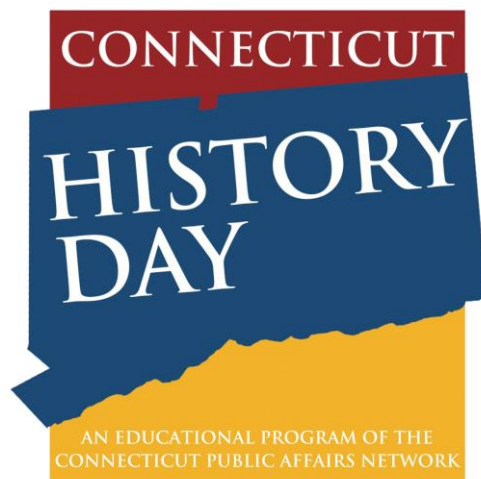


Connecticut History Day Student Guide



Student Choice, Student Voice



Connecticut History Day is led by the Connecticut Public Affairs Network, with assistance from the Connecticut League of History Organizations, *Connecticut Explored* and Connecticut Humanities' ConnecticutHistory.Org. CHD is supported by the Connecticut State Department of Education and the Connecticut Council for the Social Studies.

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Table of Contents

Introduction	3	7. Project Design	16
a. Connecticut History Day		a. Thesis Statement	
b. <i>Why History Day?</i>		b. Rule Book	
c. Planning		c. Judging Criteria	
d. Personal Calendar		d. Winning Project Examples	
e. Use of Quotations			
Resource Bank	4	8. Annotated Bibliography	18
a. Places to Visit		a. Formatting	
b. Online Resources		b. Annotations	
c. Websites and Social Media		c. Student Examples	
1. Understanding History Day	7	9. Process Paper	19
a. What is History Day?		a. Content	
b. Regional, State, and National Contest		b. Student Examples	
2. Annual Theme	9	10. Developing a Final Entry	20
a. 2019 Theme		a. Spelling/Grammar and Fact Checks	
b. Purpose of the Theme		b. Levels of Competition	
c. Theme Sheet, Sample Topics, and Theme Book		c. Contest Day - Logistics	
		d. Contest Day - Interviews	
3. Choosing a Topic	10	Student Guide Activities & Checklists	22
a. Brainstorming Topics			
b. Availability of Resources			
c. Workshops			
4. Pre-Project Logistics	11	Icon Sources	32
a. Individual or Group			
b. Presentation Category			
5. Initial Research and Notetaking	12		
a. Initial Research			
b. Notetaking			
c. Working Bibliography			
6. Further Research	14		
a. After Initial Research			
b. Types of Sources			
c. Active Research			

Introduction



Welcome to the *Connecticut History Day Student Guide*! Here you will find information necessary for completing a History Day entry, in addition to helpful activities, tips, and resources for your project. You are encouraged to utilize this handbook for what it is—a tool designed to guide you through your History Day process.

a. Connecticut History Day



Connecticut History Day is one 57 affiliate programs of National History Day. By creating a project, students have the opportunity to have an experience beyond what is offered in the classroom and are able to make choices about their learning process. Throughout the journey of History Day, students develop critical thinking, writing, and researching skills necessary in high school and in further education.

b. Note from the Author: Shay Pezzulo, History Day student participant

Why History Day?

- 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's 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 being exposed to the inspiring work of several talented students.

c. 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.

d. Personal Calendar



Use the calendar found below 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

a. 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.

Facility Name	Information	Website/Email
Connecticut Public Affairs Network	Museum and leading sponsor of <i>Connecticut History Day</i> . Location of state office.	http://ctpublicaffairsnetwork.org/
The Association for the Study of Connecticut History (ASCH)	ASCH promotes the study of the history of Connecticut . It publishes the <i>Connecticut History Review</i> , 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.	http://aschcthistory.org/
Connecticut State Library	A great place to research! The State Library has the State Archives and Museum of Connecticut History. Free admission.	ctstatelibrary.org
Connecticut League of History Organizations (CLHO)	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.	clho.org
Hartford History Center at the Hartford Public Library	Archive focused on interpreting Hartford's past.	hhc.hplct.org
New Haven Museum	Co-sponsor of New Haven region. Great	newhavenmuseum.org

	resource for researching earliest days of New Haven Colony, up through the 21 st century.	
Archives & Special Collections, University of Connecticut Libraries	Archive collection ranges from the official 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.	lib.uconn.edu/libraries/ascl/
Connecticut Historical Society	Museum, library, research, and education center. Admission to the Research Center is free for History Day students.	Chs.org
Local Museums and Historical Societies	Great primary source material can be found in your local museum or historical society. Examples include the Fairfield Museum, New Haven Museum, Torrington Historical Society, and the CT River Museum, to name a few.	www.fairfieldhistory.org newhavenmuseum.org torringtonhistoricalsociety.org ctrivermuseum.org



TIP: Visit: <http://www.historydayct.org/connecticut-resources.html> for more places to visit.

Universities & Colleges	<p>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!</p> <p> 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.</p>
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b. Internet Resources

In addition, there are also several online resources to utilize.

Website	URL	Focus
iCONN	iconn.org	Houses historic and current newspapers.
<i>Connecticut Explored</i> , the magazine of Connecticut History	ctexplored.org	Explore this website for information on back issues and free podcasts. There is also a specific

		page dedicated to suggested CT topics related to <i>Taking a Stand in History</i> .
ConnecticutHistory.org	connecticuthistory.org	A great starting point. Has a History Day page; is a great place to read secondary articles and get ideas for primary research.
Connecticut Illustrated	connecticuthistoryillustrated.org/	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.
Connecticut Digital Newspaper Project	Ctdigitalnewspaperproject.org	A great resource for finding historically significant CT newspapers. They have been digitized from microfilm of newspapers published between 1836-1922.
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.



TIP: Visit <http://www.historydayct.org/internet-resources.html> for more Internet resources.

c. Websites and Social Media



HistoryDayCT.org



NHD.org



Connecticut History Day



@CTHistoryDay



@CTHistoryDay

1. Understanding History Day

a. 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.

b. Regional, State, and National Contest

For History Day, there are three official levels of competition: regional, state, and national.

Regional Contests	<ul style="list-style-type: none">• 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• 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. <p> TIP: There are six regional contests. Check the Connecticut History Day website to find out which contest you should attend.</p>
State Contest	<ul style="list-style-type: none">• The State Contest will be held on Saturday, May 4, 2019 at Central Connecticut State University in New Britain.• The deadline for registering for the State Contest is April 10, 2019• 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. <p> Make sure to revise your project based on comments from the judges at your Regional Contest</p>
National Contest	<ul style="list-style-type: none">• The National Contest is held at the University of Maryland, just outside of D.C., where thousands of students from across the country and from 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, 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.

2. Annual Theme

a. 2019 Theme



This year's annual theme is **Triumph and Tragedy in History**. You will choose your topic and ultimately design your project in relation to this theme.

b. 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 **Triumph and Tragedy 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)

c. Theme Sheet, Sample Topics, and Theme Book



Each year, the NHD Office releases a [Theme Sheet](#) and [List of Sample Topics](#), both of 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



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!

3. Choosing a Topic

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

a. Brainstorming Topics



Your topic should...

- personally interest you
- clearly relate to the theme
- be specific to an extent
- 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](#) and [NHD’s List of Sample 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.

b. 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.

c. Workshops



Connecticut History Day hosts several workshops designed to help you with your project. Attend the [Kick Off Workshop](#) that will be held on Saturday, October 20, 2018 at the Thomas J. Dodd Research Center at UCONN. Learn about this year’s theme and get helpful tips and advice from past participants. For more information and to register, go to: <http://www.historydayct.org/kick-off-workshop.html>

4. Pre-Project Logistics

a. 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.

b. Presentation Category



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

Basic Category Information

Paper	<ul style="list-style-type: none">- composed of introduction, body, and conclusion- between 1,500 and 2,500 words (including quotations)- may use footnotes- may have an appendix- no process paper
Exhibit	<ul style="list-style-type: none">- visually appealing- 500 word limit (not including quotations)- incorporate a variety of photos, documents, materials/artifacts, and audio-visuals effectively- size limit: 40 inches wide, 30 inches deep, and 6 feet high- <u>not</u> limited to a tri-fold display
Performance	<ul style="list-style-type: none">- script should be focused around thesis- script should include historical references, quotations, etc.- multiple points of view are encouraged to be portrayed- should be complete with appropriate costumes, blocking, and a set
Documentary	<ul style="list-style-type: none">- 10 minute time limit- use film, audio, photos, video-editing software, and recording equipment effectively- topic should have enough still-photos and video clips available- interviews are highly encouraged to be included
Website	<ul style="list-style-type: none">- must be made using nhd.weebly.com- 1200 word limit (not including quotations)- should incorporate photos, videos, audio clips effectively- utilize your understanding of design to effectively present your project

5. Initial Research and Notetaking

a. Initial Research



- Your initial 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.
- 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.



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.

b. 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.

Paper Organization	Digital Organization
<ul style="list-style-type: none">• Binder/File System• Index Cards• Historical Journal	<ul style="list-style-type: none">• Evernote (free)• Google Drive (free)• Microsoft OneNote



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.

c. 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.

6. Further Research

Your research should include information from a variety of primary and secondary sources. History Day Judges greatly values extensive research that is not just limited to online resources, but that has been found at a library, historical society, museum, or archive as well.



TIP: Refer to the *Resource Bank* on pg. 4 of this guide.

a. After Initial Research

- After having an overall picture of your topic, you should begin looking further.

b. 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.

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

- 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

c. Active Research

- If you choose to really enhance your research and understanding of your project, you may choose to engage in your own active research.

<p>Interviews</p>	<div style="background-color: #f0f0f0; padding: 10px; margin-bottom: 10px;"> <p> 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?</p> </div> <ul style="list-style-type: none"> ● use interviews to understand various points of view/analyses ● may be over the phone, through email, or in-person <ul style="list-style-type: none"> ○ email: easiest, though may be less personal ○ if phone/in-person, recording is strongly suggested <ul style="list-style-type: none"> ■ 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 <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p> TIP: Tell people about your project! Past History Day students have found great interviewees just by word-of-mouth.</p> </div>
<p>Visiting Sites/ Museums</p>	<ul style="list-style-type: none"> ● 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 <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p> 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)?</p> </div>

7. 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.

a. Thesis Statement

The necessary place to begin with starting your project is with your thesis statement.



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:

THESIS = TOPIC + THEME + 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.

Your thesis statement...

SHOULD	SHOULD <u>NOT</u>
<ul style="list-style-type: none">● expresses your topic's significance● demonstrates how the topic relates to the NHD theme● states the argument that will be proven in your project	<ul style="list-style-type: none">● state simple facts● contain rhetorical questions● contain "what if" scenarios

b. 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.

c. 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](http://www.nhd.org/contest-affiliates/judges-portal/#toggle-id-4) to see how your project will be scored: <http://www.nhd.org/contest-affiliates/judges-portal/#toggle-id-4>.

d. 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> to see [Student Project Examples](#).

e. 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.

8. 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.

a. 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.
-

b. 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](https://www.easybib.com) (strongly recommended to create an account) to not only create entries but also organize your annotations and entries.

c. 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)

9. 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.

b. 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.

10. Developing a Final Entry

a. 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.

b. 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.
-

c. 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.

d. Contest Day - Interviews

- Each individual/group will have a 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.

e. 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; 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 project (exhibit) 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 Section A: *Connecticut History Day*.
- Read Section B: Note from the Author – *Why History Day?*
- Read Section C: Planning.
 - Use the following table as a guide to pacing yourself.

Section	Completion Time	Completion
Introduction		x
Section 1: Understanding History Day		
Section 2: Annual Theme		
Section 3: Choosing a Topic		
Section 4: Pre-Project Logistics		
Section 5: Initial Research and Notetaking		
Section 6: Further Research		
Section 7: Project Design		
Section 8: Annotated Bibliography		
Section 9: Process Paper		
Section 10: Developing a Final Entry		

- Read Section D.
 - Review the calendar.
-

Resource Bank

- Briefly review the information in the Resource Bank. Mark this section so that you may return to it in your research later on.
-

Section 1: Understanding History Day

- ❑ Read Section 1A: What is History Day?
 - ❑ Visit the following websites:

Connecticut History Day	historydayct.org
National History Day	nhd.org

- ❑ Read Section 1B: Regional, State, and National Contest.
 - ❑ Familiarize yourself with the levels of competition.
 - ❑ Make note of the tips.

Section 2: Annual Theme

- ❑ Read Section 2A: 2019 Theme.
 - ❑ Complete Activity 2.1.

→ **ACTIVITY 2.1:** Define the components of the theme.

Triumph	Tragedy

- ❑ Begin thinking about and reflecting on the theme.
- ❑ Read Section 2B: Purpose of the Theme.
- ❑ Read Section 2C: Theme Sheet, Sample Topics, and Theme Book
 - ❑ Download and review the [Theme Sheet](#), [List of CT Topics](#), and [NHD's List of Sample Topics](#). (Suggested: review the [Theme Book](#) as well.)
 - ❑ Complete Activity 2.2.

→ **ACTIVITY 2.2:** Redefine the concepts of the theme, according to the [Theme Sheet](#).

Triumph and Tragedy in History

Section 3: Choosing a Topic

Read Section 3A: Brainstorming Topics.

Complete Activity 3.1

→ **ACTIVITY 3.1:** Brainstorm at least three potential project topics that meet the four necessary criteria.

1. _____
2. _____
3. _____

Analyze the List of CT Topics and NHD's List of Sample Topics. Make note of anything that interests you and familiarize yourself with the types of topics that are suggested.

Read Section 3B: Availability of Resources.

Complete Activity 3.2.

→ **ACTIVITY 3.2:** Brainstorm at least two local topics that also meet the four areas of criteria.

1. _____
2. _____

Read Section 3C: Workshops.

Plan for the History Day Kick Off Workshop.

Complete Activity 3.3.

→ **ACTIVITY 3.3:** Make a combined list of your potential topics in the organizer below. Then, evaluate the topics according to each category on a scale of 1 (worst) to 5 (best).

Topic	Relates to Theme	Personally Interesting	Availability of Resources	Total Score

- Now that you have evaluated each topic, calculate the total value of each topic in the last column.
- Reorganize the topics according to their score (least to greatest):
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Section 4: Pre-Project Logistics

- Read Section 4A: Individual or Group.
 - Decide whether you are going to work individually or in a group.
- Read Section 4B: Presentation Category.
 - Consider which presentation category you will compete in.

Section 5: Initial Research and Notetaking

- Read Section 5A: Initial Research.
 - Begin your initial research on your topic (or potential topics).
 - Complete activity 5.1.
 - Check reliable online sources.
 - Visit your local library.

→ **ACTIVITY 5.1:** Find at least three sources for your topic.

Topic:	
Source 1:	
Source 2:	
Source 3:	

- Read Section 5B: Notetaking.
 - Read, analyze, and take notes on the three sources you have found.
 - Experiment with different notetaking organization styles.
 - Develop your own system of highlighting and annotating.

- Read Section 5C: Working Bibliography.
- Complete Activity 5.2.

→ **ACTIVITY 5.2:** For each source you used, keep track of all citation information.

- Include all identifying information (author, date, publisher, etc.).
- Make notes of whether the source was primary/secondary, how it helped you, and a general overview of the content. (This will help you later in writing annotations).

Source 1:	
Source 2:	
Source 3:	

Section 6: Primary and Secondary Sources

- Read Section 6A: After Initial Research.
- Complete Activity 6.1.

→ **ACTIVITY 6.1:** Generate a list of at least five sources (or ideas of potential sources) for further research.

Title/Idea for Potential Source	Source Medium (book, document, etc.)
1.	
2.	
3.	
4.	
5.	

- Read Section 6B: Types of Sources.
- Consider the differences between primary and secondary sources.

- Complete Activity 6.2.

→ **ACTIVITY 6.2:** Organize the five sources/ideas of sources for further research by whether you think each source would be primary or secondary.

Primary Sources	Secondary Sources
•	•
•	•
•	•
•	•

- Read Section 6C.
 - Review the *Resource Bank* on pg. 4 to look for places to visit.
 - Complete Activity 6.3.

→ **ACTIVITY 6.3:** Consider contacting and making plans to visit at least two organizations.

Name of Facility	Contact Information

- Complete Activity 6.4.

→ **ACTIVITY 6.4:** Research to find potential interview subjects. Complete the table below.

Name of Interviewee	Area of Expertise	Importance to Topic	Contact

- Once you have scheduled your interview, prepare any necessary logistics.
- Prepare at least five specific questions per interview ahead of time.

Section 7: Project Design

- Read Section 7A.
- Complete Activity 7.1.

→ **ACTIVITY 7.1:** Complete the table of thesis components.

What is your topic?	What is the annual NHD theme?	What is the impact of your topic in relation to the theme?

- Complete Activity 7.2.

→ **ACTIVITY 7.2:** Based on the chart completed above, write the first draft of your thesis.

- Make sure that your thesis follows all the “SHOULDs” and “SHOULD NOTs” listed.

THESIS DRAFT #1:

- Continue to revise your thesis throughout your research as necessary.

- Read Section 7B.
 - Review the [National History Day Rule Book](#).
- Read Section 7C.
 - Review the [Judging Criteria](#) for your presentation category.
- Read Section 7D.
 - Look at [NHD’s Student Project Examples](#).
 - See if there is anyone you know with History Day experience that may give you helpful advice.
- Read Section 7E.
 - Complete Activity 7.1.

→ **ACTIVITY 7.1:** If you have not already, make note of at least five quotations that you may possibly use in your project.

Quotation	Person Quoted	Source of Quote and Page/Paragraph Number

Section 8: Annotated Bibliography

- Read Section 8A.
 - Compile all of your citations into one document. Make sure they are consistently formatted in either MLA- or Turabian-style.
 - Separate your sources into two sections: Primary Sources and Secondary Sources.
 - Organize your citations alphabetically.

- Read Section 8B.
 - Write an annotation of 1-3 sentences in length for each source.

- Read Section 8C.
 - Look at the bibliographies of winning projects listed in [NHD's Student Project Examples](#) to see how their citations and annotations are organized and written.

Section 9: Process Paper

- Read Section 9A.
 - Complete Activity 9.1.

- **ACTIVITY 9.1:** Answer the following questions regarding your research process.
 1. How did you choose your topic?

 2. How/where did you conduct your research?

3. How did you select your presentation category? How did you create your project?

4. How does your project relate to the NHD theme?

- Read Section 9B.
 - Look at the process papers of winning projects listed in NHD's Student Project Examples to see what information they included about their research and to learn about their successful experience.

Section 10: Developing a Final Entry

- Read Section 10A.
 - Read all text on your project out loud to check for any grammatical errors.
 - Check that everything is spelled correctly and that all facts are accurate.
 - Optional: Ask a trusted adult or someone you have interviewed for feedback.
- Read Section 10B.
- Read Section 10C.
 - Plan for the upcoming contest. Make note of the registration deadline for the contest, and be sure to work with your teacher so that you are properly registered.
 - Review your entire project. Print and make any necessary copies.
- Read Section 10D.
 - Talk to a peer, teacher, parent, or anyone else about your topic to prepare for your interview.
 - Hold a fake-interview on your own or with someone else to practice answering questions. (Note: If you are in a group, make sure that you all are equally-prepared to answer questions.)
- Have fun on the contest day and be proud of all your hard work!

Icon Sources

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