Student Handbook
2019-20 School Year
Connecticut History Day
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Introduction to the
Connecticut History Day Student Guide

About Connecticut History Day

Connecticut History Day, an affiliate program of National History Day, promotes the study of history in schools – including public, private, and home schools – to create a higher degree of appreciation for the value of historical thought in students, educators, and community members who participate. The spirit of History Day is not based upon winning and losing, it is based on the encouragement of achievement, the recognition of excellence, and the positive critical evaluation of every student participant. Connecticut History Day is sponsored by the Connecticut Democracy Center.

Connecticut middle and high school students choose a topic based on a yearly theme, complete historical research, and create projects of their own choosing for one of six Regional Contests across Connecticut. Students placing in the top three at the Regional Contests participate in the State Contest, held at Central Connecticut State University. Judges and program officials serve to encourage academic achievement and the building of positive self-esteem.

Student projects are evaluated by judging teams at Regional, State, and National levels. They present their projects, are asked questions by the judges, and receive evaluation sheets with constructive feedback. History Day entries, like history, are evolutionary in nature and it is the goal of the program to empower students with research skills, critical thinking skills, and outlets for creative expression, which will enhance their academic abilities in all areas of study.

Students in grades 6-8 participate in the Junior Division; students in grades 9-12 participate in the Senior Division. Students may choose to work alone or in a group of 2-5 students. Papers are the only one of the five categories in which students must work alone. Within each Division are 9 separate judging categories (Paper, Individual Documentary, Group Documentary, Individual Exhibit, Group Exhibit, Individual Performance, Group Performance, Individual Website, and Group Website). While websites and papers are due two weeks in advance of the Contest, like the other three categories, students must attend the contest. For more information, visit www.historydayct.org
About National History Day® (NHD):

NHD is a non-profit organization based in College Park, Maryland, that seeks to improve the teaching and learning of history. The National History Day Contest was established in 1974 and currently engages more than half a million students every year in conducting original research on historical topics of interest. Students present their research as a documentary, exhibit, paper, performance, or website. Projects compete first at the local and affiliate levels, where the top entries are invited to the National Contest at the University of Maryland at College Park. NHD is sponsored in part by HISTORY®, the National Endowment for the Humanities, the National Park Service, Southwest Airlines, the Crown Family Foundation, the Better Angels Society, and the Diana Davis Spencer Foundation. For more information, visit nhd.org.

About the Connecticut Democracy Center:

Connecticut History Day is an education program run by The Connecticut Democracy Center (CTDC), formerly the Connecticut Public Affairs Network (CPAN). CTDC is dedicated to strengthening civic engagement among people of all ages, backgrounds and political persuasions by providing comprehensive and educational programming and outreach centered on civics, citizenship and civil discourse. In addition to Connecticut History Day, CTDC manages the Kid Governor® program for fifth grade students as well as educational and public programming at Connecticut’s Old State House in Hartford. For more information on CTDC and its programs, please visit ctdemocracycenter.org.
Why History Day?
Note from the Author: Shay Pezzulo,
Former Connecticut History Day participant

As a multi-year History Day participant, I can proudly say that I look forward to being a part of History Day every year. For each project I create, I grow to appreciate the experience even more. Connecticut History Day encapsulates one of the major highlights of History Day with its motto of Student Choice, Student Voice. Throughout their projects, students are granted the liberty to make decisions independently and to truly make the experience their own.

There is a particularly unique excitement that comes with competing in a contest that evokes a sense of motivation, independence, and responsibility that a classroom simply cannot. I am endlessly grateful for the various opportunities presented to me, as well as for the knowledge I have acquired both by conducting my own research and to being exposed to the inspiring work of several talented students.

Planning

⚠️ With such a large project, proper planning and organization is very important. Be sure to understand what tasks and assignments need to be completed and pace yourself accordingly. Do not wait until the last minute to complete tasks.

Personal Calendar

📅 Use the checklist found in the Activities & Checklist Section to decide on realistic deadlines that accommodate your schedule. The section-based style of this guide is designed to help simplify your planning, though you may structure your calendar as you wish.
Resource Bank

Places to Visit

- Since wide research is valued by History Day (and is a judging criteria), your resources should go beyond online and book studies.
- Even if your topic is not local, there are several state organizations that serve as very helpful resources and are partners of Connecticut History Day.

TIP: Check online or email ahead of time to plan your visit with the research center. Tell the facility you are a student researching for History Day. Some (that have admission fees) may provide History Day participant discounts.

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Information</th>
<th>Website/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut State Library</td>
<td>A great place to research! The State Library has the State Archives and Museum of Connecticut History. Free admission.</td>
<td>ctstatelibrary.org</td>
</tr>
<tr>
<td>Connecticut League of History Organizations (CLHO)</td>
<td>CLHO builds connections among those who preserve and share the stories and objects of our past. Great resource for finding local archives and museums to visit.</td>
<td>clho.org</td>
</tr>
<tr>
<td>Hartford History Center at the Hartford Public Library</td>
<td>Archive focused on interpreting Hartford’s past.</td>
<td>hhc.hplct.org</td>
</tr>
<tr>
<td>New Haven Museum</td>
<td>Co-sponsor of New Haven region. Great resource for researching earliest days of New Haven Colony, up through the 21st century.</td>
<td>newhavenmuseum.org</td>
</tr>
<tr>
<td>Archives &amp; Special</td>
<td>Archive collection ranges from the official</td>
<td>lib.uconn.edu/libraries/a</td>
</tr>
<tr>
<td>Collections, University of Connecticut Libraries</td>
<td>records of UCONN to records and papers of CT leaders and businesses to specialized rare book and non-print collections. Has a strong CT and New England focus.</td>
<td>sc/</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Connecticut Historical Society</td>
<td>Museum, library, research, and education center. Admission to the Research Center is free for History Day students.</td>
<td>Chs.org</td>
</tr>
<tr>
<td>Local Museums and Historical Societies</td>
<td>Great primary source material can be found in your local museum or historical society. Examples include the Fairfield Museum, Harriet Beecher Stowe Center, Torrington Historical Society, and the CT River Museum, to name a few.</td>
<td><a href="http://www.fairfieldhistory.org">www.fairfieldhistory.org</a> newhavenmuseum.org torringtonhistoricalsociety.org ctrivermuseum.org</td>
</tr>
<tr>
<td>Pequot Library</td>
<td>Library and archive focusing on the Southport/Fairfield area.</td>
<td><a href="https://www.pequotlibrary.org/">https://www.pequotlibrary.org/</a></td>
</tr>
<tr>
<td>Fairfield Museum and History Center</td>
<td>Archive and Museum focusing on the Fairfield area.</td>
<td><a href="https://www.fairfieldhistory.org/">https://www.fairfieldhistory.org/</a></td>
</tr>
</tbody>
</table>

TIP: Visit: [http://www.historydayct.org/connecticut-resources.html](http://www.historydayct.org/connecticut-resources.html) for more places to visit.

<table>
<thead>
<tr>
<th>Universities &amp; Colleges</th>
<th>Connecticut has numerous institutions of higher learning which can serve as great resources. Some may have archives or allow you to use their library. Call first to check out the school’s policy!</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIP: You can look online to find a professor’s area of expertise. Make sure to prepare a list of specific questions before contacting a professor. Do not just ask for “everything you know about the Civil War”, but be ready with very specific questions.</td>
<td></td>
</tr>
</tbody>
</table>
**Internet Resources**
In addition, there are also several online resources to utilize.

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Association for the Study of Connecticut History (ASCH)</td>
<td><a href="http://asch-chistory.org/">http://asch-chistory.org/</a></td>
<td>ASCH promotes the study of the history of Connecticut. It publishes the <em>Connecticut History Review</em>, the only academic journal devoted to the history of Connecticut and has a fall and spring conference. Many academic libraries carry the Journal; past issues may be purchased.</td>
</tr>
<tr>
<td>iCONN</td>
<td>iconn.org</td>
<td>Houses historic and current newspapers.</td>
</tr>
<tr>
<td><em>Connecticut Explored</em>, the magazine of Connecticut History</td>
<td>cteexplored.org</td>
<td>Explore this website for information on back issues and free podcasts. There is also a specific page dedicated to suggested CT topics related to <em>Taking a Stand in History</em>.</td>
</tr>
<tr>
<td>ConnecticutHistory.org</td>
<td>connecticuthistory.org</td>
<td>A great starting point. Has a History Day page; is a great place to read secondary articles and get ideas for primary research.</td>
</tr>
<tr>
<td>Connecticut Illustrated</td>
<td>connecticuthistoryillustrated.org/</td>
<td>A great resource for history-related digital resources of libraries, archives, museums, galleries, historical societies and other CT heritage institutions. Includes a variety of material, from documents to images, from maps to audio and video.</td>
</tr>
<tr>
<td>Connecticut Digital Newspaper Project</td>
<td>Ctdigitalnewspaperproject.org</td>
<td>A great resource for finding historically significant CT newspapers. They have been digitized from microfilm of newspapers published between 1836-1922.</td>
</tr>
</tbody>
</table>
Connecticut’s Old State House Programs

https://www.youtube.com/user/CTOldStateHouse/videos

Connecticut’s Old State House offers recordings of programs on a variety of topics with speakers who are authorities in the subject. The topics range throughout history, and can be a good resource for students.

Connecticut Network (CT-N)

http://ct-n.com

Connecticut Network offers recordings of programs on a variety of topics with speakers who are authorities in their fields. The topics covered by CT-N range throughout history, government, and civics.

<table>
<thead>
<tr>
<th>Websites and Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="historydayct.org" alt="History" /></td>
</tr>
<tr>
<td>![Facebook](Connecticut History Day)</td>
</tr>
<tr>
<td><img src="CTHistoryDay" alt="Instagram" /></td>
</tr>
</tbody>
</table>
Understanding History Day

What is History Day?

Each year, thousands of students conduct and present extensive research on a topic of their choice according to the NHD annual theme. Students, divided into Junior (middle school) and Senior (high school) divisions, may choose to work individually or in a group in one of five categories: paper*, exhibit, performance, documentary, and website.

* Paper students may only work individually.

Regional, State, and National Contest

For History Day, there are three official levels of competition: Regional, State, and National.

| **Regional Contests** | • Students who place in the top three in their categories are able to participate in the State Contest.  
• Registration for the Regional Contests opens in November. The deadline for each contest is about a month prior to the contest. For specific registration deadlines and contest dates is [http://www.historydayct.org/regional-contests.html](http://www.historydayct.org/regional-contests.html)  
• Papers & Websites are due two weeks in advance of the Contest. Those students (like all other categories) must attend the Contest to meet with judges.  

TIP: There are six regional contests. Check the Connecticut History Day website to find out which contest you should attend. |
|---|---|
| **State Contest** | • The State Contest will be held on Saturday, May 2, 2020 at Central Connecticut State University in New Britain.  
• The deadline for registering for the State Contest is April 8, 2020  
• Students who place in the top two in their categories are able to participate in the National Contest.  
• Students are also eligible for special awards given each year for entries in a variety of historical subject areas.  
• Papers & Websites are due two weeks in advance of the Contest. Those students (like all other categories) must attend the Contest to meet with judges.  

Make sure to revise your project based on comments from the judges at your Regional Contest |
| National Contest | ● The National Contest is held at the University of Maryland, just outside of Washington, D.C., where thousands of students from across the country and international regions gather to present their work for five days in June.  
● This contest is a unique experience in which students have the ability to meet with and befriend other students who share the same love for history.  
● Students have the opportunity to participate in state delegation activities, including a guided tour of Washington D.C.  
● Monetary prizes, scholarships, and special awards are presented to national award-winners. Those who place in the top three of their categories are awarded prizes, and those in the top fourteen are recognized nationally.  

TIP: Plan your trip to Nationals with your school as soon as possible. Also, be sure to keep yourself updated with CT History Day email updates regarding the contest. |
Annual Theme

This year’s annual theme is **Breaking Barriers in History**. You will choose your topic and ultimately design your project in relation to this theme.

Purpose of the Theme

Understanding the annual theme and its purpose in National History Day is absolutely vital. Please review National History Day’s official explanation of the annual theme:

- “Every year National History Day frames students’ research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past.
- This year’s theme is **Breaking Barriers in History**. The intentional selection of the theme for NHD is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.
- The NHD theme provides a focused way to increase students’ historical understanding by developing a lens to read history, an organizational structure that helps students place information in the correct context and finally, the ability to see connections over time.”
  — National History Day (nhd.org)

Theme Sheet, Sample Topics, and Theme Book

Each year, the NHD Office releases a **Theme Sheet** which can be found in the official **Theme Book**. The State Office releases an extensive list of CT topics related to the NHD Theme. Check out theme resources at [www.historydayct.org/student-resources](http://www.historydayct.org/student-resources)

TIP: Make sure to review the **List of CT Topics** related to the annual NHD theme. Sources for local topics are easier to find and allow you to learn about your own state and maybe even your own town!
Choosing a Topic

Now that you have an understanding of the theme, you can begin brainstorming potential topics.

Brainstorming Topics

Your topic should...

- personally interest you
- clearly relate to the theme
- be specific to the event or person you are focusing on
- be “historical”
  - A general rule of thumb is that the topic should have “happened” at least 25 years ago.

While brainstorming topics...

- Review the List of CT Topics
  - Notice the types of topics—some may be well-known, or ones you have never heard of. They may range from politics, art, music, Native Americans, the military, women’s rights, and so on. Everything has a past! Think about your interests and conduct background research.

- Consider a different approach to a well-known topic. For instance, Jackie Robinson (the first African-American to play in Major League Baseball) is a very popular topic. Consider exploring who was the first African-American to play in the NFL or NBA.

Availability of Resources

- You may also want to keep in mind the resources that are available regarding your potential topics, which are often dependent on location and date.

TIP: Again, local topics tend to lend themselves to easier access of resources. Connecticut libraries, archives, and historical societies encourage History Day students to use their sources.
Pre-Project Logistics

Individual or Group

As you may have experienced in school, working alone or in a group each has its own advantages and disadvantages. You should make a decision that you will be most comfortable with.

**For Groups:** During the registration process, a group leader will need to be designated as the first to register for the Contest.

Presentation Category

There are five presentation categories: paper, exhibit, performance, documentary, and website. Your presentation category should best represent your skills as a researcher and should fit well with your topic.

<table>
<thead>
<tr>
<th>Basic Category Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper</strong></td>
</tr>
<tr>
<td>- composed of introduction, body, and conclusion</td>
</tr>
<tr>
<td>- between 1,500 and 2,500 words (including quotations)</td>
</tr>
<tr>
<td>- may use footnotes</td>
</tr>
<tr>
<td>- may have an appendix</td>
</tr>
<tr>
<td>- no process paper</td>
</tr>
<tr>
<td><strong>Exhibit</strong></td>
</tr>
<tr>
<td>- visually appealing</td>
</tr>
<tr>
<td>- 500 word limit (not including quotations)</td>
</tr>
<tr>
<td>- incorporate a variety of photos, documents, materials/artifacts, and audio-visuals effectively</td>
</tr>
<tr>
<td>- size limit: 40 inches wide, 30 inches deep, and 6 feet high</td>
</tr>
<tr>
<td>- not limited to a tri-fold display</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>- script should be focused around thesis</td>
</tr>
<tr>
<td>- script should include historical references, quotations, etc.</td>
</tr>
<tr>
<td>- multiple points of view are encouraged to be portrayed</td>
</tr>
<tr>
<td>- should be complete with appropriate costumes, blocking, and a set</td>
</tr>
<tr>
<td><strong>Documentary</strong></td>
</tr>
<tr>
<td>- 10 minute time limit</td>
</tr>
<tr>
<td>- use film, audio, photos, video-editing software, and recording equipment effectively</td>
</tr>
<tr>
<td>- topic should have enough still-photos and video clips available</td>
</tr>
<tr>
<td>- interviews are highly encouraged to be included</td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td>- 1200 word limit (not including quotations)</td>
</tr>
<tr>
<td>- should incorporate photos, videos, audio clips effectively</td>
</tr>
<tr>
<td>- utilize your understanding of design to effectively present your project</td>
</tr>
</tbody>
</table>
Initial Research and Notetaking

Initial Research

- Your initial (secondary) research should help you to gain an overall understanding of your topic (or potential topics).
- If you are still trying to determine your topic, this research should help you to solidify your decision.
- An ideal place to begin is by looking through reliable online resources and visiting your local library.
- Research for your topic should include reading at least one book on the subject.
- Through initial research, you should be familiarizing yourself with your topic in history, starting to recognize various patterns, as well making connections back to your theme.
- Good secondary research includes reading at least one book that will provide context on the topic you are researching.

TIP: While you should refrain from using sources such as Wikipedia or similar unreliable web-encyclopedias, they may be useful for directing you toward other sources. Ultimately, though, you should try not to use too many online sources, as that does not reflect wide research.

Notetaking

Organization

- You may choose to organize your notes either digitally, traditionally (using paper), or a combination of both.
- You should develop your own system depending on whatever works best for you.

<table>
<thead>
<tr>
<th>Paper Organization</th>
<th>Digital Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Binder/File System</td>
<td>● Evernote (free)</td>
</tr>
<tr>
<td>● Index Cards</td>
<td>● Google Drive (free)</td>
</tr>
<tr>
<td>● Historical Journal</td>
<td>● Microsoft OneNote</td>
</tr>
</tbody>
</table>
Highlighting and Annotations

- If you are able to, highlight your sources (either on paper or digitally). Feel free to use different colors (e.g., green for potential quotations, blue for key figures, purple for relation to theme).
- Make clear notes. If you cannot alter the source, use sticky notes to capture important reference points.

Working Bibliography

Be sure to consistently keep a working bibliography. Your citations do not have to be finalized, but include enough information to be able to properly format them later. For each source, you should also make note of whether it is primary or secondary and how it helped you.

Further Research

Your research should include information from a variety of primary and secondary sources. History Day Judges greatly value extensive research that includes a variety of types of sources. Judges want to see more than just online resources, but ones that have been found at a library, historical society, museum, or archive.

Types of Sources

- As you may have learned from conducting research in the past, there are two types of sources you will be using: primary sources, and secondary sources.

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>National History Day Definition (nhd.org)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Sources</td>
<td>“...the creator of the source was an actual participant in or a contemporary of a historical moment.”</td>
<td>documents, artifacts, photographs, autobiographies, songs/poems</td>
</tr>
<tr>
<td>Secondary Sources</td>
<td>“...not created first-hand by someone who participated in the historical era... based on the historian’s reading of primary sources.”</td>
<td>articles, books, biographies</td>
</tr>
</tbody>
</table>

- Both types of sources are very important—each with their own places.
- Secondary Sources...
○ help to create a large picture and enhance your understanding of historical context
○ provide various analyses (from historians, researchers, etc.)
○ build off of and direct you toward primary sources

TIP: Check the footnotes and bibliographies of secondary sources. They often direct you toward other valuable sources related to your topic—both secondary and primary.

• **Primary Sources**...
  ○ allow you to personally analyze history
  ○ allow you to make your own conclusions
  ○ help to cultivate your skills as a historian
# Active Research

## Interviews

<table>
<thead>
<tr>
<th>TIP: Is there anyone that may have participated in part of your topic’s history available to be interviewed? Are there any authors of books you have read, historians, or other experts you can interview?</th>
</tr>
</thead>
</table>
| - use interviews to understand various points of view/analyses  
- may be over the phone, through email, or in-person  
  - email: easiest, though may be less personal  
  - if phone/in-person, recording is strongly suggested  
    - ask for the interviewee’s permission to record them  
    - phone: call recorder apps are available for smartphones  
- prepare specific questions ahead of time  
- use interview answers in project (as quotations) and as a guideline for further research  
- send a thank you note following the interview |

| TIP: Tell people about your project! Past History Day students have found great interviewees just by word-of-mouth. |

## Visiting Sites/ Museums

| if possible, visit various sites/museums to see photos, paintings, artifacts, or locations that will provide insight on your project  
| plan/schedule visits in advance (at least a few weeks before the contest deadline)  
| if conducting research at an archive, museum, or historical society, call first to ask about visiting policy, process of pulling documents, and other details |

| TIP: Can you interview any of the people who work at these sites/museums and are an expert on your topic (or anything that may be valuable)? |
Project Design

Now that you have advanced through your research and have an in-depth understanding of your topic, you should begin envisioning what your project will look like. At this point, you should finalize your decision on your presentation category.

Thesis Statement
The necessary place to begin with starting your project is with your thesis statement. A thesis statement is developed towards the end of the research process.

Your thesis statement is the backbone of your project—summarizing what you have researched, the points you are trying to convey, and its relation to the theme. It is the central thought that holds your entire project together.

For a History Day Thesis, there are three major components:

\[
\text{THESIS} = \text{TOPIC} + \text{THEME} + \text{IMPACT}
\]

Considering the thesis statement's high importance, you should be sure to take time in writing it well; your thesis is essentially a reflection of all of your hard work. The thesis statement should be written towards the end of your research.

Your thesis statement...

<table>
<thead>
<tr>
<th>SHOULD</th>
<th>SHOULD NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>● expresses your topic’s significance</td>
<td>● state simple facts</td>
</tr>
<tr>
<td>● demonstrates how the topic relates to the NHD theme</td>
<td>● contain rhetorical questions</td>
</tr>
<tr>
<td>● states the argument that will be proven in your project</td>
<td>● contain “what if” scenarios</td>
</tr>
</tbody>
</table>

Rule Book

In addition to providing general contest rules, the Rule Book provides detailed requirements for each category. Make sure that your project complies with every rule.
Judging Criteria

- Your project will be scored in the following three categories:
  - Historical Quality (60%), Relation to Theme (20%), Clarity of Presentation (20%)

TIP: Visit National History Day's Judging Criteria to see how your project will be scored: [http://www.nhd.org/contest-affiliates/judges-portal/#toggle-id-4](http://www.nhd.org/contest-affiliates/judges-portal/#toggle-id-4).

Winning Project Examples

For inspiration, look at winners from past years. While you should not copy others' ideas, you can examine their projects to generate ideas of your own. Students at your school may have participated in History Day and can offer helpful advice too!

TIP: Visit [http://www.nhd.org/contest-affiliates/examples/#toggle-id-3](http://www.nhd.org/contest-affiliates/examples/#toggle-id-3) to see Student Project Examples.

Use of Quotations

- Since some categories limit the number of student-composed words (exhibit: 500 words, website: 1200 words), you should take advantage of the use of quotations, as they do not count toward this limit.
  - Even if your category is not bound by this limitation, appropriately used and placed quotes help to enliven a project.
  - However, do not overuse quotes. Remember, some projects like exhibits are meant to be visual and not books.

TIP: Images and graphs are sometimes effective ways of conveying information without adding to your word limit.
Annotated Bibliography

Your annotated bibliography serves two main purposes: to cite all of the sources you used and to show how you conducted your research.

Formatting

- You may format your bibliography in either MLA or Chicago/Turabian. Regardless of whichever you choose, you must consistently use that style throughout.
- Sort your citations alphabetically by author's last name and separated into categories of Primary and Secondary Sources.

Annotations

- Annotations of 1-3 sentences go below each citation, explaining how you used the source and how the source helped you understand your topic.

TIP: Use an automatic formatter such as easybib.com (strongly recommended to create an account) to not only create entries but also organize your annotations and entries.

Student Examples

Look at the annotated bibliographies of winning entries to see what type of research they conducted and how their annotations for their sources.

- NOTE: These are usually available with the Student Project Examples.
  - (See Section 7D)
Process Paper

All entries except for those in the paper category are required to write a process paper. Your process paper should include information about how you went about the History Day process—choosing your topic, conducting research, and how your topic relates to the theme.

a. Content

Your process paper, in 500 words or less, should answer the following questions:
1. how you chose your topic
2. how/where you conducted your research
3. how you selected your presentation category and created your project
4. how your project relates to the NHD theme

TIP: Do not write a series of questions and answers. Instead, make sure to write a paper that clearly answers the questions in its text.

Student Examples

As with projects and annotated bibliographies, you should also look at the process papers of winning entries.

- By doing so, you will not only learn how to compose your own process paper, but also how they went about completing their successful project.
Developing a Final Entry

Spelling/Grammar and Fact Checks
Seemingly small details in a project can have a large impact on presentation. Be sure that...
- everything is spelled correctly and proper grammar is used
- all dates, names, locations, etc. are accurate

TIP: Read your project aloud to check for spelling/grammar errors. After, ask a peer, parent, or teacher to review your project.

TIP: If you interviewed someone or know someone who is an expert on your topic, ask them to review your website or provide feedback.

Levels of Competition
- In some cases, you may participate in a school contest. For most participants, you will first present your work at a Regional Contest. If you finish in the top three at one of the Regional Contests, you are eligible to participate in the State Contest. Students finishing in the top two at the State Contest are invited to the National Contest held each June at the University of Maryland.
- After each level of competition, you are encouraged (and expected) to continue editing and working on your project to improve it for the next round based on comments from the judges.
  - NOTE: Websites and papers must have their entries completed two weeks before the competition.

Contest Day - Logistics
- All participants must attend on the day of the contest (including paper and website students).
- Unless you are wearing a costume for a performance, you should dress nicely for your interview. (Costumes are allowed for performances only.)
- Make sure you review what materials you need to bring and prepare them in advance.
- Students participating in the Exhibit, Performance, and Documentary categories should bring 4 copies of your process paper and annotated bibliographies.
- Judges have already reviewed the Website and Paper projects prior to the Contest and have the annotated bibliographies and (for websites only) process paper. It is a good idea, though, to bring an extra printed copy of your paper and annotated bibliography to the Contest.
We recommend that documentary students bring their projects in three ways: on a DVD; on a thumb drive; and on your laptop.

**Contest Day - Interviews**

- Each individual/group will have a 5 to 10-minute interview about their project.
  - NOTE: Interviews do not impact rankings and are a way for judges to learn more about your project (and ensure that you conducted your own research).
  - Take the interview as an opportunity to brag about your work—be excited about all of the time and effort that went into your project and what you have learned.
  - Try not to be nervous! Judges are excited to meet you and learn about your project.

**Contest Day - Run-Off Rounds**

- In some instances, a category may have so many participants that there need to be two rounds of judging. During the first round, there are more than one group of students from the same category and division being judged. Judges select one to two students from each group. The students who are selected continue to a second “run-off” round. Students in the paper, exhibit, and website categories do not need to be present for the Run-Off Round. Performance and documentary students do need to be present for the Run-Off Round but there will be no interviews; an announcement of the students continuing to the second round of judging for these categories will be made.

**Length of Contest**

- Contest days usually last most of the day. Students must arrive and check-in between 7:45-8:30 a.m. Judging starts soon afterwards and lasts through lunchtime.
- Students must be present at the contest, including those students in the website and paper categories. It is acceptable if a member of a group is unable to attend.
- Participants do not need to stay the entire day and are not required to attend the Awards Ceremony. Please make sure to check if you are in a runoff category. Leaving early (performance, documentary) or removing your exhibit early may remove your work from consideration for a prize.
- Contest days are long. Often, there is entertainment during the day and you are welcome to be audience members for other student presentations. Part of the fun of Contest day is in seeing other projects and meeting other
participants. Take advantage of the opportunity! Additionally, bring a book, homework, cards, etc. with you.

TIP: Although there is no way of knowing what questions will be asked ahead of time, the best way to prepare for your interview is by simply talking or holding a conversation about your project. If you talk to someone unfamiliar with your topic, chances are they will ask you questions that will relate in some way to some of the questions the judges will ask you.
Student Guide
Activities & Checklist
Connecticut History Day
Student Guide: Activities & Checklists

Introduction

- Read the Introduction.
- Read Connecticut History Day.
- Read Note from the Author – Why History Day?
- Read Planning.
  - Use the following table as a guide to pacing yourself.

<table>
<thead>
<tr>
<th>Section</th>
<th>Completion Time</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Understanding History Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing a Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Project Logistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Research and Notetaking</td>
<td></td>
<td></td>
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<tr>
<td>Further Research</td>
<td></td>
<td></td>
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<tr>
<td>Project Design</td>
<td></td>
<td></td>
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<tr>
<td>Annotated Bibliography</td>
<td></td>
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<tr>
<td>Process Paper</td>
<td></td>
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<tr>
<td>Developing a Final Entry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SEARCH Historical Context Graphic Organizer

### History Day Topic:

### Historical Question:

<table>
<thead>
<tr>
<th>S</th>
<th>Spurring the Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify the problem here. What is the barrier in question? Is it a physical barrier? A mental barrier? Are people challenging ways of thinking or are they creating barriers like walls, lies, etc.?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Explores time and place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the world around the person/place/event look like? Are there key dates? Is the barrier a local, regional, national, or global barrier? Does it happen in a city or a rural area? Does it happen in the 19th century or the 20th century? Or even earlier in history? What is going on in the world? The Industrial Revolution? The Reformation? The Enlightenment? Wars? If the topic is local, then consider the time period—what is going on culturally, socially, politically, etc. Place the “barrier” into the context (time and space) so that students think about how and why this barrier existed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Allies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who is united in the fight? It is an individual, a group, or an organization? Does it unite people?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Resistance?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As with anything, not everyone agrees or wants change. So who resists people trying to “break barriers”? Who or what is the opposition? How do they fight back? Why do they fight back?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What changes happen as a result of breaking barriers? Are they positive or are they negative? Is it a mix of both? Does it change the way people think or how they act?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>Having an Impact/Legacies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about the consequences here. What impact does “breaking” this barrier have in the short and long term? Did it bring change? If so, what and how?</td>
</tr>
</tbody>
</table>

### Additional information:
SEARCH Historical Context
Graphic Organizer

History Day Topic:

Historical Question:

<table>
<thead>
<tr>
<th>SEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spotting the Barrier</td>
</tr>
<tr>
<td>Explore time and place</td>
</tr>
<tr>
<td>Allies?</td>
</tr>
<tr>
<td>Resistance?</td>
</tr>
<tr>
<td>Changes</td>
</tr>
<tr>
<td>Having an Impact/Legacies</td>
</tr>
</tbody>
</table>

Additional Information:
Connecticut History Day Project Worksheet
2019 – Breaking Barriers in History

Name: __________________________ Date: ________________

Topic: __________________________

Category: __________________________

Individual or Group: __________________________

How does your topic fit the theme Breaking Barriers in History?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

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How did this broken barrier pave the way for the next individual or group who faced a similar barrier?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
Research Worksheet

Name: ___________________________________________________________    Date: __________________________

Directions: Use this worksheet to guide your research on your topic for National History Day’s 2019 theme *Triumph and Tragedy in History*

NHD Topic: __________________________________________________________

Source Information
Name of Source: _____________________________________________________

Type of Source:
- □ Book
- □ Newspaper
- □ Website
- □ Artifact
- □ Photograph
- □ Video
- □ Interview
- □ Other

Thesis Statement
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Information from Source
_______________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Thesis Statement Worksheet

Name: _________________________________________________________  Date: __________________________

Barrier:
_________________________________________________________________________________________________________

How it was broken:
___________________________________________________________________________

What was the impact or significance?
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

What must be proven in order for this statement to be true?
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

What evidence is needed to support your claims?
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Where might this evidence be found (consider documents, statements, opinions, and other sources)?
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Directions: Use this worksheet to guide your thesis statement for National History Day’s 2020 theme Breaking Barriers in History.
Peer Review Thesis Statement Worksheet

Name: ___________________________________________ Date: __________________________

Whose thesis are you evaluating? __________________________________________________________________

1. What is the strongest or best part of their thesis statement?
   
   a. Why is it the strongest or best part?

2. What portion of the thesis statement needs work?
   
   a. Why and/or how does it need work?

3. If you had to rewrite their thesis statement in 1 to 3 sentences, what would it be?

Directions: Use this worksheet to guide your peer review of a thesis statement for National History Day’s 2020 theme Breaking Barriers in History.
# Project Planning Worksheet

**Thesis:**

**Supporting Arguments for Thesis:**

**Broken Barrier**

- **Barrier:**
  - Who broke it?
- **How was it broken?**

**Impact**

**Background Information**

---

**Directions:** Use this worksheet to guide your final project outline for National History Day's 2020 theme *Breaking Barriers in History.*