



NATIONAL HISTORY DAY 2018 - 2019



Triumph and Tragedy in History

Welcome Students, Parents, and Teachers

THE THEME: TRIUMPH AND TRAGEDY

What is triumph? What is tragedy?

Other Questions to consider:

- Can one person's triumph be another's tragedy?
- Can a group or person suffer both tragedy and triumph from a single event?
- How does one ultimately triumph over tragedy?
- Can triumph lead to tragedy?

IMPORTANT DATES FOR 2018 - 2019:

- Exhibit and Performance Workshops – October 18
- Paper and Documentary Workshops – October 23
- Website Workshop – October 25
- DHS History Fair – November 27 – 30, 2018
- T-Shirt Design Contest Deadline: December 7th
- *Regional History Day Competition: Feb. 22nd and 23rd*
- *Texas History Day Competition: April 26-27, 2019*
- National History Day Competition: Mid-June, 2019

Great resources and information for teachers and students.

WEBSITES:

WWW.NHD.ORG

WWW.TSHAONLINE.ORG/EDUCATION

Google classroom code: art5ts

CONTEST CATEGORIES

Individual entries

- Paper
- Individual exhibit
- Individual documentary
- Individual performance
- Individual web site

Group (2-5 students) entries

- Group exhibit
- Group documentary
- Group performance
- Group web site

WHO CAN/MUST PARTICIPATE

- **HISTORY FAIR PARTICIPATION IS MANDATORY FOR:**
 - **ALL PRE AP AND AP GEOGRAPHY STUDENTS**
 - **ALL PRE AP AND AP WORLD HISTORY STUDENTS.**
- **EXTRA CREDIT MAY BE GIVEN FOR:**
 - **ANY STUDENT ENROLLED IN ANY REGULAR SOCIAL STUDIES CLASS**
 - **ANY JUNIOR OR SENIOR WHO WISHES TO PARTICIPATE.**

HISTORICAL PAPERS

- **Must be between 1,500 – 2,500 words**
- **Yes, every word counts. Yes, this includes quotes.**
- **Citations – footnotes, endnotes, or internal documentation ARE REQUIRED!**
- **1 inch margins, 12-point font, one-sided, single staple**
- **Historical analysis should be seen throughout the paper**

PERFORMANCE

- Cannot exceed 10 minutes in length
- Student has 5 minutes to set up and 5 minutes to take down
- Students must write their own, original script. It must be memorized.
- You must provide your own costume(s) and props

DOCUMENTARY

- Cannot exceed 10 minutes in length
- Audio and visuals count in the time limit
- Must be student produced with voice over and narration
- Must be an original script
- Can use interviews and new footage, but you must site your sources
- All images, videos, and music in your presentation must be sited in the credits at the end of the video as well as in your annotated bibliography (sources)

WEBSITE

- Website **MUST** be created within the NHD Weebly program
- Can contain no more than 1,200 visible, student created words
- Words used for identifying illustrations or to briefly credit sources of illustrations/quotes are excluded; must be cited/credited
- The Process Paper and Annotated Bibliography must be integrated into the website
- **CANNOT** include links to outside websites or resources. Everything must be within your own website.
- Must have a home page, requirements are the same as the title page
- May contain embedded documents and images
- You can use up to a combined total of 4 minutes of video (songs or music is also included in this total)

EXHIBIT

- Can be no larger than 40 inches wide, 30 inches deep, and 6 feet high
- 500 student composed (created) word limit on the board, including title and captions (mainly anywhere you used your own words)
- Quotes do not count toward the work limit – but they must be credited on the exhibit
- You must have the credits for sources of illustrations or quotations on the exhibit (these don't count towards word count).
- DON'T editorialize too much – let the pictures/quotes tell the story

PAPERS THAT GO WITH THE PROJECT

- Title Page
- Process Paper
- Annotated Bibliography

RESEARCH NEEDS TO COVER

Historical Context (or background)	The Event or Situation	Historical Significance
<ul style="list-style-type: none">• This is like the “setting”• What issues led up to the event or situation?	<ul style="list-style-type: none">• What happened, describe the event• Make sure you include all 5 W’s• How did it happen and how was it resolved?	<ul style="list-style-type: none">• How did it happen and how was it resolved?• Why was it important back then?• Why is it STILL important today?• How is our modern world still impacted or benefiting from it?

BE CAREFUL!

- **DO NOT** let this become a detailed biography about a person or event.
- **DO NOT** stop after the Triumph and Tragedy occur - you **MUST** bring the topic forward to modern day!
- As you are doing your research, you need to decide what is important and what is simply extra information.
- Ask yourself, “Does this apply to my thesis? Does this add to the understanding of the event?”

ADDITIONAL INFORMATION

- A full list of the rules, including the use of costumes and prohibited materials, can be found at <http://www.nhd.org/GettingStarted.htm>
- Additional information is available on the National History Day web site at www.nhd.org.
- Most resources are also accessible through Google Classroom.

THE PROCESS

1. 9/26 was our Library Day – all about Research
2. Select a topic.
3. **Start preliminary research on the topic.**
4. Track your research to develop the bib. (Preliminary Bibliography Due 10/18)
5. Develop a working thesis.
6. **More research.**
7. Project development.
8. Complete Project
9. **November 27-30 DHS History Fair Judging (Major Grade)**



**** 1st and 2nd place winners for each grade level and each category will advance to Regional****

RESEARCH

- Encourage your student to use a variety of sources
- Bibliography must be annotated – students explain how the source was helpful to their research
- Bibliography divided into primary and secondary sources
 - Classify sources
 - Justify classification in the annotations



- **Longest phase of the project**
- **Research credible sources.**
- **Begin with secondary sources.**
- **Use primary sources to narrow topic.**
- **Organize information.**

ANNOTATED BIBLIOGRAPHY

**NHD Website has sample
bibliography entries to help students.**

<https://www.nhd.org/sample-bibliography>

EXAMPLE

- Morris, Edmund. Theodore Rex. New York: Modern Library, 2001.
- This biography of Theodore Roosevelt helped me understand the way in which Philippe Bunau Varilla was able to get President Roosevelt to recognize the revolutionary government of Panama. It also gave me details regarding the specific treaties signed between the two nations that gave the U.S. control of the canal zone.

GREAT RESOURCE:

www.citationmachine.net

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

HOW DO WE KNOW?

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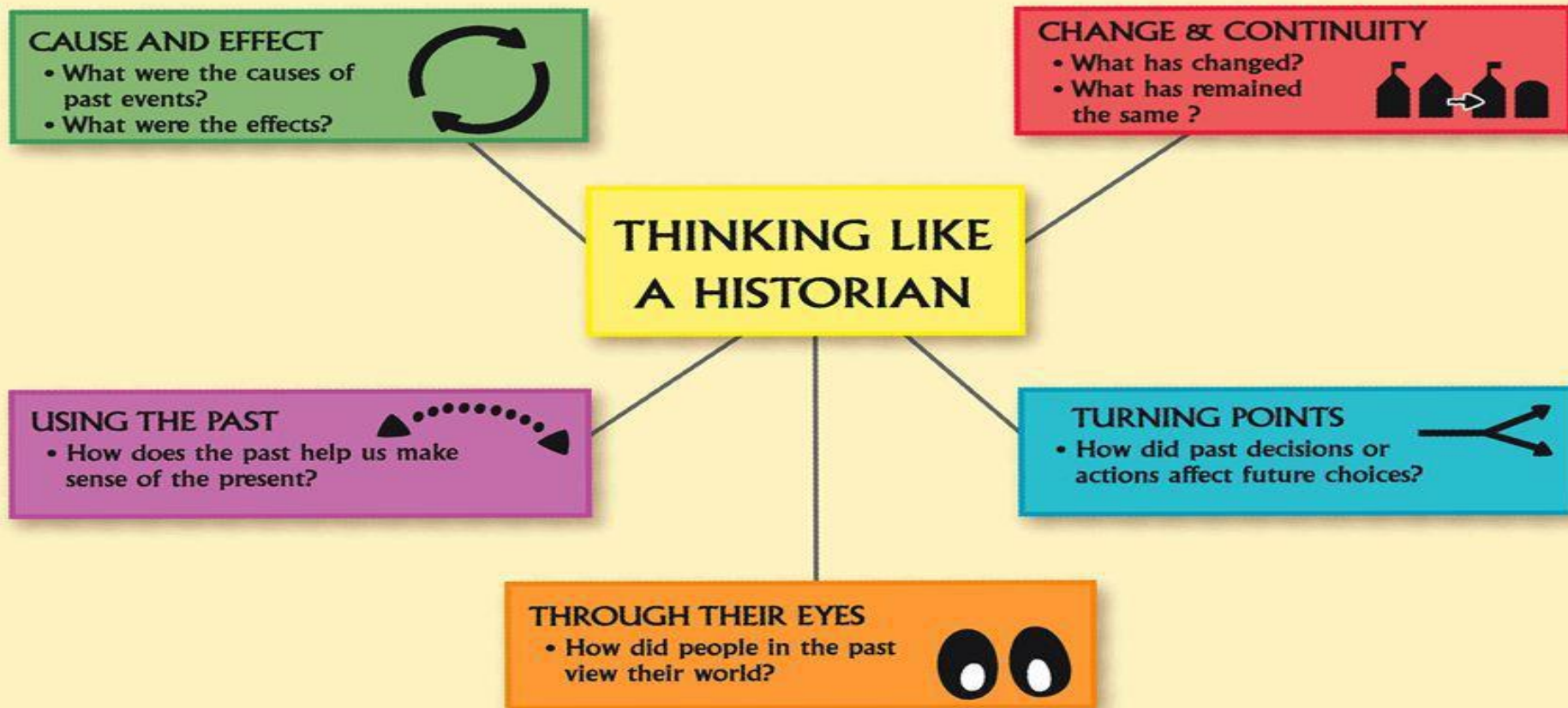
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QUESTIONS?