

Academy of American Studies 5th Annual History Fair 2020 Student Information Packet

Judging: Wednesday, February 5th 2:00 – 5:00 p.m.

Fair: Thursday, February 6th 5:00 – 7:00 p.m.

Awards Ceremony: February 6th 7:00 – 8:00 p.m.

Theme: Breaking Barriers in History

Overview and Guidelines:

You as a student have an option of choosing one of four project options:

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| Free Standing Exhibit Boards Documentaries/ Podcasts Websites | Research Essays Civil War Essay: (10 th grade U.S. courses only) |
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Courses That Participate:

- Grade 9 Global Studies Classes
- Grade 10 U.S. History Classes
- Grade 11 U.S. History Classes
- Grade 12 – Independent Entries (seniors can opt to enter the fair with a project independent and not connected to any of their classes if they wish to participate)

Exhibit boards must be free standing; they cannot be just a poster. You may enter your project as an individual or as a group. Group projects can only range from 2-5 members. Research papers can only be done on an individual basis. If you complete a group project, members of the group must all be in the same class and section.

Your project must connect to the theme of the fair. The theme is the same as the National History Day Competition. If you as the student are interested in having your project possibly go onto the city-wide competition, you must follow the rules, regulations and minimum qualification criteria for your project category. (See attached) Each school can only submit a limited number of projects for each category to the city-wide competition. **All projects must have an annotated bibliography.**

If you wish to pursue the city-wide competition, you will have to meet with Ms. Condon in early November. This can be done during office hours on Wednesdays. The city-wide competition has a limit on project entries from each school. So therefore this check-in with Ms. Condon must occur if you wish to pursue this level of the competition.

The fair is announced in early September. It is completed in your classes and outside of school. Each class will have a check-in schedule with student feedback sessions scheduled at different times over the fall semester.

All students in the courses that construct projects should plan and assume to be in the fair until final selections are made during the week of January 14th. That is when teachers will notify their classes which projects will be entered into the fair and further instructions will be given.

At least two weeks before the fair, you will receive your times and location where you are assigned to be for judging on Wednesday and your assigned location during the fair on Thursday.

If your project is selected to be judged you must be at your exact judging appointment, which will be scheduled between 2:00-5:00pm on the day of judging. You are then required to be in attendance at the fair once it opens from 5:00-7:00 p.m. on the day of the fair.

During the fair, you will be assigned to your project during one of two 45 minute time slots to be available to answer questions about your project. During the remaining time you are not assigned to your project, you will be expected to view all other projects in the fair.

In order to be eligible for an award, you must be present for both judging and at the fair.

History Fair Rules and Requirements www.nhd.org

Students may enter as an individual or as a group. Group entries can range from 2-5 students.

Topic:

- How was my topic significant in history in relation to the NHD theme?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?
- Why is my topic important?

Process Paper

All categories, except historical paper, must include a process paper with the entry. It must describe in 500 or fewer words how you conducted your research and created your entry. The process paper must include four sections that explain:

1. how you chose your topic;
 2. how you conducted your research;
 3. how you selected your presentation category and created your project;
- and
4. how your project relates to the NHD theme.

You can view sample process papers at <http://www.nhd.org/CreatingEntry.htm>.

Annotated Bibliography

An annotated bibliography is required for all categories. List only those sources that contributed to the development of your entry, i.e., sources that provided usable information or new perspectives in preparing your entry. Sources of visual and audio materials and oral interviews must be included. Bundle photos or other materials from the same collection in a single citation. The annotations for each source must explain how you used the source and how it helped you understand your topic. Your annotated bibliography is not included in the word count.

For example:

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

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

NOTE: *Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your entry should be cited in your bibliography but not included as attachments to your bibliography.*

Separation of Primary and Secondary Sources

You are required to separate your bibliography into two sections: one for primary and one for secondary sources.

A. Paper

A paper is the traditional form of presenting historical research. Various types of creative writing (e.g., fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written.

- Historical papers must be between 1,500 and 2,500 words.
- Each word or number in the text of the paper counts as one word. This includes student-composed text as well as quotes from primary or secondary sources.
- Citations—footnotes, endnotes, or internal documentation—are required.
- Citations are used to credit the sources of specific ideas as well as direct quotations.
- Papers must be typed or computer printed on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides.
- Pages must be numbered consecutively and double-spaced with writing on one side and in 12-point font.

B. Exhibit

An exhibit is a visual representation of your research and interpretation of your topic's significance in history. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

- A 500-word limit applies to all student-composed text that appears on, or as part of, an exhibit entry.
 - This includes the text that you write for titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your own words.
 - Brief factual credits of the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit.
- A date (January 1, 1903) counts as one word.

D. Documentary

A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance. The documentary category will help you develop skills in using photographs, film, video, audio, computers, and graphic presentations. Your presentation should include primary source materials and also must be an original production. To produce a documentary, you must have access to equipment and be able to operate it.

- Documentaries may not exceed ten minutes in length.
- You will be allowed five minutes to set up and five minutes to remove equipment.
- Timing begins when the first visual image appears and/or the first sound is heard. Audio and visual leads will be counted in the time limit.
- Timing ends when the last visual image or sound of the presentation concludes (including credits).

E. Website

The website category is the most interactive of all NHD categories. A website should reflect your ability to use website design software and computer technology to communicate your topic's significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a website, you must have access to the Internet and be able to operate appropriate software and equipment.

- Website entries may contain no more than 1,200 visible, student composed words. Weebly.Com is a recommended platform for creation.
- One page of the website must serve as the home page. The home page must include the names of participants, entry title, division, number of student-composed words in the website, number of words in the process paper, and the main menu that directs viewers to the various sections of the site.
- All pages must be interconnected with hypertext links.
- All quotes from written sources must be credited within the website.
- All visual sources (photographs, videos, paintings, charts, and graphs) must be credited within the website.
- Brief, factual credits do not count toward the student-composed word total.

Evaluation Criteria:

Historical Quality

The most important aspect of your entry is its historical quality. You should ask yourself the following questions to help you focus on your historical analysis.

- Is my entry historically accurate?
- Does my entry provide analysis and interpretation of the historical data rather than just a description?
- Does my entry demonstrate an understanding of historical context?
- Does my annotated bibliography demonstrate wide research?
- Does my entry demonstrate a balanced presentation of materials?
- Does my entry demonstrate use of available primary sources?

Clarity of Presentation

Although historical quality is most important, your entry must be presented in an effective manner. You should ask yourself the following questions to help you focus on your presentation.

- Is my entry original, creative, and imaginative in subject and presentation?
- Is my written material clear, grammatically correct, and accurately spelled?
- Is my entry well-organized?
- Do I display stage presence in a performance?
- Is my visual material presented clearly?