

# HISTORY DAY CALIFORNIA



## *Project Elements*



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Sponsored by: CA Foundation for History Education

# NHD *Roadmap*



## WE ARE HERE:

- ✓ Identify the theme (Turning Points in History)
- ✓ Choose a Topic
- ✓ Craft a Research Question
- ✓ Primary & Secondary Source Research
- ✓ Thesis Statement Construction
- ✓ Deconstructing a Project
- ✓ Historical Significance
- 📍 Project Elements





Make it  
*NHD*



Step # 1

**READ THE RULE BOOK**

[nhdca.org/contest-rules](http://nhdca.org/contest-rules)



# Guess the *Category*



- 👏 Documentary
- 👍 Exhibit/Poster
- ❤️ Historical Paper
- 😂 Performance
- 😮 Podcast
- 🎉 Website

- must contain between 1,500 and 2,500 words
- must use footnotes, endnotes, or internal documentation for your citations
- quotes from any sources, whether primary or secondary, contribute to the word count





# Guess the *Category*

*Historical  
Paper*

- must contain between 1,500 and 2,500 words
- must use footnotes, endnotes, or internal documentation for your citations
- quotes from any sources, whether primary or secondary, contribute to the word count



# Guess the *Category*



- 👏 Documentary
- 👍 Exhibit/Poster
- ❤️ Historical Paper
- 😂 Performance
- 😮 Podcast
- 🎉 Website

- may not exceed ten minutes in length
- must be an original production and must be presented live
- must be an original production and must be presented live
- Use of projection, mp3 players, computers, or other media is permitted



# Guess the *Category*

*Performance*

- may not exceed ten minutes in length
- must be an original production and must be presented live
- Use of projection, mp3 players, computers, or other media is permitted



# Guess the *Category*



- 👏 Documentary
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- ❤️ Historical Paper
- 😂 Performance
- 😮 Podcast
- 🎉 Website

- analysis must be clear and evident to the viewer in the project itself
- argument must be supported with, but not overwhelmed by, visual and textual evidence
- must be no larger than 30" x 40" in size
- project must be flat



# Guess the *Category*

*Poster*

- analysis must be clear and evident to the viewer in the project itself
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- 👏 Documentary
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- must be an original production
- may not exceed ten minutes in length
- only you may write and narrate your project's script
- your project must include a list of acknowledgments and credits for sources of moving footage, interviews, music, and images that appear



# Guess the *Category*

*Documentary*

- must be an original production
- may not exceed ten minutes in length
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# Guess the *Category*



- 👏 Documentary
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- 500-word limit applies to all words that you write
- all quotes and visual sources must be credited on the project and in the annotated bibliography





# Guess the *Category*

*Exhibit*

- argument must be supported with, but not overwhelmed by, visual and textual evidence
- 500-word limit applies to all words that you write
- all quotes and visual sources must be credited on the project and in the annotated bibliography



# Guess the Category



- 👏 Documentary
- 👍 Exhibit/Poster
- ❤️ Historical Paper
- 😂 Performance
- 😮 Podcast
- 🎉 Website

- only you may narrate your project
- may use audio from film, recorded music, previously recorded interviews etc.
- may not dramatize or re-enact historical events, figures, speech patterns



# Guess the *Category*

*Podcast*

- only you may narrate your project
- may use audio from film, recorded music, previously recorded interviews etc.
- may not dramatize or re-enact historical events, figures, speech patterns



# Guess the *Category*



- 👏 Documentary
- 👍 Exhibit/Poster
- ❤️ Historical Paper
- 😂 Performance
- 😮 Podcast
- 🎉 Website

- must be an original production
- must be constructed using the NHD website editor: [nhd.org/nhdwebcentral](https://nhd.org/nhdwebcentral)
- pages must be interconnected with navigational links
- may contain no more than 1,200 visible words that you write



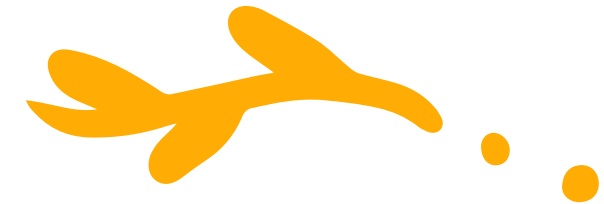
# Guess the *Category*

*Website*

- must be an original production
- must be constructed using the NHD website editor: [nhd.org/nhdwebcentral](http://nhd.org/nhdwebcentral)
- pages must be interconnected with navigational links
- may contain no more than 1,200 visible words that you write



# PROJECT PLANNING: WHERE TO START

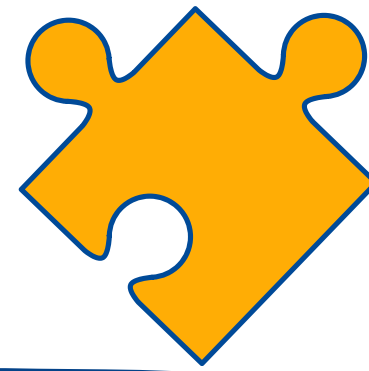


Make it  
*Possible*

- Read the **rule book!**
- Use organizational tools created for NHD

ABCs of

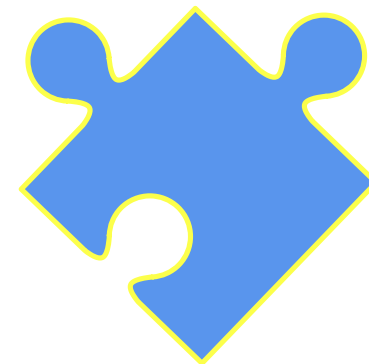
NHD



**ALWAYS**



**BE**



**CONNECTING**

**BACK TO THE  
THEME**

# NHD PROJECT RUBRIC: HISTORICAL ARGUMENT

Make it  
*NHD*

- Start with a claim
- Back your claim up with reasons & evidence

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.



# CORE OF A RESEARCH ARGUMENT

I acknowledge these questions, objections, and alternatives, and  
I respond to them with these arguments ...

1

2

3

**CLAIM**

**REASON**

**EVIDENCE**

*I claim that ...*

*because of these reasons ...*

*which I base on this evidence ...*

# NHD PROJECT RUBRIC:

## THEME

Make it  
*NHD*

- Select a turning point
- Analyze how it affected individuals, communities, nations, or the world.

THEME	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.
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# Historical Context

*turning point*

A thick yellow curved arrow originates from the left side of the blue area, curves upwards and to the right, passing over a white torn paper edge, and points towards the orange area.

point of  
no return

New “period”



Make it  
*Matter!*

# TURNING POINTS CONNECT TO THE PERIOD BEFORE AND THE PERIOD AFTER.



60 Years Ago: President Kennedy Proposes Moon Landing Goal in Speech to Congress. [Nasa.gov](https://www.nasa.gov)



What Is A Satellite? [Nasa.gov](https://www.nasa.gov)

# NHD PROJECT RUBRIC:

## WIDE RESEARCH

Make it  
*NHD*

- Reliability is key!
- One relevant source is more valuable than a dozen irrelevant ones.

<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.
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"TO MAKE YOUR RESEARCH AS  
RELIABLE AS YOU EXPECT YOUR  
SOURCES TO BE, YOU HAVE TO  
USE THEM FAIRLY AND  
ACCURATELY."



**Source:** Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. The Craft of Research. 3rd ed. Chicago Guides to Writing, Editing and Publishing. Chicago, IL: University of Chicago Press.



Skim the  
preface

Skim the  
works cited  
& index

Follow the  
bibliographic



*Trail*



Start with  
sources  
mentioned  
most often

One source  
often leads  
to other  
sources

**Source:** Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. The Craft of Research. 3rd ed. Chicago Guides to Writing, Editing and Publishing. Chicago, IL: University of Chicago Press.



# NHD PROJECT RUBRIC: PRIMARY SOURCES

Make it  
*NHD*

- materials directly related to a topic by time or participation
- What matters most is how you use the source

<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.
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Historic objects

Government  
records

Photographs

Manuscript  
collections

Newspapers from  
the era

Music of the era

Interviews with  
participants

Letters

Original film  
footage

Autobiographies

Make it  
*Primary*



# PRIMARY SOURCES & HISTORICAL POV

First: Identifying Primary Sources	Second: Thinking like a Historian	Third: Historical Significance
Research Description: Analyzing primary sources will help you to draw your own conclusions about the significance of your topic and its connection to the theme.	Historians interpret the past by looking at events and turning points through historic lenses. They use these lenses to better understand the way turning points affected people in different ways.	A thorough understanding of historical contest, turning point, historical debates, primary sources, and historic lenses will enable you to show your topic's significance in history. You will argue this significance with a thesis statement.
<p>Types of Sources:</p> <ul style="list-style-type: none"><li>• Letters, Diaries, Telegraph Messages</li><li>• Government Documents and Legal Cases</li><li>• Photos, Moving Footage, Newsreels, Speeches</li></ul>	Documents that illustrate cultural impact, economic impact, religious impact, political impact, social impact	<ul style="list-style-type: none"><li>• Legal cases that use your topic as a reference.</li><li>• New laws that can be traced back to your topic</li><li>• A continuing debate that is based on your topic</li><li>• Foreign or domestic policy that changed because of your topic</li></ul>
<ul style="list-style-type: none"><li>• Who is the author?</li><li>• What is their point of view?</li><li>• How is this person involved?</li><li>• Does the information conflict with or agree with the secondary sources?</li><li>• What other information do you need to answer your questions?</li></ul>	<ul style="list-style-type: none"><li>• How did your topic influence society as a whole?</li><li>• Were any members of society impacted more or less than others?</li><li>• What was gained or lost because of your topic?</li></ul>	<ul style="list-style-type: none"><li>• What are the immediate and long-term impacts of your topic?</li><li>• How does this significance continue to matter today?</li><li>• What argument can you make that connects the historical significance to the theme?</li><li>• What is the "so what" that you want your audience to know about your conclusions?</li><li>• Why does this matter?</li></ul>

# NHD PROJECT RUBRIC: HISTORICAL CONTEXT


Make it  
*NHD*

- Using historical evidence to establish key events and conditions relevant to particular time and events.

<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.
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# Historical Context



- **Aspects of Historical Context:**
    - Engage in a research process to identify empirical facts, events and conditions
    - Link background facts, events and conditions to targeted topic.
  - **At the most sophisticated level, students will be able to:**
    - Include events and conditions to accurately anchor topic in history
    - Demonstrate understanding of how historical background affected topic
    - Understand how facts, events and conditions affected the targeted topic.
    - Draw on a breadth of evidence to anchor targeted topic in historical time and place.
- 



# NHD PROJECT RUBRIC: MULTIPLE PERSPECTIVES

Make it  
*NHD*

- Multiple perspectives are present when a topic is considered from more than one point of view, considering the different experiences or opinions of the people involved.

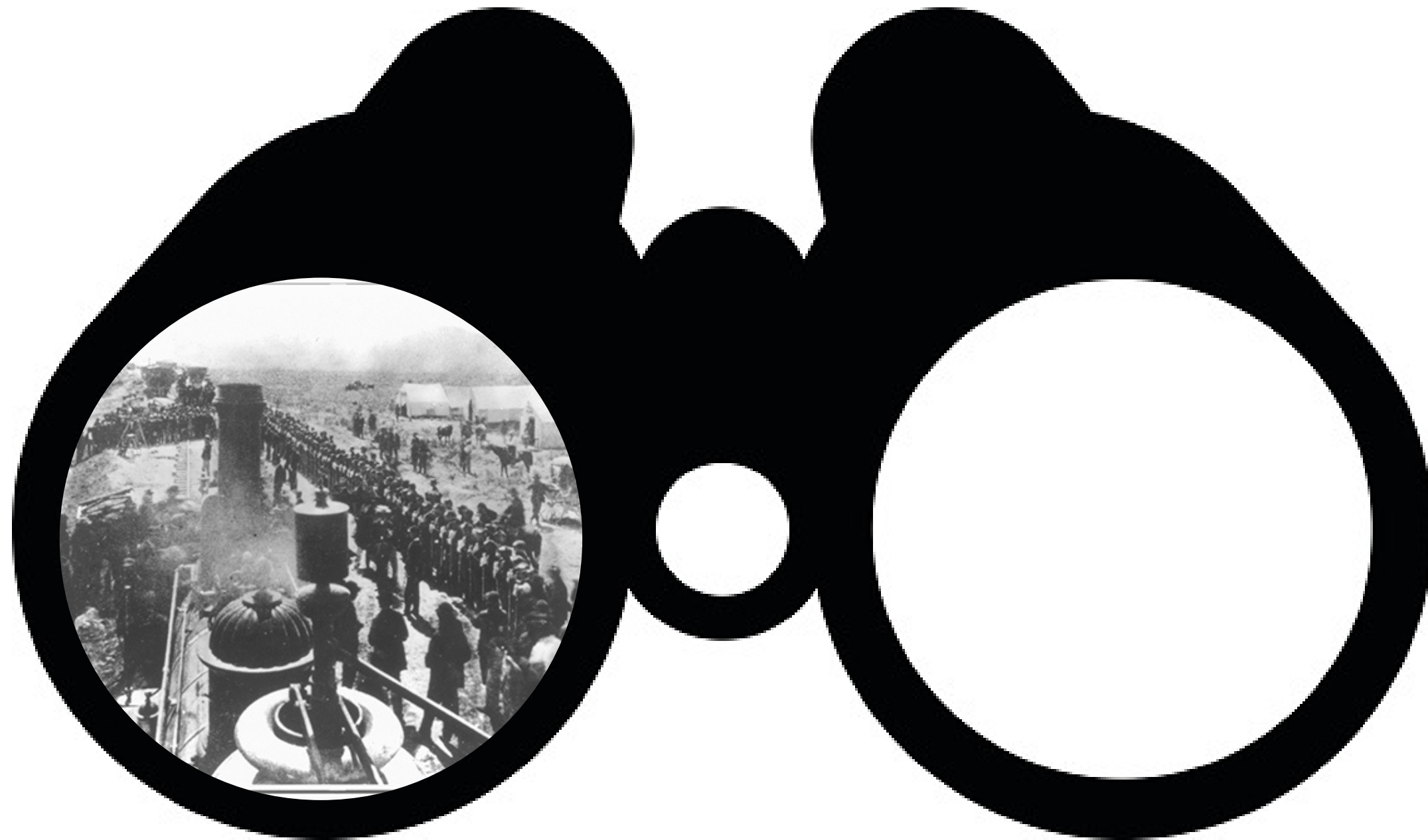
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.
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# Why are multiple perspectives important to historians?



Looking at just one point of view is only part of the story. This is single-sided and incomplete.

Like closing one eye and looking through only one lens of binoculars. You aren't seeing the full picture.



**Source:** "Wedding of the Rails," Today in History, May 10. Library of Congress.

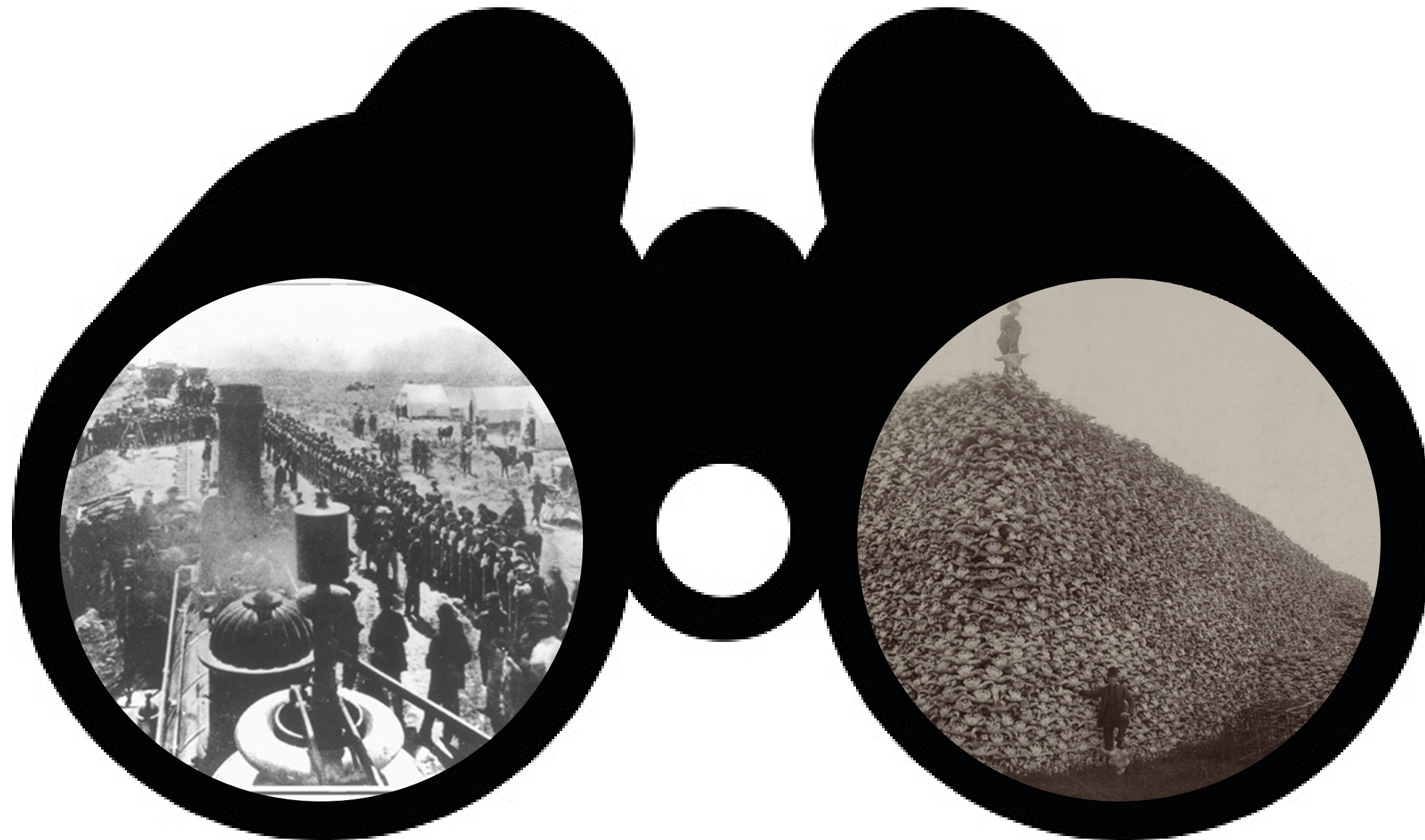


# Why are multiple perspectives important to historians?



Looking at just one point of view is only part of the story. This is single-sided and incomplete.

Like closing one eye and looking through only one lens of binoculars. You aren't seeing the full picture.



Multiple perspectives add to the story, especially those with different opinions or experiences.

Look through both lenses and the picture changes because you have more information.

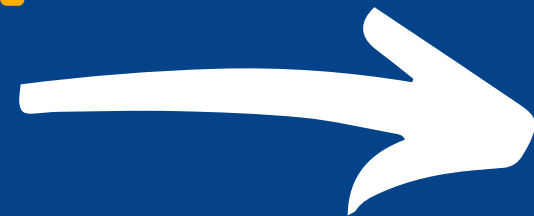
**Source:** "Where the Buffalo No Longer Roamed," *Smithsonian Magazine*, July 17, 2012.

*Different topics will need to consider perspective in different ways.*

**NOT EVERY  
POINT OF  
VIEW**



**PLAYED AN EQUAL ROLE**



**WAS IMPACTED EQUALLY**



**NEEDS TO SHOW UP IN THE  
SAME WAY IN YOUR  
PROJECT**





# NHD PROJECT RUBRIC: HISTORICAL ACCURACY

Make it  
*NHD*

- Reasons = why readers should accept a claim.
- Evidence = what readers accept as fact

HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.
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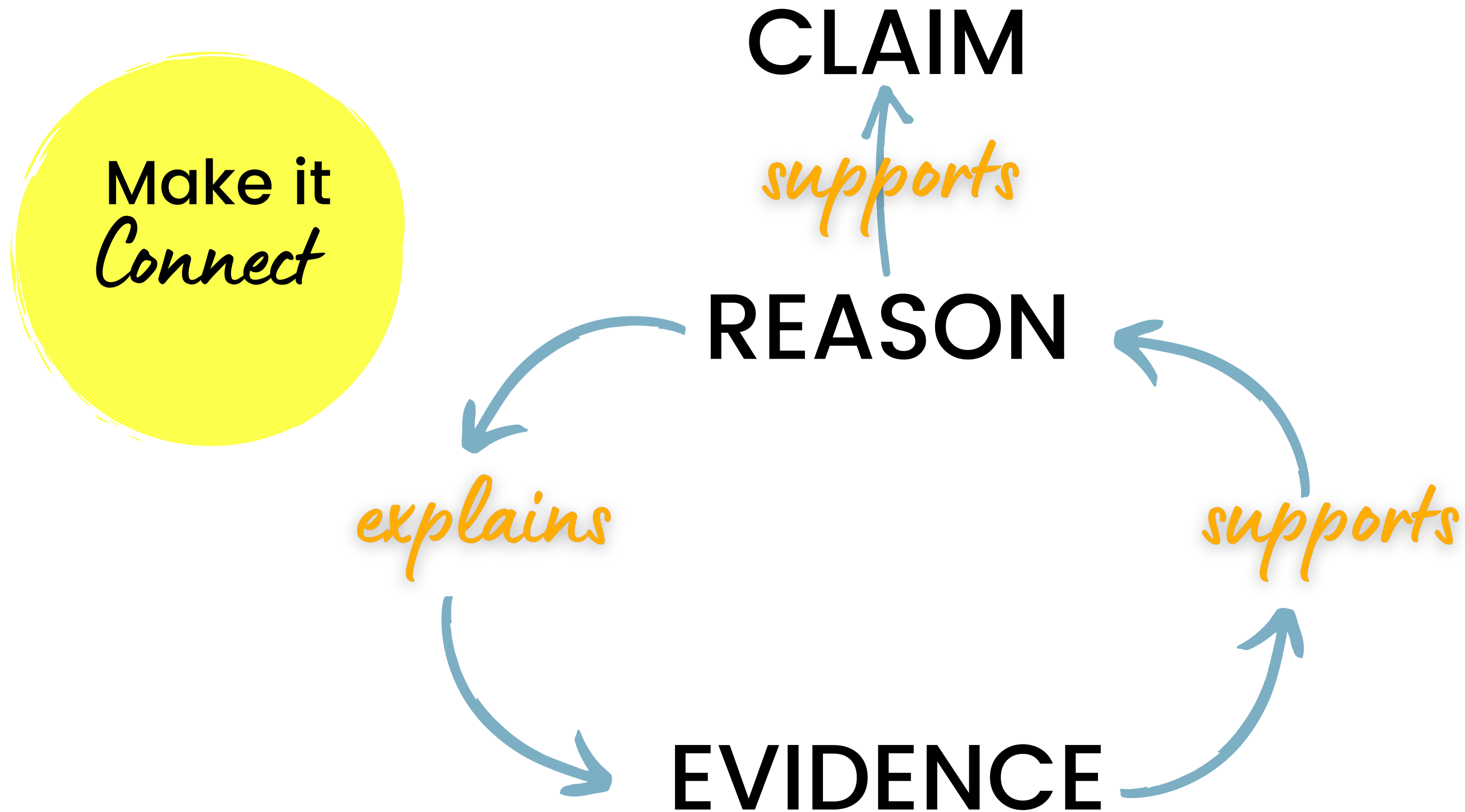
# CATEGORIES OF HISTORICAL ACCURACY

Make it  
*Matter*



- Report Evidence Accurately
- Provide Sufficient, Representative Evidence
- Be Appropriately Precise

# SHOWING HISTORICAL ACCURACY



# NHD PROJECT RUBRIC: HISTORICAL SIGNIFICANCE

Make it  
*NHD*

- Reasons = why readers should accept a claim.
- Evidence = what readers accept as fact

<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.
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# ... Two Components of *Historical Significance*



## RESULTING IN CHANGE

The event/development had deep consequences, for many people, over a long period of time.


## REVEALING

The event/development sheds light on issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.



# Make it *Historically Significant*



- **Establish relevance of the topic to the historical record.**
  - **Demonstrate a significant legacy of the topic and make broad connections.**
  - **Demonstrate how an event, person or development is significant either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue.**
- 



HISTORY DAY CALIFORNIA 2023



# QUESTIONS

