed on one side.
- Essay must have a title page with no illustrations
- Pages must be numbered consecutively
- Font must be appropriate, and 10-12 point.
- Papers must be stapled in the top left corner and should not be enclosed in any cover or binder.
- If submitted to the NHD Contest, four copies of the paper must be submitted with the appropriate entry form by the deadline.

**Planning the Project**
Using their research notes, students must create a formal outline for their essays. Work with the English department to see how students are used to outlining essays, or use the format provided in the resource pages. Guide students through this process, making sure that they are addressing the thesis.

**Drafting the Project**
Before students can draft, they must have their outlines checked. Once they have, they should draft their paper. A student needs a solid introduction stating his or her thesis, detailed supporting paragraphs with claim, evidence, and reasoning, and a firm concluding paragraph.

**Editing and Revising the Project**
Students should edit, revise, and redraft at least three times. While you can help them edit and revise, make sure the students are getting multiple eyes on their papers. Promote peer editing, parent editing, and asking other teachers to edit.

**Presenting the Project**
Students will have to read their final published papers to the class, and will add the paper to their online portfolios. You may also request a printed copy from the student.
# PROJECT RUBRIC A: Historical Essay

*Based on the NHD Judging Criteria. Actual judge’s sheets can be found at [nhd.org/CreatingEntry.htm](http://nhd.org/CreatingEntry.htm)*

## Historical Accuracy

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is completely historically accurate.</td>
<td>Essay is mostly historically accurate.</td>
<td>Essay has obvious historically inaccuracies.</td>
</tr>
<tr>
<td>Essay shows complex, well-reasoned support of thesis.</td>
<td>Essay has detailed analysis and support of thesis.</td>
<td>Essay poorly analyzes or supports the thesis.</td>
</tr>
<tr>
<td>Essay cites and includes multiple primary sources.</td>
<td>Essay cites multiple primary sources.</td>
<td>Essay cites few or no primary sources.</td>
</tr>
<tr>
<td>Essay strikes a perfect balance between source information and the student’s analysis.</td>
<td>Essay demonstrates a balance between source information and the student’s analysis.</td>
<td>Essay does not balance source information and student analysis; essay is too lopsided.</td>
</tr>
</tbody>
</table>

## Relation to Theme

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay proves the topic’s significance to both past and present history and draws original conclusions</td>
<td>Essay demonstrates the topic’s significance to history and draws some conclusions based on the thesis</td>
<td>Essay does not demonstrate why the topic is significant to history; the essay draws no clear conclusions</td>
</tr>
</tbody>
</table>

## Clarity of Presentation

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is original, clear, well-organized, and appropriate.</td>
<td>Essay is original, organized, and appropriate.</td>
<td>Essay is unoriginal, poorly organized, or inappropriate.</td>
</tr>
<tr>
<td>Few errors in grammar and mechanics (0-3 per page)</td>
<td>Some errors in grammar and mechanics (4-6 per page)</td>
<td>Many errors in grammar and mechanics (7+ per page)</td>
</tr>
</tbody>
</table>

## Rule Compliance

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is 1500 to 2500 words</td>
<td>Essay is just over 2500 words</td>
<td>Essay is under 1500 words</td>
</tr>
<tr>
<td>Essay is typed in appropriate font and has 1” margins.</td>
<td>Essay is neatly handwritten and has 1” margins.</td>
<td>Essay is poorly handwritten; margins are not 1”.</td>
</tr>
<tr>
<td>Essay is both paginated and double-spaced.</td>
<td>Essay is either paginated or double-spaced.</td>
<td>Essay is neither paginated nor double-spaced.</td>
</tr>
<tr>
<td>Essay has proper in-text citations or footnotes</td>
<td>Essay has some in-text citations or footnotes</td>
<td>Essay lacks in-text citations and footnotes</td>
</tr>
</tbody>
</table>

### Overall comments on essay:
**PROJECT OPTION B: Museum Exhibit**

Historical exhibition presents information about an event, person, place, or idea from the past by physically displaying documents, images, or other artifacts. We often see such exhibits at museums, but they are also presented at many other places such as archives, historic sites, park visitor centers, classrooms, and even airports and train stations. Students who select this project will tell the story of their research through historic photographs, maps, drawings and other interesting objects.

**How is this option different from other projects?**
The exhibit category is three-dimensional and is displayed on a physical structure. Exhibits use color, images, documents, artifacts, graphics, and design, as well as words, to tell a story. Exhibits can be interactive experiences by asking viewers to play music, solve a puzzle, look at a video, or open a door or window to see more documents or photos. Note: exhibits should not be static tri-fold posters.

**NHD Rules (look at the project rubric for additional guidelines)**
- The overall size of your exhibit when displayed must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table.
- Circular exhibits or those meant to be viewed from all sides must be no more than 30” in diameter.
- The exhibit must operate on its own WITHOUT DIRECT STUDENT INVOLVEMENT
- All elements of the exhibit should be labeled.
- There is a 500-word limit that applies to ALL text created by the student that appears on or as part of an exhibit entry. This includes the text the student writes for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, etc) or supplemental materials. Dates are one word.
- There must be brief citations crediting the sources of illustrations, maps, timelines, or quotations included on the exhibit. These do not count toward the 500-word limit.
- Media devices (e.g., tape recorders, projectors, video monitors, computers) used in an exhibit must not run for more than a total of 3 minutes, and viewers must be able to control media devices.
- Any media devices used must fit within the size limits of the exhibit.

**Planning the Project**
Students need to make a “paper poster” where the sketch a plan of what artifacts they want to provide and how they will fit in the required size parameters. For each item, they should consider: Does the artifact advance the story you are trying to tell? Does the artifact take up too much space in your exhibit? Is the artifact visually interesting? What images best tell your story? Will your exhibit contain audiovisual materials?

**Creating the Project**
Students must collect or create all of their artifacts. Suggest that they make a “tabletop” where all of the student’s artifacts will go (this keeps students within size limits). For each artifact, they must have a label and brief explanation on the meaning behind the artifact. Like all good writing, the exhibit script needs to be grammatically correct, stylistically clear and high level, and contain no spelling errors. Students should expect to write several drafts of these explanations.

**Presenting the Project**
On presentation day, students will set up the exhibit and answer any questions viewers may have. Once the exhibit is set, the student may not touch it, as the exhibit should be viewer interactive.
<table>
<thead>
<tr>
<th>Historical Accuracy</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit is completely historically accurate.</td>
<td>Exhibit is mostly historically accurate.</td>
<td>Exhibit has obvious historically inaccuracies.</td>
<td></td>
</tr>
<tr>
<td>Exhibit shows complex, well-reasoned support of thesis.</td>
<td>Exhibit has detailed analysis and support of thesis.</td>
<td>Exhibit poorly analyzes or supports the thesis.</td>
<td></td>
</tr>
<tr>
<td>Exhibit details historical context and i consequences in-depth.</td>
<td>Exhibit connects topic to its historical context.</td>
<td>Exhibit poorly connects topic to its historical context.</td>
<td></td>
</tr>
<tr>
<td>Exhibit includes multiple types of primary sources.</td>
<td>Exhibit cites and includes multiple primary sources.</td>
<td>Exhibit cites and includes few or no primary sources.</td>
<td></td>
</tr>
<tr>
<td>Exhibit strikes a perfect balance between displaying sources and student analysis.</td>
<td>Exhibit demonstrates a balance between displaying sources and student analysis.</td>
<td>Exhibit does not balance displaying sources and student analysis; Exhibit is too lopsided</td>
<td></td>
</tr>
<tr>
<td>Relation to Theme</td>
<td>Exhibit thesis clearly and completely ties to NHD theme.</td>
<td>Exhibit thesis clearly relates to annual NHD theme.</td>
<td>Exhibit thesis does not relate to annual NHD theme.</td>
</tr>
<tr>
<td>Exhibit proves the topic’s significance to both past and present history and draws original conclusions</td>
<td>Exhibit demonstrates the topic’s significance to history and draws some conclusions based on the thesis</td>
<td>Exhibit does not demonstrate why the topic is significant to history; the exhibit draws no clear conclusions</td>
<td></td>
</tr>
<tr>
<td>Clarity of Presentation</td>
<td>Exhibit is original, well-organized, and appropriate.</td>
<td>Exhibit is original, organized, and appropriate.</td>
<td>Exhibit is unoriginal, poorly organized, or inappropriate.</td>
</tr>
<tr>
<td>Exhibit is interactive and has engaging, eye-catching content.</td>
<td>Exhibit has some interactive content and is visually neat.</td>
<td>Exhibit has no interactive content and is visually poor.</td>
<td></td>
</tr>
<tr>
<td>Rule Compliance</td>
<td>Exhibit easily fits size requirement (40” x 30” x 72”)</td>
<td>Exhibit barely fits size requirement (40” x 30” x 72”)</td>
<td>Exhibit is over size requirement (40” x 30” x 72”)</td>
</tr>
<tr>
<td>All media elements run within the 3-minute time limit and do not require student operation.</td>
<td>Media elements run outside the 3-minute time limit; little student operation is required.</td>
<td>Project lacks any working media elements. or lots of student operation is required.</td>
<td></td>
</tr>
<tr>
<td>Exhibit has well-crafted written display cards that total under the 500 word limit.</td>
<td>Exhibit has decently written display cards that are close to the 500 word limit.</td>
<td>Exhibit lacks writing; written display cards greatly exceed the 500 word limit</td>
<td></td>
</tr>
</tbody>
</table>

**Overall comments on exhibit:**
**PROJECT OPTION C: Dramatic Performance**

A performance is a live, dramatic presentation of a topic's significance in history. Students may perform individually or as part of a group. A performance should be a scripted portrayal based on research of the chosen topic. The script should be structured on a thesis statement, supporting statements, and a conclusion. The performance should have dramatic appeal, but not at the expense of historical information.

**How is this option different from other projects?**
Not including the reading of the paper, the performance category is the only one that is presented live. Developing a strong narrative that allows the subject to unfold in a dramatic and visually interesting way is important. Memorizing, rehearsing, and refining your script, as well as costuming and prop gathering, is essential, so this project requires more of a time commitment than other projects.

**NHD Rules (look at the project rubric for additional guidelines)**
- Each dramatic portrayal must be original in production.
- The title of the entry and the names of the participants must be the first and only announcements prior to the start of the performance.
- 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). Students will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for performance.
- Use of slides, tape recorders, computers, or other media within your performance is permitted. The student group must run all equipment and carry out any special lighting or sound effects.
- Students may have a costume produced for them, but the design, choice of fabrics, etc. must be their own. Costumes may be rented.

**Planning the Project**
To plan for the performance, students must prepare a script following usual script conventions. Students must include references to the historical evidence found in their research, and can even use actual dialogue, quotations, or brief excerpts from speeches. There may be a narrator character, which may help narrow the performance on the thesis and conclusions of the research. After students work together on a cohesive and complete script, they can start creating the project. Remind them that the planning script does not have to be their final script, as it will go through several changes and drafts as the project progresses.

**Creating the Project**
First, students should prepare a set and other scenic elements. After creating a set, they should "block," or determine where the actors will stand and move related to the set. Next, students should find or create costumes and props that are necessary to the script action and historical accuracy. Good costumes and props help make a performer convincing, but they must be appropriate to the topic. Sometimes simple works best--a white shirt and dark pants/skirt can fit almost any time period. Finally, all the actors should work on speaking clearly, memorization, and projecting voice. While all students must participate in the play action, there can be one student stage manager who operates the technical elements but does not act.

**Presenting the Project**
Students will present to the class or others. You should use an iPad or other device to record the performance that can be uploaded to the students' digital portfolios.
<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Accuracy</strong></td>
<td>Performance contents, props, and costumes are completely historically accurate.</td>
<td>Performance contents, props, and costumes are mostly historically accurate.</td>
<td>Performance contents, props, or costumes contain obvious historical inaccuracies.</td>
</tr>
<tr>
<td></td>
<td>Performance anchors to a complex, well-reasoned thesis.</td>
<td>Performance adheres to and supports a thesis.</td>
<td>Performance poorly adheres to or supports a thesis.</td>
</tr>
<tr>
<td></td>
<td>Performance depicts historical context and its consequences.</td>
<td>Performance connects topic to its historical context.</td>
<td>Performance poorly connects topic to its historical context.</td>
</tr>
<tr>
<td></td>
<td>Performance includes multiple primary sources.</td>
<td>Performance links to multiple primary sources.</td>
<td>Performance links to few or no primary sources.</td>
</tr>
<tr>
<td></td>
<td>Performance strikes a perfect balance between storytelling and historical analysis.</td>
<td>Performance demonstrates a balance between storytelling and historical analysis.</td>
<td>Performance does not balance storytelling and historical analysis; project is lopsided</td>
</tr>
<tr>
<td><strong>Relation to Theme</strong></td>
<td>Performance clearly and fully ties to NHD theme.</td>
<td>Performance clearly relates to annual NHD theme.</td>
<td>Performance does not relate to annual NHD theme.</td>
</tr>
<tr>
<td></td>
<td>Performance proves the topic’s significance to both past and present history and draws original conclusions</td>
<td>Performance demonstrates the topic’s significance to history and draws some conclusions based on the thesis</td>
<td>Performance does not demonstrate why the topic is significant to history or draws no clear conclusions</td>
</tr>
<tr>
<td><strong>Clarity of Presentation</strong></td>
<td>Performance is original, fluid, engaging, and appropriate.</td>
<td>Performance is original, rehearsed, and appropriate.</td>
<td>Performance is unoriginal, disorganized, or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>Performers show excellent stage presence and articulation</td>
<td>Performers have some stage presence and can be heard</td>
<td>Performers show poor stage presence and articulation</td>
</tr>
<tr>
<td><strong>Rule Compliance</strong></td>
<td>Performance maintains 10 minute time requirement</td>
<td>Performance is slightly over 10 minute time requirement</td>
<td>Performance is grossly over 10 minute time requirement</td>
</tr>
<tr>
<td></td>
<td>Equipment is set up, struck, and managed totally by students</td>
<td>Equipment is set up, struck, and managed with little adult help</td>
<td>Equipment cannot be set up or managed without adult help</td>
</tr>
</tbody>
</table>

**Overall comments on performance:**

*Based on the NHD Judging Criteria. Actual judge’s sheets can be found at nhd.org/CreatingEntry.htm*
PROJECT OPTION D: Video Documentary

NHD documentaries present information about an event, person, place or idea from the past through a ten minute presentation that showcases documents, images, photographs, and actual footage of the topic researched with narration provided by the student on film. A documentary should reflect a student’s ability to use audiovisual equipment to communicate a topic’s significance, much as professional documentaries do. Student documentaries needs to have both primary and secondary research and must be an original production. Examples can be found at youtube.com (search “NHD Documentary”).

How is this option different from other projects?
Creating a documentary is different from other categories because of the technology necessary. Before deciding to create a documentary, students should consider if they have access to equipment that will be needed to make a documentary. The project can be easily done using iMovie or Windows Movie Maker.

NHD Rules (look at the project rubric for additional guidelines)
- The documentary should include primary materials but must also be an original production. The entry may use professional photographs, film, slides, recorded music, etc.; however, students must integrate such items into the presentation and give proper credit to primary sources.
- Documentaries may not exceed 10 minutes in length. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).
- Students are allowed an additional 5 minutes to set up and 5 minutes to remove viewing equipment for presentation. Set-up time can be used to focus projection, adjust volume, etc.
- Students must announce only the title of the presentation and names of participants. Live narration or comments prior to or during the presentation are prohibited.
- All entries must be student-produced. Students are responsible for running all equipment. Students must provide the narration, voice-over, and dramatization. Only those students listed as entrants may participate in the production. NOTE: This does not include interviews of eyewitneses or experts.
- At the conclusion of the documentary, the students should provide a general list of credits for all sources. These credits should be a brief and not full bibliographic citations. 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.

Planning the Project
Students must begin with a storyboard, where they plan out each 15-second second chunk of video, both what will appear and what the narration will say (this works out to about 40 panels). Note that some chunks will not require narration (like if a primary source speech is playing), and a source may span over multiple chunks (e.g., a minute-long interview will span four chunks).

Creating the Project
Students must create a video following their storyboard using a variety of sources and following the guideline rules. While you may not assist in the production, you may answer student questions or demonstrate how students use video editing and publishing software.

Presenting the Project
On presentation day, students will play the documentary for the class and post it to their digital portfolios.
### PROJECT RUBRIC D: Video Documentary

*Based on the NHD Judging Criteria. Actual judge’s sheets can be found at [nhd.org/CreatingEntry.htm](http://nhd.org/CreatingEntry.htm)*

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Accuracy</strong></td>
<td>Documentary is completely historically accurate.</td>
<td>Documentary is mostly historically accurate.</td>
<td>Documentary has obvious historically inaccuracies.</td>
</tr>
<tr>
<td></td>
<td>Documentary shows complex, well-reasoned thesis support.</td>
<td>Documentary has detailed analysis and support of thesis.</td>
<td>Documentary poorly analyzes or supports the thesis.</td>
</tr>
<tr>
<td></td>
<td>Documentary details historical context and consequences.</td>
<td>Documentary connects topic to its historical context.</td>
<td>Documentary poorly connects topic to its historical context.</td>
</tr>
<tr>
<td></td>
<td>Documentary includes multiple types of primary sources.</td>
<td>Documentary uses multiple primary sources.</td>
<td>Documentary uses relevant primary sources.</td>
</tr>
<tr>
<td></td>
<td>Documentary strikes a perfect balance between displaying sources and student analysis.</td>
<td>Documentary demonstrates a balance between displaying sources and student analysis.</td>
<td>Documentary does not balance displaying sources and student analysis; project is too lopsided</td>
</tr>
<tr>
<td><strong>Relation to Theme</strong></td>
<td>Documentary thesis clearly and completely ties to NHD theme.</td>
<td>Documentary thesis clearly relates to annual NHD theme.</td>
<td>Documentary thesis does not relate to annual NHD theme.</td>
</tr>
<tr>
<td></td>
<td>Documentary proves the topic’s significance to both past and present history and draws original conclusions</td>
<td>Documentary demonstrates the topic’s significance to history and draws some conclusions based on the thesis</td>
<td>Documentary does not demonstrate why the topic is significant to history and draws no clear conclusions</td>
</tr>
<tr>
<td><strong>Clarity of Presentation</strong></td>
<td>Documentary is well-organized, original, and appropriate.</td>
<td>Documentary is original, organized, and appropriate.</td>
<td>Documentary is unoriginal, disorganized, or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>Narration is clear, articulate, and syncs to visuals well.</td>
<td>Narration is clear, audible, and mostly syncs to visuals.</td>
<td>Narration is inaudible, unclear, and does not sync to visuals.</td>
</tr>
<tr>
<td></td>
<td>Documentary uses high quality images, video, and audio.</td>
<td>Documentary has okay quality images, video, and audio.</td>
<td>Documentary has unclear, low quality images, video, or audio.</td>
</tr>
<tr>
<td><strong>Rule Compliance</strong></td>
<td>Performance maintains 10 minute time requirement</td>
<td>Performance is slightly over 10 minute time requirement</td>
<td>Performance is grossly over 10 minute time requirement</td>
</tr>
<tr>
<td></td>
<td>Equipment is set up, struck, and managed totally by students</td>
<td>Equipment is set up, struck, and managed with little adult help</td>
<td>Equipment cannot be set up or managed without adult help</td>
</tr>
</tbody>
</table>

*Overall comments on documentary:*
PROJECT OPTION E: Historical Website

A historical website is a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. The student website should be an accumulation of research and argument that incorporates textual and non-textual (photographs, maps, music, etc.) description, interpretation, and multimedia sources to engage and inform viewers about the chosen historical topic.

How is this option different from other projects?
Websites building requires digital resources. Websites are also interactive experiences where viewers can play music, solve a puzzle, or look at a video or click on different links. Viewers can move through the website in various undirected ways. Websites use color, images, fonts, documents, objects, graphics and design, as well as words, to tell your story.

NHD Rules (look at the project rubric for additional guidelines)
- Students create web site entries no larger than 100MB.
- Students must use the development tools available at the NHD Web Portal (watch the demo at youtube.com/watch?v=JzSR0cXeLe4). The students may use professional photographs, graphics, video, recorded music, etc., within the site, but 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.
- Web site entries may contain no more than 1,200 visible, student-composed words. Excluded are words used credit 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.
- There must be a home page. All pages must connect to the home page.
- Each multimedia clip be stored in the site and may last no more than 45 seconds.
- The page and content must be viewable on all web browsers (IE, Firefox, Chrome, Safari).
- Projects are entirely online, even during the construction process. Projects are entirely judged in this online environment

Planning the Project
Students need to create a sitemap, which is a web of interconnected circles. In each circle is a topic of content, and lines between the circles show how content is connected. Remember that the website needs not only text, but also artifacts like maps, timelines, images, and videos, and these should be listed on the sitemap planning page.

Creating the Project
Students MUST use the NHD content editor to create their website, which can be accessed at nhd.weebly.com/. Students will have to create an account to create the project, and you will need to create yourself a teacher account to view student projects. Though the Web Editor has a help feature, you can still answer student questions on web content. Remind students to keep the web design simple and functional.

Presenting the Project
On presentation day, students will set up their website like an exhibit for you and the other students in class to explore. While they cannot paste a link into their portfolio, they can post screenshots.
### PROJECT RUBRIC E: Historical Website

*Based on the NHD Judging Criteria. Actual judge’s sheets can be found at [nhd.org/CreatingEntry.htm](http://nhd.org/CreatingEntry.htm)*

<table>
<thead>
<tr>
<th>Historical Accuracy</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website is completely historically accurate.</td>
<td>Website is mostly historically accurate.</td>
<td>Website has obvious historically inaccuracies.</td>
<td></td>
</tr>
<tr>
<td>Website shows complex, well-reasoned support of thesis.</td>
<td>Website has detailed analysis and support of thesis.</td>
<td>Website poorly analyzes or supports the thesis.</td>
<td></td>
</tr>
<tr>
<td>Website details historical context and consequences.</td>
<td>Website connects topic to its historical context.</td>
<td>Website poorly connects topic to its historical context.</td>
<td></td>
</tr>
<tr>
<td>Website cites and includes multiple primary sources.</td>
<td>Website cites multiple primary sources.</td>
<td>Website cites few or no primary sources.</td>
<td></td>
</tr>
<tr>
<td>Website strikes a perfect balance between displaying sources and student analysis.</td>
<td>Website demonstrates a balance between displaying sources and student analysis.</td>
<td>Website does not balance displaying sources and student analysis; project is too lopsided</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relation to Theme</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website thesis clearly and completely ties to NHD theme.</td>
<td>Website thesis clearly relates to annual NHD theme.</td>
<td>Website thesis does not relate to annual NHD theme.</td>
<td></td>
</tr>
<tr>
<td>Website proves the topic’s significance to both past and present history and draws original conclusions</td>
<td>Website demonstrates the topic’s significance to history and draws some conclusions based on the thesis</td>
<td>Website does not demonstrate why the topic is significant to history; the website draws no clear conclusions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity of Presentation</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website is original, well-organized, and appropriate.</td>
<td>Website is original, organized, and appropriate.</td>
<td>Website is unoriginal, poorly organized, or inappropriate.</td>
<td></td>
</tr>
<tr>
<td>Website is highly engaging with a home page and intuitive links.</td>
<td>Website is interactive with a home page and functional links.</td>
<td>Website is not interactive, lacks home page, or has broken links.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule Compliance</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website easily fits size requirement (100 MB) and runs on all browsers</td>
<td>Website barely fits size requirement (100 MB) and runs on most browsers</td>
<td>Website is over size requirement (100 MB) and will not run on most browsers</td>
<td></td>
</tr>
<tr>
<td>All media elements run, are archived (not embedded), and are under 45 seconds long.</td>
<td>All media elements run and are archived (not embedded), but some are over 45 seconds long.</td>
<td>Media elements are embedded, not archived; some media does not run or fit time limit.</td>
<td></td>
</tr>
<tr>
<td>Website has well-crafted written elements that total under the 1200 word limit.</td>
<td>Website has decently written elements that are close to the 1200 word limit.</td>
<td>Website lacks writing; written elements greatly exceed the 1200 word limit</td>
<td></td>
</tr>
</tbody>
</table>

*Overall comments on website:*
**Process Paper (Required for ALL projects)**

The process paper is the students’ description explaining how they conducted their research and created and developed their project. There only needs to be one process paper per group. The process paper must be 500 words or less (not counting the title page). The paper is divided into three sections:

- The first section should explain how the students chose your topic.
- The second section should explain how the students conducted their research.
- The third section should explain how the students selected the project type and created the project.
- The fourth section should explain how the project relates to the NHD annual theme

A title page is required as the first page of the process paper. The title page must only include the title of the project, the student name(s), and the contest division and category. **Students should not include age, grade or school name.**

Unless the student project is the essay, the annotated bibliography should be attached to the back of the process paper. If the student(s) have selected the website project, then the process paper and annotated bibliography must be on the website. For sample process papers and annotated bibliography tips, direct students to samples at [nhd.org/CreatingEntry.htm](http://nhd.org/CreatingEntry.htm).

**Research and Project Checkpoints**

In the curriculum guide, you will find a rough twelve week schedule. Please adhere to the schedule as closely as possible; while it allows for some days lost to testing and other activities, it is crucial for the project that students have ample time to research, plan, create, and share their projects.

To help you monitor and push student progress (as well as to create formative assessment opportunities), you will meet with each student or group for a checkpoint evaluation. At each checkpoint, something is due, and students may not move on with their project until they can pass the checkpoint. You can make the checkpoints as informal or formal as you would like and you can add checkpoints if you choose. The checkpoint checklist of what the instructor looks for is at the end of this guide.

**NHD Contest Submission**

If you have a student or group who would like to submit their project for the National History Day contest, you can find submission forms at [nhd.org](http://nhd.org). Your students will start at the city-wide NHD event, which is typically held at UNC sometime in March. Contact the Social Studies or Gifted and Talented coordinators for more information on the UNC NHD Day. Remind submitting students that they must be willing to have their projects published.

**Options for “Repeaters”**

This is an elective course, and as such, a student may elect to take the course more than once in a year. Should you have a student do this, you will have to differentiate instruction in one of the following ways:

★ Have the student choose a different topic in a different period from a previous project
★ Have the student complete a different type of project (e.g., if first time was essay, this time is exhibit)
★ Have student complete an Independent Reading Project on a historical novel.
★ Have student be an “assistant teacher,” facilitating most of the class for you
# PROCESS PAPER RUBRIC

Based on NHD Judging Criteria and Rule Book. More details can be found at [nhd.org/CreatingEntry.htm](http://nhd.org/CreatingEntry.htm)

<table>
<thead>
<tr>
<th>Process Paper Content</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has completely accurate title page (title at top, student names, division, and category)</td>
<td>Has mostly accurate title page (title at top, student names, division, and category)</td>
<td>Inappropriate title page (lacks information, uses color or graphics, has school name)</td>
<td></td>
</tr>
<tr>
<td>Section one details how and why topic was chosen.</td>
<td>Section one fully describes how topic was chosen.</td>
<td>Section one poorly describes how topic was chosen.</td>
<td></td>
</tr>
<tr>
<td>Section two describes the research process in depth.</td>
<td>Section two fully describes how research was conducted.</td>
<td>Section two poorly describes how research was conducted.</td>
<td></td>
</tr>
<tr>
<td>Section three details thesis creation and project selection.</td>
<td>Section three fully describes how project was created.</td>
<td>Section three poorly describes how project was created.</td>
<td></td>
</tr>
<tr>
<td>Section four ties project to NHD theme through deep reasoning.</td>
<td>Section four fully describes how project relates to NHD theme.</td>
<td>Section four poorly relates how project is tied to NHD theme.</td>
<td></td>
</tr>
<tr>
<td>All writing is clear, engaging, well-organized, and on topic.</td>
<td>Most of the writing is clear, organized, and on topic.</td>
<td>Most of the writing is unclear, disorganized, or off topic.</td>
<td></td>
</tr>
<tr>
<td>Few errors in grammar or mechanics (0-4 errors total)</td>
<td>Some errors in grammar or mechanics (5-8 errors total)</td>
<td>Many errors in grammar or mechanics (9+ errors total)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Paper Format</th>
<th>Paper is under 500 words</th>
<th>Paper is just over 500 words</th>
<th>Paper is too short to cover topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is typed in appropriate font and has 1” margins.</td>
<td>Paper is neatly handwritten and has 1” margins.</td>
<td>Paper is poorly handwritten; margins are not 1”.</td>
<td></td>
</tr>
<tr>
<td>Paper is both paginated and double-spaced.</td>
<td>Paper is either paginated or double-spaced.</td>
<td>Paper is neither paginated nor double-spaced.</td>
<td></td>
</tr>
<tr>
<td>Paper has proper in-text citations or footnotes</td>
<td>Paper has some in-text citations or footnotes</td>
<td>Paper lacks in-text citations and footnotes</td>
<td></td>
</tr>
</tbody>
</table>

**Overall comments on process paper:**

<table>
<thead>
<tr>
<th>Annotated Bibliography Content</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources used for project have a correct MLA citation and annotation paragraph.</td>
<td>All sources used for project have an MLA citation and annotation paragraph.</td>
<td>Some sources used for project are not cited or annotated on annotated bibliography.</td>
<td></td>
</tr>
<tr>
<td>Annotations have detailed yet short summaries of the source</td>
<td>Annotations all have brief summary of the source</td>
<td>Some annotations lack a summary of the source</td>
<td></td>
</tr>
<tr>
<td>All annotations detail how the source contributed to research</td>
<td>Most annotations tell how the source contributed to research</td>
<td>Few annotations tell how the source contributed to research</td>
<td></td>
</tr>
<tr>
<td>All annotations explain the credibility and bias of source</td>
<td>Most annotations explain why the source is credible</td>
<td>Few annotations explain why the source is credible</td>
<td></td>
</tr>
<tr>
<td>Use of multiple types of primary sources (maps, images, music, books, etc.) shows a wide breadth research</td>
<td>Use of more than one type of primary source (maps, images, music, books, etc.) shows students did extensive research</td>
<td>Use of only one type of primary source (maps, images, music, books, etc.) shows limited scope of research</td>
<td></td>
</tr>
<tr>
<td>Use of multiple types of secondary sources (websites, articles, timelines, etc.) shows a wide breadth research</td>
<td>Use of more than one type of secondary source (websites, articles, timelines, etc.) shows students did extensive research</td>
<td>Use of only one type of secondary source (websites, articles, timelines, etc.) shows limited scope of research</td>
<td></td>
</tr>
<tr>
<td>Few errors in grammar or MLA format (0-2 per citation set)</td>
<td>Some errors in grammar or MLA (3-5 per citation set)</td>
<td>Many errors in grammar or MLA (6+ per citation set)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annotated Bibliography Format</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations are correctly grouped by source type.</td>
<td>Citations are grouped as primary and secondary sources.</td>
<td>Citations are not grouped as primary and secondary sources.</td>
<td></td>
</tr>
<tr>
<td>All citation sets are listed in alphabetical order.</td>
<td>Most citation sets are listed in alphabetical order.</td>
<td>Citation sets are clearly not listed in alphabetical order.</td>
<td></td>
</tr>
<tr>
<td>AB is typed in appropriate font and has 1” margins.</td>
<td>AB is neatly handwritten and has 1” margins.</td>
<td>AB is poorly handwritten; margins are not 1”.</td>
<td></td>
</tr>
<tr>
<td>AB is both paginated and double-spaced.</td>
<td>AB is either paginated or double-spaced.</td>
<td>AB is neither paginated nor double-spaced.</td>
<td></td>
</tr>
</tbody>
</table>

Overall comments on annotated bibliography:
<table>
<thead>
<tr>
<th>CHECKPOINT #1: (Week 3)</th>
<th>Students submits a formal research proposal. You are looking for</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ a specific, focused topic with research goals (what they want to know),</td>
<td></td>
</tr>
<tr>
<td>□ how the topic fits into the annual NHD theme, and</td>
<td></td>
</tr>
<tr>
<td>□ the type of final project the students want to do and why.</td>
<td></td>
</tr>
</tbody>
</table>

*Once complete, students can begin research. See resources for more complete proposal guidelines and rubric.*

<table>
<thead>
<tr>
<th>CHECKPOINT #2: (Week 5)</th>
<th>Instructor checks student research notes. You are making sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ students are actually taking notes,</td>
<td></td>
</tr>
<tr>
<td>□ they are tracking sources using MLA citation, and</td>
<td></td>
</tr>
<tr>
<td>□ students are connecting their research to inquiry questions.</td>
<td></td>
</tr>
</tbody>
</table>

*If students don’t pass the checkpoint, model how to note research properly.*

<table>
<thead>
<tr>
<th>CHECKPOINT #3: (Week 6)</th>
<th>Students submit a thesis statement to guide their project. You are looking for a thesis that</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ addresses a narrow topic,</td>
<td></td>
</tr>
<tr>
<td>□ makes an arguable statement about the historical importance of the topic,</td>
<td></td>
</tr>
<tr>
<td>□ is a single, complex sentence.</td>
<td></td>
</tr>
</tbody>
</table>

*Once complete, students can start the annotated bibliography.*

<table>
<thead>
<tr>
<th>CHECKPOINT #4: (Week 7)</th>
<th>Students submit a draft of the annotated bibliography. You are looking for an annotated bibliography that</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ has primary and secondary sources that are separated,</td>
<td></td>
</tr>
<tr>
<td>□ has sources that are in MLA format and alphabetically listed, and</td>
<td></td>
</tr>
<tr>
<td>□ has annotations that explain contribution and credibility.</td>
<td></td>
</tr>
</tbody>
</table>

*If students don’t pass the checkpoint, help them edit until they do. Remember, this is a draft, so grammar and organization may be rough at this point. See resources for more complete guidelines and rubric.*
CHECKPOINT #5: *(Week 8)*  
Students submit a plan for their project. This will take various forms:

- □ **ESSAY:** students should have some sort of formal outline
- □ **EXHIBIT:** students should have a “paper poster” sketch of the exhibit
- □ **PERFORMANCE:** students should have a rough script with dialogue
- □ **DOCUMENTARY:** students should have a 35-40 box annotated storyboard
- □ **WEBSITE:** students should have a sketch of a sitemap with a home page

*Once completed, students may begin their project*

CHECKPOINT #6: *(Week 9)*  
Teacher asks students what additional resources are needed and monitors progress

- □ **ESSAY:** teacher gives editing feedback to student
- □ **EXHIBIT:** teacher asks if students need help obtaining artifacts and proofs descriptions
- □ **PERFORMANCE:** teacher watches rehearsal and gives feedback;  
  teacher asks if students need help getting props and costumes
- □ **DOCUMENTARY:** teacher watches a rough cut or clip and gives feedback
- □ **WEBSITE:** teacher navigates partial website, checking if links are operational  
  teacher checks if all multimedia elements play;  
  teacher proofs written sections for mechanics

*If students are not ready for the checkpoint, stay with them and keep them working until they can pass.*