CONNECTICUT HISTORY DAY

Educator Handbook

2026-27 School Year



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How to Use the Connecticut History Day Educator Handbook

The Educator Handbook includes a variety of tools to introduce and facilitate your students' participation in the National History Day® program.

This handbook provides a comprehensive *National History Day Project Timeline and Resources* document. Whether you are implementing History Day as a full-year, partial term, or after school club, you will be able to follow this Timeline to keep your students on track.

The Educator Handbook has information about workshops, a link to sample parent letters to assist you with your ongoing efforts of communicating with your students' families, the Connecticut Topics List, online resources for you made available by other History Day affiliates, research resources for your students, and ten complete lessons bringing your students from an introduction to History Day all the way through the project process and preparing for contest day.

The Student Handbook mirrors the Educator Handbook, making it much easier to guide your students.

We are proud to share many wonderful materials created by National History Day and other History Day affiliates across the country.

About Connecticut History Day

Connecticut History Day is sponsored by The Connecticut Democracy Center. 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 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 five Regional Contests across Connecticut. Students placing in the top four 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, students must attend the contest like the other three categories.

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, We the People: The Citizen and the Constitution, as well as educational and public programming at Connecticut's Old State House and manages the Connecticut Network in Hartford. For more information on CTDC and its programs, please visit ctdemocracycenter.org.



Online Educator Resources

There are a number of resources available to help you lead your students through the History Day experience.

National History Day® website (https://nhd.org/)

- Explore the *Create a History Day Project* section of the website, as there are resources, rubrics, and examples of each of the five categories.
- Browse the 100+ topics in the *Bring History into Your Classroom* section to find lessons and informational pieces on a diverse range of historical subjects.
- Check out the *Improve Your Teaching Skills* section for videos, webinars, content resources, and lesson plans.
- Make sure to sign up for the NHD teacher email list so you get all the latest updates!
- The First Year Participant page is a one-stop-shop location for many of the frequently used resources for students and teachers.

Connecticut History Day website (www.historydayct.org)

- Learn about and sign up for free educator workshops and in-class workshops for students.
- Resources for educators, including the 2027 theme book, this handbook, and a handbook for student participants, are listed.
- Digital resources for students are available on the Student page.
- The link for students and teachers to register for the contests, registration deadlines, project submission information, and logistical information about each of the contests is listed.
- Teachers and students can purchase exhibit boards online that meet the NHD size guidelines.
- Please make sure to sign up to get emails from the CHD State Office.

Connecticut History Day Social Media:

- The CHD Facebook and Instagram pages are active and updated regularly with content.

Minnesota History Day (https://www.mnhs.org/historyday)

- The Educators pages have a lot of resources. Check out the Teacher Framework and the Master Teacher Network for lesson plans and resources.
- The EL Curriculum page is loaded with sample text sets, templates and worksheets to assist English learners and other students who may need additional reading supports.

California History Day (https://www.nhdca.org/)

- Check out the toolkit page for lesson plans.

NHD and the Library of Congress collaborated to create two instructional tools: *Guide to Student Research and Historical Argumentation* and *Finding, Analyzing, and Constructing History: A Research Guide for Students*. These are comprehensive collections of lessons, materials and resources designed to guide students through the inquiry process and the historical thinking skills needed to complete a History Day project. Please check out these materials and download your copies here.

The State Office is here to help! Please reach out if you have questions at info@historydayct.org.

History Day Contests

There are four levels of competition: School, Regional, State, and National.

2027 Contest Season Information
The 2027 season will be in-person, and all participants will be expected to attend on contest day.

Date	Region	Location	Registration Deadline	Web/Paper Deadline
Saturday, February 27, 2027	**Northeast**	**UConn (Storrs)**	**Wednesday, January 27, 2027**	**Thursday, February 18, 2027**
Saturday, March 6, 2027	**South Central**	**Southern CT State University**	**Wednesday, February 3, 2027**	**Thursday, February 25, 2027**
Saturday, March 6, 2027	**Southeast**	**Norwich Free Academy**	**Wednesday, February 3, 2027**	**Thursday, February 25, 2027**
Saturday, March 13, 2027	**Southwest**	**Sacred Heart**	**Wednesday, February 10, 2027**	**Thursday, March 4, 2027**
Saturday, March 20, 2027	**Northwest**	**CT State Community College (Tunxis)**	**Wednesday, February 17, 2027**	**Thursday, March 11, 2027**
Saturday, May 1, 2027	**State**	**CCSU**	**Friday, April 2, 2027**	**Monday, April 19, 2027**

Important Information on Entry Limit Policy
Due to the continued growth of student participation in CHD, there is a limit on the number of projects a school can send to a Regional Contest: 4 projects per school for each category. (Spread across the 9 categories, that would be a total of 36 projects per school).

CHD holds this policy for a few reasons:

- To provide for fair and equitable contests that are not numerically dominated by one or two schools.
- To combat the large number of students who are "no-shows" on contest day after we have planned for their participation.

- There is a limit to the size of contests that our hosts can accommodate. Post-pandemic the costs associated with holding a contest have significantly increased.
- CHD is committed to holding educational and enjoyable contests which is only possible with a strong pool of volunteer judges. Post-pandemic, judge recruitment is a challenge.
- The policy of limiting the number of entries per school is one that is widely used by National History Day® affiliates, and is recommended best practices from National History Day®.

If possible, CHD staff will open additional slots to schools who have reached their 4 entry per category limit. A decision about additional slots will be made once registration for the Regional Contest is complete.

How should a school determine which students attend the Regional Contest? Schools vary in their approach—from allowing students to self-select to holding a school-level contest in which top finishers represent the school. Either way, holding a school-level event is a wonderful opportunity for recognizing student work and provides an opportunity for students to receive valuable feedback from peers and teachers prior to a Regional Contest. If you need to hold a school contest, look no further than our **SCHOOL CONTEST** Google Folder, which includes a detailed School-Level Contest Kit and tools you'll need to prepare your judges.

Registration for the regional contests will open in November 2026. Please monitor our CHD Contest Registration Page for instructions and updates. Teachers must register before their students can do so. If you think you will have students competing, we encourage you to register as soon as it opens.



Regional Contests

Connecticut is divided into **five** History Day Regions:

- Northeast
- Southeast
- Northwest
- Southwest
- South Central

Specific towns are assigned to each Regional Contest – information about town assignments can be found on the CHD website at https://www.historydayct.org/contests/regional-contests/ . Exemptions may be granted to students with valid schedule conflicts who are unable to participate in their assigned Regional

Contests. Permission to switch Regional Contests must be secured from the State Coordinator at rebecca.taber@ctdemocracycenter.org.

The Regional Contests take place in February-March. Students who place in the **top four** at a Regional Contest are invited to participate in the State Contest. Students are encouraged to improve their projects using comments from the judges prior to the State Contest. Approximately 1,500 students participate annually in the Regional Contests.

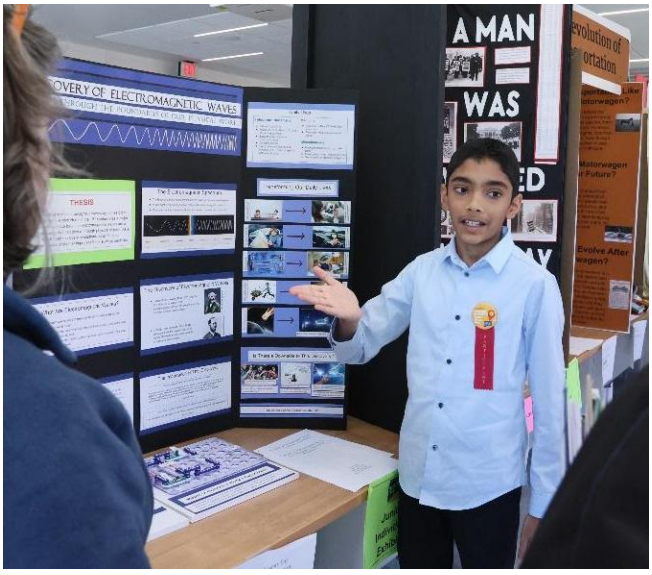
The reason why Regional Contests are spread out over a number of weeks is due to schedule restrictions of the host location and to allow the CHD staff to attend all of the contests. Sometimes students feel that going early is an advantage/ disadvantage as do students with a later contest date. Remind students that everyone at the Regional Contest will be in the same boat.

State Contest

The Connecticut History Day State Contest is held in early May at Central Connecticut State University in New Britain. The top two winners in each category and division are eligible to enter the National History Day Contest with 3rd place winners serving as alternates. In addition, several special prizes are awarded each year for entries in a variety of historical subject areas.

National Contest

National History Day® is held at the University of Maryland, just outside of Washington, D.C., where more than 2,500 students from around the world gather for five days to present their work. In addition to History Day, students have many opportunities to visit historic sites in and around Washington, D.C. The National Contest is usually held the third week of June. Monetary prizes, scholarships, and special prizes are presented to National award-winners. The Connecticut History Day staff plans activities for Connecticut students during National History Day, including guided tours of Washington, D.C. sites.



Connecticut History Day Regions



Students should participate in the Regional Contest to which the town their school is located as assigned.

Contact the State Coordinator, Rebecca Taber, with questions.

Connecticut State Coordinator

Rebecca Taber
Connecticut Democracy Center at Connecticut's Old State House
800 Main Street, Hartford CT 06103
rebecca.taber@ctdemocracycenter.org

Regional Coordinators

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Northwest
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emdorgan100@gmail.com

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Southeast
Lisa Marcinkowski June
lisa.marcinjune@gmail.com

Student Workshops

Connecticut History Day offers a number of **free in-class workshops** to assist teachers and students with the History Day process. To schedule a workshop with a member of the Connecticut History Day staff, please contact us at info@historydayct.org

To best accommodate school policies and the safety of students and staff alike, CHD is able to present in-person or virtual workshops.



Introduction to Primary Sources Workshop
Are your students new to working with primary sources? This workshop introduces students to the various types of primary sources, how to analyze them for effective research, and why they are a crucial part of the research process. *This workshop involves small group work and is best for middle level students or those who have never worked with primary sources.* (Time: approximately 45 minutes)

History Day 101-Introduction to History Day Workshop
Introduce the History Day program to your students by "traveling" on a road trip for success with our CHD staff. This workshop introduces the process of creating a History Day project. Students will have stops along the journey to learn about the theme, categories, writing a historical argument, and building their project, and plenty of time for topic shopping and research. *This workshop is designed for students at any grade level who are new to History Day.* (Time: approximately 45 minutes)



2027 NHD Theme: Innovation in History: Impact, Influence, Change Workshop
Each year, NHD selects an Annual Theme that serves as a lens for exploring an historical topic. This workshop delves into this year's theme, *Innovation in History: Impact, Influence, Change,* and helps students consider the variety of topics that can be explored. Students can brainstorm topic ideas with staff and discuss how they align with the 2027 Theme. *This workshop will be most effective if offered early in the year before students have settled on their topics.* (Time: approximately 45 minutes)

Historical Argument & Thesis Statement Workshop
This workshop reviews the basics for conducting historical research with primary and secondary sources and the steps involved with crafting a good historical argument and thesis statement. Students will discuss examples of thesis statements and have hands-on time with writing a draft of their own thesis statement. *This workshop will be the most effective if students have selected a topic and started their research but have not yet begun drafting the written portion of their project.* (Time: approximately 45 minutes)

You be the Judge Workshop
Judging History Day projects is a great way to learn about how to apply the rules and rubric to a project. Students will have a pre-visit activity to help them learn/review the NHD rules. On the day of the workshop, students will review the NHD evaluation criteria and then work in small groups to judge a project. *This workshop is suitable for all grade levels and is recommended to be scheduled once students are familiar with the basics of completing a History Day project.* (Time: approximately 45 minutes)

History Day 102—Project Check-in Workshop
Are your students on track with their projects? Do they need suggestions for research and project creation? A History Day educator will meet with your students, providing suggestions and strategy for their CHD journey. *This workshop can be conducted in-person or virtually; if done virtually, we ask that you schedule separate workshops for your students by category.* (Time: 45-60 minutes depending on the number of students)

Field Trip to Connecticut's Old State House

Exploring Innovation in History: Influence, Impact, Change at Connecticut's Old State House:
Want to get your students excited about this year's National History Day Theme? Book a field trip to Connecticut's Old State House in Hartford and take a guided tour of this 1796 National Historic Landmark and former state capitol. The tour will highlight Connecticut innovations and help students generate topic ideas.



Visit ctoldstatehouse.org for field trip information and fees. *Tour may be booked in conjunction with a free on-site CHD workshop.*
To book a field trip, call 860.240.5340 or email OSHschools@ct.cga.gov

Choosing a Connecticut Topic

Encourage your students to consider a Connecticut topic related to the 2027 National History Day® theme. Connecticut's museums, heritage societies, libraries, and other cultural attractions are eager to welcome you and your students. For a suggested list of local organizations please see pages 56-60. Many of these organizations have on-site and digital archives, so if your students can't visit in person, they may still be able to access their resources.

Why choose a local topic?

- It's easier to find sources
- Students can visit places associated with their topic
- Studying local history excites students about the place where they live
- Students can view national historic events through a local lens

Encourage your students to talk with the librarians at your school or local public library. They are wonderful resources for conducting research and can direct your students to resources and databases and may be able to request materials on their behalf.

Each year, the CTDC staff creates a list of Connecticut topics that relate to the NHD Annual Theme. The 2026-27 Topic List is now available. There are many Connecticut resources available to your students, and you can find information on the *Annual Theme* page on the **CHD website**.



Curriculum Connections

Connecticut History Day has many connections with the Connecticut Social Studies Frameworks and Connecticut Core Standards. Depending on the topic(s) selected, students and classrooms may find more curriculum connections than listed.

Connecticut Social Studies Standards Connections, Grades 6-8:

- 6-8.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- 6.Inq.1.b. Explain how compelling and supporting questions are mutually reinforcing.
- 6-8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- 6-8.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context).
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6-7.Inq.3.c. Develop claims and counterclaims in response to a compelling question.
- 6-7.Inq.4.a. Construct arguments using evidence from multiple sources.
- 6.Inq.4.b. Construct explanations using summary, sequence, and examples.
- 6-7.Inq.4.c. Critique arguments and explanations presented about events or issues in a world region.
- 6-7.Inq.4.d. Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies.
- 6.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes.
- 7-8.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing.
- 7-8.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims.
- 7.Inq.4.b. Construct explanations using summary, sequence, examples, and data.
- 7-8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources.
- 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- 8.Inq.4.b. Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations.
- 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history.
- 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies.

Connecticut Core Curriculum Connections, Grades 6-8

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Connecticut Social Studies Standards Connections, Grades 9-12:

Modern World History

- MW.Inq.1.a. Explain how a question reflects an enduring issue in Modern World History.
- MW.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- MW.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
- MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

- MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.

United States History

- US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History.
- US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
- US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.

Civics and Government

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- CG.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- CG.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).
- CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

Connecticut Core Curriculum Connections, Grades 9-10

- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Connecticut Core Curriculum Connections, Grades 11-12

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

History Day Planning Timelines and Resources

8-Week Model	12-Week Model	15-Week Model	Task Overview	Resources
1 week	1 week	1 week	**Introduce NHD Project and Theme** ***Lesson One: Introducing National History Day*** **Define Classroom Expectations and Deadlines** ● Discuss project deadlines, grade expectations, group options and merits of group v. individual projects. Set topic, category or group size limitations for your class. Review NHD Rules and CHD deadlines. ● Send parent letter about program, deadlines, competitions, and parent roles. **Contact CHD at info@historydayct.org to schedule a History Day 101, Intro to Primary Sources or Theme Workshop at your school.**	CHD Website Educator Page CHD Website Student Page Intro to History Day Video NHD Rule Book (English & Spanish) NHD Evaluation Forms CHD Sample Parent Letters
1 week -------- 2 weeks	1 week -------- 3 weeks	2 week -------- 4 weeks	**Topic Selection** ***Lesson Two: Understanding the Theme*** ● Read theme overview sheet and watch the video ● Send parent letters about theme and topic and category selection ***Lesson Three: How to Choose a Topic*** ● Brainstorm potential topics and discuss good and bad topics for the theme. Work through several examples as a class. Share the topic selection funnel. Students may be ready to select a category. ● ****Students completing a website project will need to create an account within NHD WebCentral. This is separate from their contest registration!** ***Lesson Four: Connecting to the Theme*** ● Students select their general topics. Complete the theme graphic organizer and project proposal. ---------- **Research Skills** ***Lesson Five: Researching Your Topic (Depending on your students' experience, you may need to chunk this into several smaller topics/lessons.)*** ● Discuss academic integrity and how to avoid plagiarism ● Introduce the concepts of primary v. secondary sources. Share samples related to relevant course content. Discuss various resources and methods (online, library, archives, etc.). Send parent letter about research. ● Discuss how to identify bias in sources ● Students develop research questions for their project. **Organizational Skills & Annotated Bibliography** ***Lesson Six: Writing and Annotated Bibliography*** ● Share potential research organization methods. Discuss citation formats, bibliographies, and footnotes. ● Have students identify an organizational system for their NHD project. ● Introduce annotated bibliography (concept and structure) ● Students complete citations and annotations AS THEY CONDUCT their research **Background Reading/Secondary Sources** ● Discuss ideas of historical context. ● Begin research with secondary sources. **Primary Resource Search and Analysis** ● Discuss document analysis and interpretation of primary sources. Begin research with primary sources ****Registration for the Regional Contests opens in November and closes five weeks prior to the specific contest.**	2027 Theme materials CT List of Topics **MN History Day Video Links:** ● Topic Narrowing and Selection ● Research Questions 101 ● Thesis Statements National Archives Document Analysis Worksheets **Research Links:** ● NHD Student Resources ● CHD Student Research **NHD Video Links:** ● What Is a Primary Source? ● What Is a Secondary Source? ● Mining Wikipedia ● Wide Research ● Historical Context ● Historical Significance ● Student Voice ● How to Use Google Books ● Smart Site Searching ● Smart Searching the Library of Congress ● LOC Resources ● Annotated Bibliography (Overview) ● Annotated Bibliography Citations ● Annotated Bibliography Annotations **Registration link for CHD** ● https://www.historydayct.org/regional-contests.html **NHD WebCentral** ● Registration and Login link **MN History Day** ● English Learner Curriculum Text Sets
1 week	2 weeks	2 weeks	**Contact CHD to schedule a Thesis & Historical Argument Workshop** **Narrow Topic** ***Lesson Seven: Writing a Thesis Statement for History Day***	**MN History Day Video Links:**

			• Discuss the process and importance of a narrow topic, especially given the size limits of NHD projects. • Students narrow their topics • Send parent letter about analysis and thesis **Analysis and Argument** • Discuss the use of primary and secondary sources to build and argument. • Students begin to develop thesis and define theme connection. **Select a Presentation Category** ***Lesson Eight: Planning a Project*** • Share characteristics of good projects in each category. Discuss suitability of topic to category and benefits/drawbacks of each category. • Students select presentation category.	• Thesis Video "What's Your Point?" • Project Organization Links to Sample Connecticut Projects **NHD WebCentral** • Registration and Login link NHD Category Information
1 week	**2 weeks**	**2 weeks**	**Contact CHD to schedule a History Day 102: Project Check-in Workshop** **Advanced Research** • Students investigate primary sources and scholarly secondary sources. • Students explore multiple perspectives of chosen topic to further their understanding of historical context **Analysis and Argument** • Students more fully outline argument. **Draft Project** • Work with general ideas of outlining and supporting arguments with evidence. Discuss the use of verbal, written and visual communication to present ideas. Students working on websites need to set up accounts within NHD WebCentral and begin tutorials.	**NHD Videos:** • Multiple Perspectives • Wide Research • Historical Context • Historical Significance • Student Voice
2 weeks	**3 weeks**	**4 weeks**	**Fill Research Holes** • Students continue to research to fill any holes in support of argument or project. **Revise Thesis** • Students revisit thesis to revise based on new research if needed. **Project Construction and Completion** ***Lesson Nine: Writing a Process Paper for History Day*** • Students completing paper or website projects need to complete projects; students in other categories can be working but not yet completing projects. • Students write a rough draft of the Process Paper • Send parent letter about judging and competition. **Project Feedback** • Students seek feedback from peers and teachers. • Students make final revisions based on feedback. **Complete Projects** • Students make final additions to project • Students revise Process Paper and annotated bibliography ***Lesson Ten: Preparing for Contest Day*** **Websites and Papers are due two weeks prior to the contest. Make sure to review the submission deadlines and instructions.**	**NHD Video:** • What Is a Process Paper?
			Regional Contest: attend event **State Contest**: Improve project for State contest using the judges feedback, submit materials by deadline, attend event. **National Contest**: Improve project for National contest, submit materials by deadline, attend event.	**Advancing students and their teachers will receive the registration link following the completion of their regional/state contest**

Lesson One:
Introduction to National History Day

GOAL: Students will understand the National History Day® program and what is involved in participating in National History Day®

I. Objective: Students will understand the National History Day® program and what is involved in participating by watching the Connecticut History Day introductory video, reviewing the possible categories of participation, browsing the Get Started page on the NHD website and reading the rulebook.

II. Procedures
   a. Start of Class: Students will be posed the question as an entire class: *"What do you know about National History Day?"* to get a feel for their understanding of the program and what their prior knowledge about participating is.
      1. *Students will watch the Connecticut History Day promo video (5 minutes) to see and hear about the History Day experience from students, teachers, and coordinators, and optionally view this video (3 minutes) from the National Office.*
   b.
   c. Students will read the *Basic Category Information.*
   d. Students will begin to explore on their own the National History Day program by navigating to the Connecticut History Day website. Students should also explore the National History Day Website and the "Create a History Day Project" page, the possible categories for projects, and the National History Rule Book.
   e. Students will complete the ***National History Day Rule Book Scavenger Hunt*** activity to familiarize themselves with the rules.
   f. You may wish to send home the first letter to parents, introducing them to the History Day program.
   g. Remind students to review and complete the ***Introduction to National History Day Checklist*** in their handbook.

III. Materials
   a. Computers/Internet either for groups or the class
   b. Basic Category Information
   c. ***National History Day Rule Book Scavenger Hunt*** activity
   d. NHD Rulebook

IV. Evaluations
   a. Participation in class discussion about National History Day
   b. Active research and inquiry into the National History Day program
   c. National History Day Rule Book Scavenger Hunt
   d. Completion of the ***Introduction to National History Day Checklist***

Basic Category Information

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

For more information about the categories, visit the NHD Contest Rules & Evaluation page.

Paper	• Composed of introduction, body and conclusion. • Between 1,500-2,500 words (including quotations and explanatory end/footnotes). • May use footnotes or endnotes. • May include an appendix. • Annotated Bibliography and Process Paper are required.
Exhibit	• Visually appealing. • 500 student-composed word limit (not including quotations). • Incorporates a variety of photos, documents, materials/artifacts, and audio-visual elements effectively. • Size limit: 40 in. W x 30 in. D x 6 ft. high. • Not limited to a tri-fold display. Three-dimensional and multi-sided exhibits are permitted as long as they fit within the size limits. • Annotated Bibliography and Process Paper are required.
Performance	• Ten-minute time limit. • Script should be focused on your thesis and include historical references, quotations, etc. • Should be complete with appropriate costumes, blocking, and set. • Students are permitted an extra five minutes before to set up and five minutes following the performance to pack up and interview with the judges. • Annotated Bibliography and Process Paper are required.
Documentary	• Ten-minute time limit. • Use film, audio, photos, video-editing software, and recording equipment effectively. • Topic should have an ample availability of still photos and video clips. • Interviews are permissible but should be conducted with people who offer primary source insight and not historians. • Brief source credits are required at the end of the documentary. • Annotated Bibliography and Process Paper are required.
Website	• 1,200 student-composed word limit (not including quotations). • MUST be completed within the NHD WebCentral platform. • Should incorporate photos, videos, audio clips effectively. • Should utilize your understanding of web design to effectively present your project. • Annotated Bibliography and Process Paper must be integrated as PDFs into website. ★Students wishing to complete a website will need to register with NHD WebCentral, granting access to a unique URL and the web building platform. This should be done early in the project completion.

Choosing a Topic Worksheet

Name: _____ Date: _____

Directions: Use this worksheet to guide your search for a topic for National History Day's 2027 theme or *Innovation in History.*

Potential NHD Topic: _____

What factors led to this innovation causing change?

_____

_____

_____

_____

_____

List three facts about this topic:

1. _____

_____

2. _____

_____

3. _____

What was short term impact of this innovation? Who or what did it influence?

_____

_____

_____

What is the long term impact of this innovation? Was it entirely positive, or did it change some things for the worse?

_____

_____

_____

Why would you choose this topic for your National History Day project?

_____

_____

_____

_____



National History Day Rule Book Scavenger Hunt

This activity is designed for students to read and explore the National History Day® Rule book.

Directions: Open a new tab for the NHD Rule Book and carefully read through the questions and respond to each with the appropriate information.

1. NHD® Contests have two divisions. In which division will you compete this year?

2. a. NHD categories permit both INDIVIDUAL and GROUP entries except for which category?

   b. What is the maximum number of students permitted in a GROUP entry?

3. Research for NHD projects includes secondary and primary sources. List two examples from the rule book for each.

SECONDARY SOURCE	PRIMARY SOURCE

4. NHD discourages interviews with this type of person. Why do you think this is added to the rule book?

5. Following the regional contest, one of your group members decides to not continue with the competition. Can your group replace this student?

6. You and your partner have chosen a topic similar to both of your individual projects from last year, but your teacher tells you that you cannot use that information. Why can you **not** use last year's research?

7. You need help with your project. Give two examples of how a teacher or parent/guardian can provide reasonable help.
   a.
   b.

8. Your group is completing a project on your favorite sports team. Can you wear jerseys when meeting with the judges?

9. a. What are the THREE required written materials for **all** categories?

   b. Can these items be in a binder or folder?

10. When writing the annotations for your bibliography, what are the two questions you should answer?
    a.

    b.

11. The PAPER category word count is _____ to _____ words. Besides your own words, what else must be included in your total word count?

12. You want to incorporate sound effects in your PERFORMANCE. Who is permitted to run equipment/device?

13. Your group wants to reenact a historical event in your DOCUMENTARY. Can you use other classmates as extras when you film the reenactment?

14. You have decided to create a multi-sided rotating EXHIBIT.
    a. What are the maximum dimensions for your project?

    b. What must be included in the measurements?

15. You've chosen to include media on your WEBSITE. You have two media clips totaling 3:19 and a link to a live stream of an animal rescue. What changes will you need to make before the first contest?

Lesson Two:
Understanding the Theme: *Innovation in History: Impact, Influence, Change*

GOAL: Students will understand and define the 2027 National History Day® theme ***Innovation in History: Impact, Influence, Change.***

I. Objective: Students will understand and be able to define the 2027 National History Day® theme *Innovation in History: Impact, Influence, Change* by participating in a discussion about what the term means, begin researching different moments in history where innovations a role in the events, perspectives, and changes that occur.

II. Procedures:

Start of Class: Students will begin class with a discussion about the 2027 National History Day® theme ***Innovation in History: Impact, Influence, Change.***

Begin by asking questions like:

How did people, over time, imagine, develop, and implement new ideas, technologies, or methods? And in what ways did those innovations influence societies? What connections can be traced between past innovations and today's world?

New technologies may be the first examples that come to mind—such as the printing press, the airplane, television, or even the microwave oven. These are all important inventions, but it's important not to confuse innovation with invention. Innovation goes beyond creating new tools or devices; to finding new ways of thinking, organizing, and influencing society.

a. Students will view the 2027 National History Day Theme Video and complete the ***companion worksheet.***
b. Students will read the Introduction to the theme (pg. 5-8) in the 2027 National History Day Theme Book.
c. You may wish to assign one or more of the topic articles for further reading or exploration.
d. Students will browse through suggested local history topics for *Innovation in History: Impact, Influence, Change* compiled by Connecticut History Day.
e. Either in class or for homework, write a response to the questions, *How has necessity helped to drive innovation? Consider war, disease, food preservation, etc."* and *How have different innovations changed lives and society in the short term and the long term?"*

II. Materials:

a. 2027 National History Day® Theme Video and **companion worksheet**
b. 2027 National History Day® Theme Book
c. 2027 Connecticut History Day List of CT Topics

III. Evaluations:
a. Active participation in discussions
b. Participation in inquiry lesson on NHD topics
c. Completion of written response
d. Completion of ***Understanding the Theme Checklist***

NHD 2027 Theme Brainstorm Sheet:
Innovation in History: Impact, Influence, Change

Using the theme video (posted at nhd.org/theme), consider the following definition for innovation (noun): a new idea, method, or device. How is an innovation different from an invention? [0:00-1:11]

Theme word	**Impact (noun) [2:53-3:03]**	**Influence (verb) [4:18-4:39]**	**Change (verb) [5:33-5:54]**
Definition	The strong influence of one thing on another; a significant or major effect	To have an effect on the condition or development of something like people, technology, culture, government, and/or society	To make different in some particular way or aspect; to give a different position, course, or direction
Put the definition in your own words/ideas			
Connect the keywords to the theme using topic examples from the video:	What **impact** did the **innovation** of the scrap drive initiatives have on World War II? [3:04-3:46]	What lasting **influence and impact** did the **innovation** of prehistoric irrigation canals in Arizona by the Hohokam have on life in the desert? [4:40-5:12]	In what ways did **innovations** in the labor movement help **influence** and **change** both work and society in the United States? [5:55-6:55]

NHD 2027 Theme Brainstorm Sheet:
Innovation in History: Impact, Influence, Change

Initial Innovation Topic Brainstorm	1. 2. 3. 4. 5.

What other observations, ideas, or questions does the video inspire?

Observations	Ideas	Questions

Lesson Three:
Choosing a Topic

GOAL: Students will pick a topic and category for their Connecticut History Day and National History Day® project

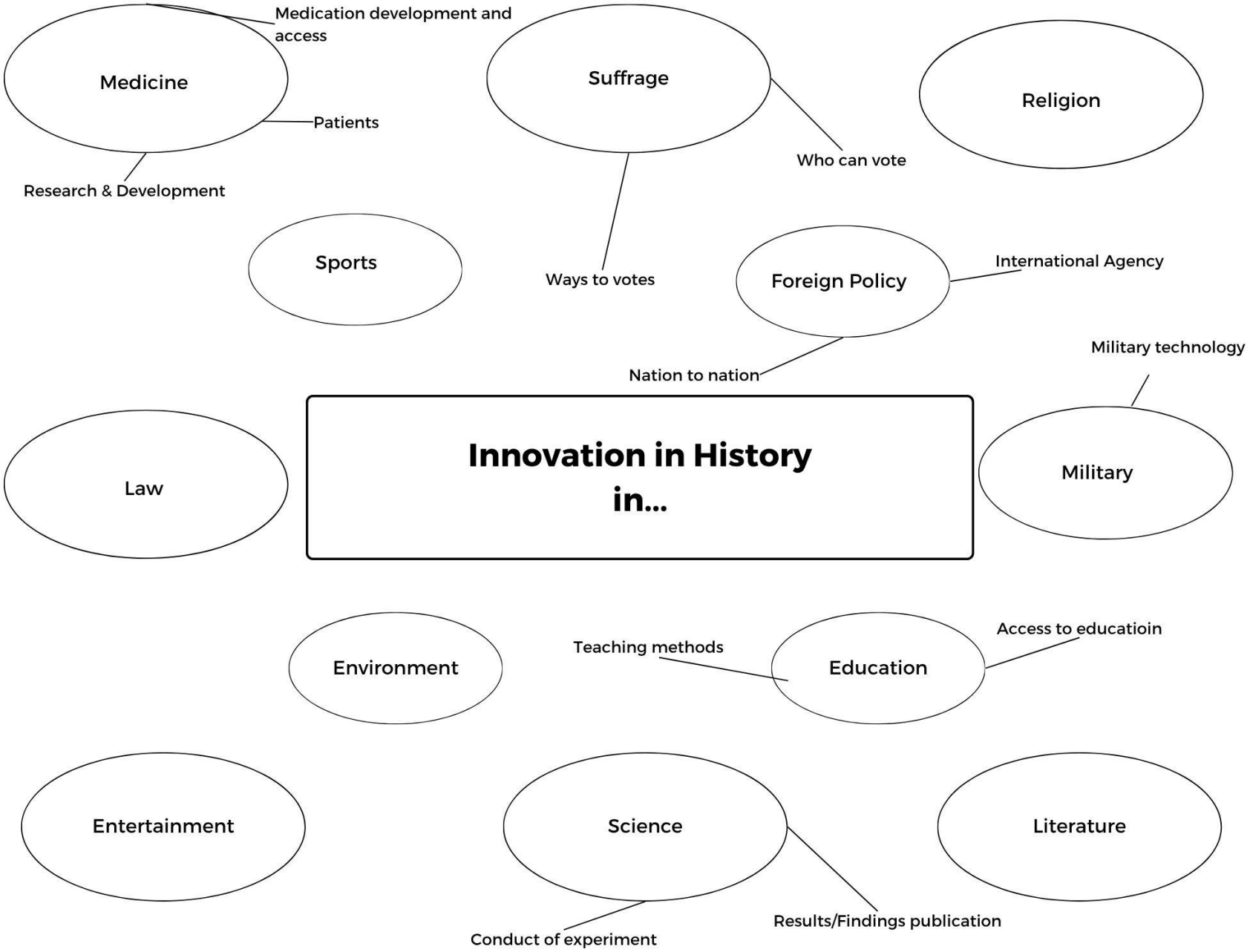
I. Objective: Students will pick a topic for their Connecticut History Day and National History Day® project by researching periods in history that are of interest.

II. Procedure
   a. Start of Class: Students will discuss their writing assignment from the previous lesson about turning points.
   b. Using their writing assignment, students will begin to research different historic time periods and moments in history that are of interest to them to see if they can find a topic. Facilitate the brainstorming by using a word web, mind map or gallery walk or playing a game such as *Scattergories*. You can also show them the Topic Narrowing and Selection video from MN History Day.
   c. Students will continue to research topics that fit the theme of *Innovation in History* until they find a topic of interest. Sample topics relating to Connecticut can be found online. For a broader range of topics, students can explore the NHD Topic Inspiration.
   d. Give students the ***History Day Topic Funnel*** worksheet. Discuss the concept and sample topic funnels. You may want to complete a funnel together as a whole group or assign small groups to complete one with a few preselected topics. Once students are comfortable with the concept, they can complete the activity for their chosen topic.
   e. Explain the importance of early research questions as these will help students with their initial research.
   f. Once students have decided on a topic, have them complete the ***Choosing a Topic*** Worksheet. Students can conduct some early research and explain why they've chosen their topic. Remind them to record the sources for any information they find.
   g. NHD allows students to create projects as a team or individually, and students will need to decide how they would like to create their projects - if there are multiple students in class who have an interest in the same topic, they may want to work together. Students may need to review the ***Basic Category Information*** from Lesson One.
      - If students are creating a group project for Connecticut History Day, have them fill out the ***Connecticut History Day Group Project Contract Agreement***.

III. Materials
   a. *Innovation in History: Impact, Influence, Change* Writing Assignment from previous lesson
   b. 2027 Theme Materials
   c. NHD Rule Book
   d. 2027 Connecticut History Day List of CT Topics
   e. Topic Narrowing and Selection video
   f. ***Innovation in History: Impact, Influence, Change Word Web*** handout
   g. ***Scattergories*** handout
   h. ***History Day Topic Funnel*** worksheet
   i. ***Choosing a Topic*** worksheet
   j. *Connecticut History Day Group Project Contract Agreement*

IV. Evaluations
   a. Participation in writing assignment discussion
   b. Participation and completion of NHD topic research
   c. Completion of ***Choosing a Topic Checklist***

For more information about this year's theme, the topics mentioned in the video, and some research tips, check out the Theme Page of the NHD® website


Medication development and access
Medicine
Patients
Research & Development
Suffrage
Who can vote
Ways to votes
Religion
Sports
Foreign Policy
International Agency
Nation to nation
Military technology
Law
Innovation in History in...
Military
Environment
Teaching methods
Education
Access to educatioin
Entertainment
Science
Conduct of experiment
Results/Findings publication
Literature

Innovation in History
in...

Scattergories

Instructions: Pick a letter of the alphabet, or a decade in time, and brainstorm topic ideas based on the categories below for 2 minutes.

1. Fashion_____
2. Business_____
3. Advocate for Disabled _____
4. Sporting Events_____
5. Popular Culture_____
6. Survivor_____
7. Disaster_____
8. War_____
9. Bizarre Events_____
10. Technology_____

Scattergories

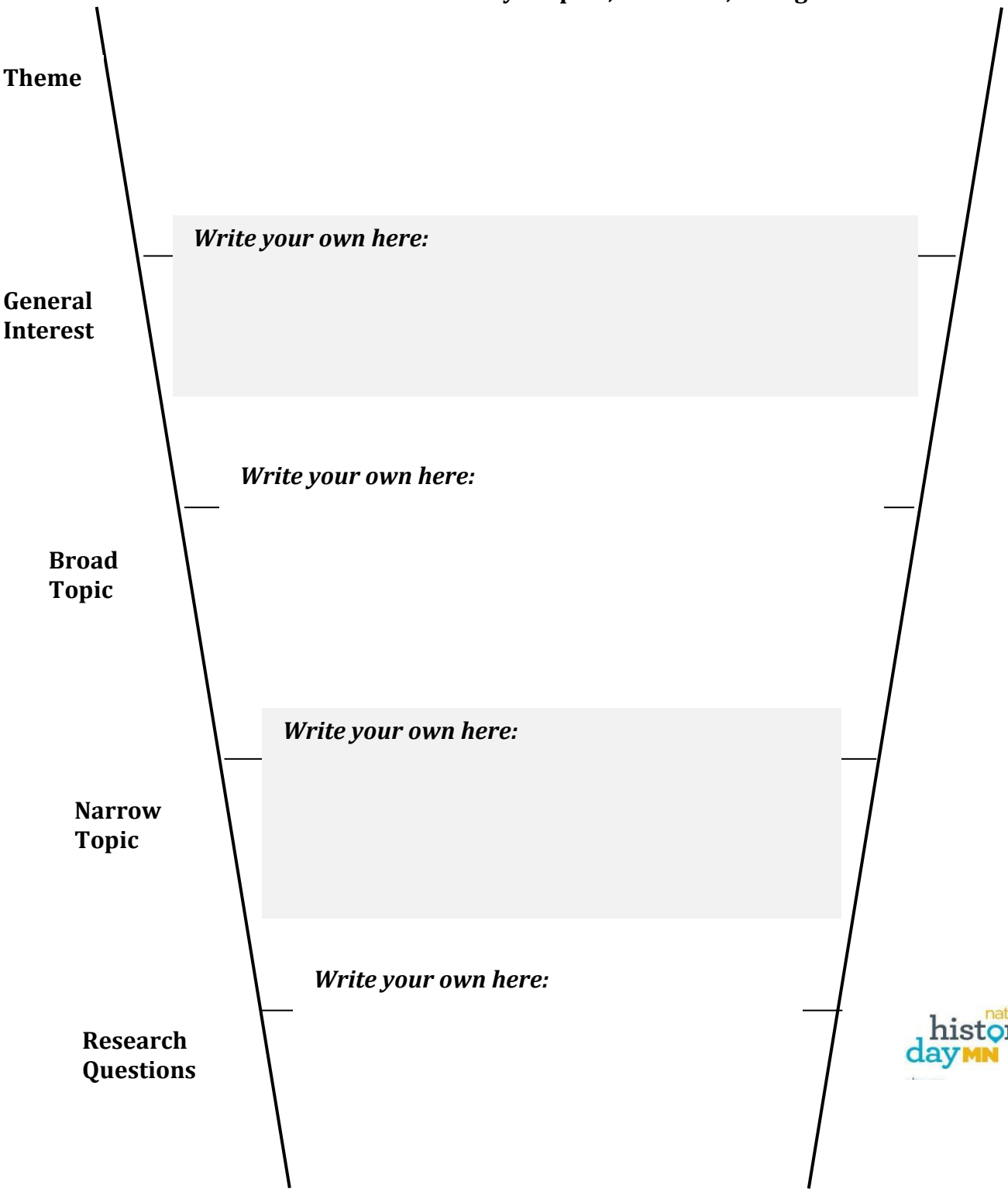
Instructions: Pick a letter of the alphabet, or a decade in time, and brainstorm topic ideas based on the categories below for two minutes.

1. Music_____
2. Inventor_____
3. Law_____
4. Art_____
5. Popular Culture_____
6. Advocate for Change_____
7. Economy_____
8. War_____
9. Culture Clash_____
10. Science_____

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Worksheet: History Day Topic Funnel

Innovation in History: Impact, Influence, Change



Connecticut History Day
Group Project Contract Agreement

Name: _____

Theme: _____

Group Topic: _____

Project Due Date: _____

Group Team Leader: _____

The Group Team Leader will be the first person to register for the upcoming Connecticut History Day Regional Contest.

Choose your group carefully. The group agrees to share equally all work and expenses. Money may not be spent unless all group members are consulted. Each member of the group will receive the same grade for this project. Only those students named on this form are considered group members. All members must turn in a copy of this form signed by a parent or legal guardian to participate as a group. The Group Team Leader will be responsible for adding the project entry to the NHD Registration System even though all group members must register for the contest(s).

List of other group members:

I have reviewed the National History Day rules and regulations and understand all of the requirements of the event.

Student Signature:_____ Date: _____

I have noted the names of the students in the group and am aware of the project due date. I understand that if this project is completed for a class, all students in this group will receive the same grade for this project. I consent to my child participating in this group.

Parent/Guardian Signature:_____ Date: _____

Lesson Four:
Connecting to the Theme *Innovation in History: Impact, Influence, Change*

GOAL: Students will understand and connect their chosen topic to the annual National History Day theme of *Innovation in History:*

I. Objective: Students will understand and connect their chosen topic to the annual National History Day® theme of ***Innovation in History: Impact, Influence, Change*** by analyzing the topic and how it fits into the larger context of history.

II. Procedure

a. Start of class: students will reexamine the National History Day® theme *Innovation in History: Impact, Influence, Change* by reviewing the Theme Sheet and their previous written responses to the questions, How did the innovation solve an existing problem or need? How was it received at the time? Who did the innovation benefit? How did it change society-both short and long term? How does this innovation impact life today?

b. Students will develop initial research questions for their topic. Show students the ***Research Questions*** video. Students should develop at least three research questions to begin their research. They can add these to the bottom section of the topic funnel from the previous lesson.

c. Using their chosen topic, students will complete the ***MN Guided Notes*** to understand the time period of their topic and how it fits into the context of history.

d. Students will use their ***Choosing a Topic*** worksheet and ***MN Guided Notes*** to begin analyzing the revolution, reaction, or reform and its historical impact and understand their topic's connection to the theme. *Note: This step may take students more than one class session to complete the graphic organizer.

e. Students will complete and submit the ***Connecticut History Day Project Proposal*** for your feedback.

III. Materials

a. Research Questions 101 video (for additional materials related to this video, please visit MN History Day's website and look for *Research Tools* on the Teachers Curriculum and Timeline page).

b. ***MN Graphic Organizer***

c. ***Connecticut History Day Project*** worksheet

d. National History Day Theme overview (pages 5-8 of 2027 THEME BOOK))

IV. Evaluations

a. Completion of ***MN Graphic Organizer***

b. Completion of ***Connecticut History Day Project Proposal***

c. Completion of ***Connecting to the Theme Checklist***

SPARK TEST

NHD NATIONAL HISTORY DAY

Follow the steps below and use the SPARK Test to determine whether a topic is a good fit for the 2027 National History Day® Contest theme

Innovation in History: Impact, Influence, Change

1. Proposed NHD topic:

2. Use the SPARK test and ask the following questions about your topic.

If the answer to most of the questions is YES, it is likely a good example of an innovation in history.

Once you have answered these questions, consider how your topic fits the 2027 Contest Theme.

3. Circle one and explain:

This topic IS / IS NOT
a good fit for the 2027 Contest theme because:

S — Did the innovation **Shift behavior?** ☐ YES ☐ NO

Respond below: How did this innovation shift or change how people live, work, think, or act?

P — Did the innovation solve an important **Problem?** ☐ YES ☐ NO

How did this innovation solve a problem? For whom? Did it create new problems or challenges that needed to be addressed?

A — Was the innovation **Adopted widely?** ☐ YES ☐ NO

Why or how was the innovation adopted by large numbers of people, groups, or organizations? What impact did it have?

R — Did the innovation **Reshape or Redefine** a larger system? ☐ YES ☐ NO

How did the innovation reshape a larger system (economy, government, communication, education, transportation, etc.)? What were the short-term effects of this innovation?

K — Did the innovation **Keep influencing** over time? ☐ YES ☐ NO

How did this innovation influence communities across generations? What makes it a good example of illustrating change over time?

Connecticut History Day Project Proposal
Innovation in History: Impact, Influence, Change

Name:_____ Date:_____

Topic: _____

Category: _____

Individual or Group: _____

How does your topic fit the theme *Innovation in History: Impact, Influence, Change?*

_____

_____

_____

_____

How did your chosen innovation impact, influence or change the people involved?

_____

_____

_____

_____

_____

What were the short- vs. long-term impacts?

_____

_____

_____

_____

_____

Why is this topic significant in history?

_____

_____

_____

Lesson Five:
Researching Your Topic

GOALS: Students will conduct research through inquiry and investigation as it relates to their chosen topic and the annual theme, be able to identify potential bias in their sources, and practice academic integrity throughout the research and writing process.

Objectives: Students will apply good notetaking and writing practices to avoid plagiarism. Students will be able to conduct academic research by locating, analyzing and applying primary and secondary source materials to the development of an historical argument as it relates to their chosen topic and theme of Frontiers in History. Students will identify and consider potential bias within their sources.

This lesson will require several sessions, particularly if your students are new to academic research. For this reason, we have segmented this lesson to allow you to better address the prior knowledge of your students.

I. Academic Integrity:
   a. Ask students: *"What do you think academic integrity means?" "What are ways to record information when conducting research?" "Why is it important to take good notes when researching a topic?"* Allow students to share their thoughts.
   b. If students have previous experience with research and notetaking, a quick review of paraphrasing and quoting may be sufficient. If your students are new to research, you may want to share with them a sampling of notetaking styles and paraphrasing practice activities from the ***CHD Academic Integrity Educator Guide***.
   c. Discuss with your students the citation style you want them to use. History Day permits MLA or Chicago styles, but your school may have a preference.
   d. Artificial Intelligence use in History Day Projects: see this handout from NHD®
      1. AI (Artificial Intelligence) is an emerging technology, and can be used as a tool for some aspects of your students' projects, though it has limitations in ability and permissible use for National History Day® projects. We remind students that if they participate in Connecticut History Day, they agree to create a project that is the original work of themselves/their group. There is no requirement to utilize AI tools for a project. If a student or students decide to use AI tools, there are ways which are permissible, and use cases which are not allowed.
         a) Ways in which students **<u>are allowed</u>** to use AI
            (1) Brainstorming topic ideas.
            (2) Brainstorming key words related to their topic to use for research.
            (3) Checking their work for grammatical mistakes.

(4) Using the system to simplify language to make a source more understandable.

b) Ways in which students are **not allowed** to use AI

(1) Generating any text, graphs, charts, images, tables, or video for their project (this includes the process paper and annotated bibliography).

(2) Having AI do the analysis. We stress to students, and encourage you to remind them: Student Voice is about students doing their own original analysis based on their research, an AI tool cannot analyze on your behalf for your project.

(3) Quotes, statistics, or other evidence they plan to directly use within their project.

(a) AI can be used to find sources with this type of information, but AI is known to provide incorrect or made up information. This makes it an unreliable source for direct evidence.

2. If they use AI tools, they must cite the tool(s) in their annotated bibliography and explain the use of AI in their process paper. Both *MLA* and *Chicago Manual of Style* have citation formats for AI tools. More Information can be found here.
   a) If you have any questions about appropriate use of AI tools in History Day, reach out to the Connecticut History Day staff at info@historydayct.org.

II. Primary and Secondary Sources

a. Students will participate in a discussion about primary and secondary sources, and what the difference is. *"What is a primary source?" "What is a secondary source?" "How can you tell the difference?" "What are the advantages and disadvantages of each?"*
b. Ask students to read the ***Researching Your Topic*** handout, focusing on the first two pages related to sources. You may also want to show students the NHD videos on primary sources and secondary sources.
c. Ask students to complete Section One of the ***Primary vs. Secondary Sources*** activity. Go over the answers together. (If your students are familiar with primary and secondary sources, you can skip this section.)
d. Students can complete Section Two of the ***Primary vs. Secondary Sources*** activity. As they are looking at the sources, encourage them to think about why each would be helpful and to consider what new questions the sources raise.
e. Because there are many types of primary sources, the National Archives offers a variety of document analysis worksheets to fit the many types of sources. These worksheets are available for elementary, middle and high school students and are available in English and Spanish.
f. For students new to working with primary and secondary sources, we recommend incorporating an activity providing some guided practice for analyzing primary sources. Here are some suggestions for lessons and materials:
   - The Library of Congress' Getting Started with Primary Sources offers numerous Primary Source sets and instructional materials.

- Smithsonian National Museum of American History Engaging Students with Primary Sources

III. Identifying and Understanding Bias in Sources
   a. Ask students to read page three of the ***Researching Your Topic*** handout which reviews how to evaluate a source for:
      - Credibility
      - Accuracy
      - Balance
      - Support
   b. Show students the "Identifying Bias" video. Afterward, students will participate in a discussion about how to evaluate their sources. "*How can you be sure the author can be trusted?" "How can you determine the accuracy of a source's information?" "Is a source balanced? Can you identify bias or tone?" "Does the source provide evidence to support the facts?"*
   c. For students who are new to this level of research or who need a refresher, you can use the Identifying Bias Modeled Practice materials.

IV. Annotated Bibliography Introduction
   a. Students will learn about NHD annotated bibliographies and how to build an annotated bibliography using the NHD website *(Note: the next lesson addresses the details of the annotated bibliography for History Day. In this lesson, you are introducing the concept and assisting students with creating a rough draft to track their research and how it helped further their understanding of their topic.)*
      1. Show students the What is an Annotated Bibliography? (Overview) video.
      2. Inform students of the writing style they will be expected to follow. NHD permits either MLA or Chicago style; your school may have a preference. If you want them to use a particular citation generator, build in a portion of this lesson to introduce/review it with the students.
         - NoodleTools is a great resource for students to compile their sources, notes, and annotations. Check to see if your school has an account. NHD Teachers are permitted to sign up for a single NHD season. Visit https://www.noodletools.com/partners/nhd/ to learn more.
         - Some suggestions for free online generators:
            - Easy Bib
            - Cite Fast
            - Citation Machine
      3. Introduce them to plagiarism checkers (PapersOwl, EasyBib, Grammarly).
   ❖ NOTE: If students are new to creating a bibliography, you may want to require periodic reviews of students' citations to ensure they are keeping track of sources, documenting the necessary source details, annotating how the source helped them. These check-ins will also highlight any concerns with time management or availability of resources.

I. Research Begins
   a. Students will begin to research their chosen topic and how it pertains to the theme using the *Connecticut History Day Research Worksheet* or another preferred note-taking method.
   b. Students can use the ***Resource Bank*** included in this handbook to find places to visit for their research. This list is meant to be a springboard for students.

II. Materials
   a. CHD Academic Integrity Educator Guide
   b. ***Researching Your Topic*** by Indiana History Day
   c. ***Primary v. Secondary Sources*** activity
   d. ***Identifying Bias*** materials
   e. ***Artificial Intelligence and your National History Day (NHD)® Project***
   f. Connecticut History Day Research Worksheet
   g. National Archives Document Analysis Worksheets
   h. Resource Bank

III. Evaluations
   a. Practice with notetaking and paraphrasing
   b. Participation in discussions about academic integrity, primary and secondary sources, and evaluating sources
   c. Continuous research on NHD topic
   d. Completion of annotated bibliography draft
   e. Completion of ***Researching Your Topic*** Checklist

Primary vs. Secondary Sources

<u>Primary Source:</u> provides first-hand evidence about a topic or event. The source comes from the time period of the topic or was created later by someone who had first-hand knowledge of the topic.
<u>Secondary Source:</u> created later by someone who did not experience the topic or event first-hand.

Section One

Classify each type of source as either (**P**) PRIMARY or (**S**) SECONDARY and explain your reasoning.

1. The story your grandfather tells you about his experience during the Vietnam Conflict.
   P **S** Why?
   _____
   _____
2. A letter written by Nathan Hale to his mother about his efforts in the Revolutionary War.
   P **S** Why?
   _____
   _____
3. Your social studies textbook.
   P **S** Why?
   _____
   _____
4. A photograph of you and your friends at your 10th birthday party.
   P **S** Why?
   _____
   _____
5. A newspaper from the day after the Titanic sank.
   P **S** Why?
   _____
   _____
6. A mummy from ancient Egypt.
   P **S** Why?
   _____
   _____
7. The information shared with you by the Old State House tour guide.
   P **S** Why?
   _____
   _____
8. The *Diary of Anne Frank*—the published diary of a girl who experiences the Holocaust.
   P **S** Why?
   _____
   _____
9. Give two more examples of a PRIMARY source.
   a. _____
   b. _____
10. Give two more examples of a SECONDARY source.
    a. _____
    b. _____

Section Two

Imagine you are researching child labor in America. For each source below, identify it as **Primary** or **Secondary**, and write at least one fact that you can gather from the source and one question you have about the topic or the source.

SOURCE	TYPE OF SOURCE	ONE FACT I LEARNED	QUESTION I HAVE
A newspaper article from Feb. 27, 1933 about children working in CT tobacco fields			
A 1910 pamphlet giving child labor statistics			
A 2021 article on the CT Explored website explaining the history of child labor in Connecticut			
A 1914 photograph by Lewis Hine of girls working in a tobacco shed			
A book written in 1994 about Lewis Hine's work to raise awareness of child labor in America. (view a preview of the book)			

Wrap-Up: Write a brief summary of what you learned about child labor from these sources.

_____

_____

_____

_____

_____

RESEARCHING YOUR TOPIC

You've chosen your topic! Your background reading means you should know a little bit about your topic. Now it's time to dig deeper. Keep in mind why you are doing the research:

- To learn more about your topic
- To develop and defend your thesis statement

TIPS FOR RESEARCH SUCCESS

Research takes practice. Here are some tips to make sure you're getting the most out of the time you spend on your project.

- Don't rely on the Internet! It's a great place to start, but it won't have everything. Other sources will typically give you more information and deeper analysis.
- Be critical. Not all sources should be trusted. Use great discretion on the Internet. Make sure your books are written by credible people. When in doubt, ask a teacher or librarian.
- Have balanced research. Use a variety of sources from different points of view. Sometimes sources will have conflicting information or missing parts.
- Use footnotes, citations and bibliographies in books and other secondary sources to find what primary and secondary sources the author used. See if you can find those sources for your own research!

SOURCES

Remember, not all sources are the same. Historians classify sources into two different categories – primary and secondary. It is not only important that you use both, but that you use a variety of each. While you research:

- Determine what types of sources you need.
- Consider conducting an interview.
- Find your sources.
- Analyze your sources.
- Cite your sources.

A **primary source** gives you first-hand evidence about your topic. They usually come from the time period or around the time period in which your topic takes place. Primary sources can also come from an interview with an individual who participated in or witnessed events from your topic or a memoir written later by someone who had involvement with your topic.

A **secondary source** is a piece of information that was created later by someone who did not experience first-hand or participate in the events you are researching. People who write or create these sources often use other secondary and primary sources in their own research.

SECONDARY SOURCES

Secondary sources provide a lot of information, including what types of primary sources are available. Below is a table to help you understand what types of secondary sources there are and what each type can provide you in your research.

	General Facts	Time Period Information	Historical Context	Sources other scholars have used	Opinions from Other Scholars	What scholars have already learned
History Textbooks	X	X	X			
Encyclopedias	X					
Documentaries		X	X		X	
Websites	X	X				
Scholarly Books			X	X	X	X
Scholarly journals				X	X	X
Scholarly Articles					X	
Interviews with Scholars					X	X

DETERMINING THE QUALITY OF YOUR SECONDARY SOURCE

Before you get too deep into a secondary source, you'll want to be certain that it is a good, reliable source. Evaluate these four key points about your sources – are they:

- Credible
- Accurate
- Balanced
- Supported

CREDIBLE

A credible source is one in which the author can be trusted to provide his or her own ideas and be able to back them up with evidence. If your source is a book, pay attention to the publisher as well as the author. Books published by universities tend to be safe.

Your source may lack credibility if:

- The author is anonymous.
- The source seems excessively negative or biased.
- The grammar is poor and words are misspelled.

ACCURATE

An accurate source will provide factual information that can be backed by evidence.

Tips for determining your source's accuracy:

- Look for information that is up-to-date, meaning that it will have more recent ideas and interpretations about your topic.
- Make sure the information in your source can be backed up by other sources. This is why a variety of sources is so important.
- Avoid sources that make vague or grand generalizations, for example: "Everyone felt the same way about this issue..."

BALANCED

Balanced sources are fair and reasonable in their discussion of the topic at hand.

To determine whether or not your source is balanced, take these points into consideration:

- Watch out for its tone and language. If a source resorts to name calling it could be biased and unreasonable.
- Look out for statements of excessive significance, for example: "This was the most important event ever."

SUPPORTED

Good sources are evidence-based, meaning their conclusions are supported by facts. You should be wary of a source that doesn't show its use of evidence or identify its sources.

Find out if your source is supported by:

- Checking the source's sources. Are the facts backed up with legitimate evidence?
- Looking at the source's bibliography. Are they using a variety of sources?

PRIMARY SOURCES

We know primary sources are generally from the time of the topic you're researching or are from someone who witnessed or participated in an event. These sources tend to be, but are not limited to:

- Diaries
- Manuscript collections
- Letters
- Photographs
- Government records
- Interviews
- Autobiographies

You can find primary sources in libraries and archives, historical societies, museums, or even from people you know!

WHY ARE PRIMARY SOURCES SO IMPORTANT?

- Primary sources provide insight into how people felt at the time, what their personal experience was, their emotions and their reactions.
- Primary sources can fill in holes left by your secondary sources.
- Primary sources can give you information that other people might not have yet found.
- Primary sources allow you to make your own interpretation and analysis rather than relying on what other people think or have said about your topic.

Primary sources help in ways that secondary sources can't, but that doesn't mean they're more important.

Keep in mind that:

- While primary sources can sometimes be more reliable than secondary sources, you still need to be just as critical when determining their credibility, especially if you found them online.
- It can be tricky to determine whether a source is primary or secondary. Be careful not to cite them incorrectly in your annotated bibliography.

Reprinted Courtesy of Indiana History Day

Research Worksheet

NHD Topic: _____

Source name:

_____

_____

_____

Type of Source:
PRIMARY or SECONDARY
▫ Book ▫ Newspaper ▫ Website
▫ Artifact ▫ Photograph ▫ Video
▫ Interview ▫ Other

Research question(s):

_____

_____

_____

_____

_____

_____

Information from source:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Source citation information:

_____

_____

_____

Resource Bank

Places to Visit

- Since wide research is valued by History Day (and is a judging criteria), your students' resources should go beyond online and book studies.
- Even if their 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 a visit with the research center. Your students should tell the facility they are researching for History Day. Some (that have admission fees) may provide History Day participant discounts.

Facility Name	Information
Connecticut Democracy Center at Connecticut's Old State House	Lead sponsor of *Connecticut History Day*. Connecticut's Old State House served as a state capital between 1796 and 1878. The building is open for tours. Location of State History Day office.
Connecticut State Library	A great place to research! The State Library has the State Archives and Museum of Connecticut History. Free admission. They have a section of their website dedicated to History Day.
Connecticut League of Museums (CLM)	CLM 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.
CLM's Connecticut Collections	"Connecticut Collections (CTCo) is a comprehensive cloud-based collections management system that allows heritage organizations to organize, share, and preserve their museum and archival collections in one powerful database." – Connecticut Collections About Us page
Hartford History Center at the Hartford Public Library	Archive focused on interpreting Hartford's past.
New Haven Museum	Co-sponsor of New Haven region. Great resource for researching earliest days of New Haven Colony, up through the 21st 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.
Connecticut Museum of Culture and History	Museum, library, research, and education center. Admission to the Research Center is free for History Day students.

Local Museums and Historical Societies	Great primary source material can be found in your local museum or historical society. Examples include the New England Air Museum, Harriet Beecher Stowe Center, Kent Historical Society, Lebanon Historical Society, Litchfield Historical Society, New London County Historical Society, Salisbury Association Historical Society, Stonington Historical Society Torrington Historical Society, and the CT River Museum to name a few.
Pequot Library	Library and archive focusing on the Southport/Fairfield area.
Fairfield Museum and History Center	Archive and Museum focusing on the Fairfield area.
Connecticut Sons of the American Revolution	CT SAR offers many online resources in addition to the three properties you can visit: ● Nathan Hale Schoolhouse in East Haddam ● Trumbull War Office in Lebanon ● Nathan Hale Schoolhouse in New London
Mystic Seaport	Mystic Seaport offers visitors an exciting hands-on experience into maritime history. Additionally, they offer extensive research tools on site and digitally.
Jewish Historical Society of Fairfield Country	The Jewish Historical Society of Fairfield County provides historical and educational materials and information about the Jewish community of Fairfield County and serves the community through its membership and its archival resources.
Mashantucket Pequot Museum and Research Center	The Mashantucket Pequot Museum & Research Center provides information on the environmental history of the region, as well as the settlement and history of the Mashantucket Pequot Tribal Nation spanning thousands of years.
Connecticut Landmarks	CT Landmarks manages nine historical properties across the state. Please check the website for specifics of historical periods and topics for each property.

Universities & Colleges	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! TIP: Institutions of higher education also serve as great places to further research utilizing oral history. Libraries may have transcripts and/or recordings of interviews or they may note certain individuals in other sources that you could then reach out in order to conduct your own primary source interviews. NHD has recently reaffirmed their position, dissuading students from interviewing professors or professional historians (unless an interview with him/her could qualify as a primary source).

	According to the NHD Rulebook: "You may be tempted to interview a professional historian about your topic. Do not. Your job as a researcher is to read that historian's work. Historians generally do not interview other historians. Instead consider using or conducting an oral history, if possible. Learn more at https://nhd.org/en/resources/guidelines-for-conducting-oral-history-interviews/
WCSU Library	Various museums, libraries, and university collections participate in this portal showing what each has available as well as making some resources available online.
UConn Library Archives & Special Collections	Utilize the resources available both in-person and online at the University of Connecticut Library's Archives and Special Collections for primary source research.
The Watkinson Library at Trinity College, Hartford CT	The emphasis is on local and cultural history, with manuscripts complementing the Library's rich printed holdings in Americana. The Watkinson Library Recording and Music collection is composed of early recordings, hand-cranked phonographs, and sheet music. The digital exhibit section is not to be missed!

Internet Resources In addition, there are also several online resources to utilize. Students should also consider conducting research through the presidential libraries.

Website	Focus
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.
The Association for the Study of Connecticut History (ASCH)	ASCH promotes the study of the history of Connecticut. It publishes the *Connecticut History Review*, 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.
researchIT CT	Houses historic and current newspapers.
Connecticut Explored, the magazine of Connecticut History	Explore this website for information on back issues and free podcasts.
Connecticut History Illustrated	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	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	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)	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.
Connecticut Supreme Court Historical Society	Connecticut Supreme Court Historical Society's purpose is to promote and preserve the state's judicial and constitutional tradition. Their site offers numerous resources and databases for research related to State Supreme Court cases and other topics related to CT law.
CT Women's Hall of Fame	Discover Connecticut's remarkable women and the power of their stories! Our Inductees' histories form the foundation of all of our educational resources. Each inductee page has biographical information along with relevant links and additional audio/video materials. You can browse the inductees alphabetically, by category (area of achievement) or by time period.
Gilder Lehrman Institute of American History	Information sorted by era; online exhibitions; primary sources available from their extensive collection; multimedia including video series. Specific resources for teachers. Subscriptions to the website are free for all K-12 teachers.
Library of Congress	The Library of Congress is the largest library in the world, with millions of books, films and videos, audio recording, photographs, newspapers, maps and manuscripts in its collections. The Library is the main research arm of the U.S. Congress and the home of the U.S copyright Office. Many of its resources are available online. The Library also has curated resources available through it's Teacher pages.
NY Public Library Digital Collections	This site, featuring more than 800,000 digital items, is a living database with new materials added every day, featuring prints, photographs, maps, manuscripts, streaming video, and more.
Osher Map Library: Osher Map Library and Smith Center for Cartographic Education (OML) at the University of Southern Maine	With nearly half a million cartographic items, the collections housed within the are global in scope and date back to 1475. Currently there are over 75,000 items (maps, atlases, rare books, posters, games, etc.) available to view freely online for educational and research purposes
Ken Burns in the Classroom Collection	Ken Burns and his collaborators have been creating historical documentary films for more than forty years. Known for a signature style that brings primary source documents, images, and archival video footage to life on screen, these films present the opportunity to pose thought-provoking questions for students, and introduce new ideas, perspectives, and primary sources.

Chronicling America	Search America's historic newspaper pages from 1770-1963 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress.
Ad*Access: Duke University Library Repository	Over 7,000 U.S. and Canadian advertisements covering five product categories - Beauty and Hygiene, Radio, Television, Transportation, and World War II propaganda - dated between 1911 and 1955.
Europeana	This website offers access to millions of items from providing institutions across Europe. Discover artworks, books, music, and videos on art, newspapers, archaeology, fashion, science, sport, and much more.
Internet Archive	This resource is an online repository for publications. Making an account is free, so this is a research resource once you have a topic in mind – both for primary and secondary sources!
American Archive of Public Broadcasting	The American Archive of Public Broadcasting contains more than 50,000 hours of digitized public broadcasting programs and original materials.

Websites and Social Media

HistoryDayCT.org

NHD.org

Connecticut History Day

@CTHistoryDay

CTHistoryDay

Lesson Six:
Writing an Annotated Bibliography for History Day

GOAL: Understand how to write an Annotated Bibliography for Connecticut History Day

I. Objective: Students will be able to write a properly formatted and annotated bibliography for their History Day project.

II. Procedures
   a. Start of Class: Students will begin by discussing the importance of identifying sources for their research.
      - What is a bibliography? Why do writers have to follow specific formats for citing their sources? Which format will be required for their project? What is an annotation?
      - Show students "What's an Annotated Bibliography? (Overview)" and the "What's an Annotated bibliography? (Citations)"
   b. Students will review the teacher-preferred style (MLA or Chicago) and begin to format their initial list of sources.
   c. Show students "What's an Annotated Bibliography? (Annotations)" and have them add annotations to their existing source citations by addressing these questions:
      - How did they use the source?
      - How did the source help them to understand the topic?
   d. Students will continue to add sources and annotations as they proceed through their project's research and development. Students must edit and revise the Annotated Bibliography before final submission of their project.

III. Materials
   a. NHD website Annotated Bibliography page
   b. Annotation Sentence Starters
   c. Annotated Bibliography Peer Review Sheet

IV. Evaluations
   a. Participation in discussion about annotated bibliographies
   b. Completion of an annotated bibliography
   c. Participation in peer review
   d. Completion of ***Writing the Annotated Bibliography Checklist***

Annotation Sentence Starters

Your annotations are expected to be 1-3 sentences in length. Each annotation explains:

- How the source helped you to understand the topic
- How you used the source

Try some of these sentence starters to prevent using "This source…" every time. Remember, if you are working in a group, your annotations should use words like "we" and "our." If you are working alone, your annotations should include "I" and "my."

- This book helped me/us understand…
- This document was important to my/our topic because…
- After reading this newspaper article I/we…
- I/We used this speech to…
- This website was…
- I/We found out that…
- This memoir provided me/us with…
- I/We learned that…
- This manuscript showed me/us that…
- I/We had a new perspective on our topic after reading this source because…
- This interview talked about…
- This book helped me/us to understand our topic better because…

Stuck? Feel like you're repeating yourself?

- Pretend that you're describing the book/website/photo to your teacher. Try describing the author's point of view in the source.
- Did the source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Tell us why.
- Be specific. Was there one particularly important part of the source?
- Did the source lead you to new sources? Explain which ones.

Reprinted Courtesy of Idaho State Historical Society

Peer Review Annotated Bibliography Worksheet

Name: _____ **Date:** _____

Directions: Use this worksheet to guide your peer review of an annotated bibliography for National History Day's 2027 theme *Innovation in History: Impact, Influence, Change*

Whose annotated bibliography are you evaluating?

_____

1. Which style format is used (MLA or Chicago)?

    a. Do you notice any inconsistencies with the citation formatting?

2. Is the annotated bibliography divided into PRIMARY SOURCES and SECONDARY SOURCES?

3. Are the sources alphabetized within each section?

4. Does each source have a brief (1-3 sentences) annotation explaining how the source was used **and** how it helped the person understand the topic?

5. What other suggestions can you offer?

Lesson Seven:
Writing a Thesis Statement for History Day

GOAL: Understand how to write a thesis statement for Connecticut History Day

I. Objective: Students will understand how to write a thesis statement for Connecticut History Day by participating in writing exercises to hone their writing skills.

II. Procedures
   a. Start of Class: Students will begin class by discussing what they know about thesis statements
   - *What is a thesis statement? What is the goal of a thesis statement? What should a good thesis statement include?*
   - Show students the 'What's Your Point?" video
   b. Students will use the handout ***Comparing Thesis Statements*** for examples of thesis statements and guidance on how to begin writing. This handout has examples for the Junior (gr. 6-8) and Senior (gr. 9-12) Divisions.
   c. Students will practice identifying the characteristics of a thesis statement and revising an example thesis. Students will share their results with a partner, group, or class.
   d. Students will draft a thesis statement based on their research and have classmates' peer-review using the ***NHD Thesis and Historical Argument*** worksheet and the ***Thesis Statement Peer Review*** worksheet.
   - Does the thesis statement define the topic and stance? Is there a clear argument to the thesis statement? What do you like about this thesis? What can be changed to improve the thesis?

III. Materials
   a. Comparing Thesis Statements
   b. Elements of an Effective Thesis Statement
   c. NHD Thesis and Historical Argument worksheet
   d. Thesis Statement Peer Review worksheet

IV. Evaluations
   a. Participation in discussion about thesis statements
   b. Completion of thesis and historical argument activity
   c. Participation in peer review
   d. Completion of the ***Writing a Thesis Statement Checklist***

Handout: Comparing Thesis Statements (JUNIOR)

Looking at first drafts and revised versions of thesis statements can help you understand what you should be working towards in your own work. Look at the following thesis statements. What are some problems or positive characteristics of each?

A strong thesis gives **specific details** and **goes beyond facts** to discuss a topic's **significance** and show the topic's **theme connection**. Keep in mind that even the "good" statements are still a work in progress!

	Needs Improvement	Better	Good
Silent Spring	Rachel Carson wrote Silent Spring in 1962 and forever changed the environmental movement in the United States. • Be more specific. Saying that the book "forever changed" history is too broad. • Needs a theme connection.	Rachel Carson became a leader for the environmental movement in the 1960s when she published *Silent Spring*. People were outraged about the harm being done to the environment and the book sold over a million copies. • Public response and sales figures are short term reactions. Dig deeper for long-term significance. • Needs a theme connection.	Rachel Carson became a leader for the environmental movement in the early 1960s when she published her controversial book, *Silent Spring*, in response to the use of dangerous pesticides. Carson's book opened new frontiers for environmental regulations, leading to the creation of the Environmental Protection Agency.
Mahatma Gandhi	Gandhi led a march to the Arabian Sea to collect salt in April 1930. Why do you think he would do that? • Needs a theme connection. • Doesn't mention significance in history. • Avoid asking questions. Provide answers based on your research.	In April 1930, Gandhi led a 240 mile march. This was a non-violent protest against the British and their taxes on India. • Needs more details about the impact and reason for the march. • Needs a theme connection.	Mahatma Gandhi led thousands of Indians on a march to the Arabian Sea in April 1930 to protest the British Salt Tax. As many Indians hoped for the possibility of independence, the Salt March helped establish nonviolent resistance as a successful path for pushing the frontier boundaries of equality.
Delano Grape Strike	In 1965, farm workers in California went on strike for better working conditions. • Needs specifics. What led to the strike? What did they do on strike? Were they successful? • What is the significance in history? • Needs a theme connection.	When California farm owners ignored laws on workers' rights and refused to negotiate, immigrant farm workers went on strike and used a successful grape boycott against the owners. • Needs more information about workers' actions. • Needs more details about the significance in history. • Needs a theme connection.	In 1965, California grape farm workers led by Filipino and Chicano labor organizations began a mass strike. By calling for a national boycott of California grapes, they changed the frontier for labor workers and forced farm owners to negotiate. This led to union rights and increased pay for thousands of farm workers.
Mayo Clinic	The Mayo Clinic is one of the most prominent and well-respected hospitals of today. • Needs more specifics. What people or groups were involved? • Needs more significance. What makes the Mayo Clinic so important? • Needs a theme connection.	Founded by Mother Alfred Moes and Doctors William and Charles Mayo as St. Mary's Hospital in 1899, the Mayo Clinic's unique success has made it one of the world's most respected hospitals. • Needs more significance. What makes the Mayo Clinic so important? • Needs a theme connection.	Since its founding by Mother Alfred Moes and Doctors William and Charles Mayo in 1899, the Mayo Clinic has forged the frontier of better patient care. By using teams of specialists and minimizing testing, Mayo's innovative but controversial approach has made it one of the world's premier hospitals.

National History Day in Minnesota 2023

Handout: Comparing Thesis Statements (SENIOR)

Looking at first drafts and revised versions of thesis statements can help you understand what you should be working towards in your own work. Look at the following thesis statements. What are some problems or positive characteristics of each?

A strong thesis gives **specific details** and **goes beyond facts** to discuss a topic's **significance** and show the topic's **theme connection**. Keep in mind that even the "Good" statements are still a work in progress!

	Needs Improvement	Better	Good
Hormel Strike	The Hormel Strike of 1985 is one of the most important strikes in Minnesota history. • Needs more specifics. What people or groups were involved? • Needs more significance. Why is this strike so important? • Needs a theme connection.	In 1985, employees of the Hormel Factory in Austin, Minnesota went on strike to demand better working conditions and pay. Many lost their jobs. • Go beyond just facts. • Needs more significance. What did this strike lead to? • Needs a theme connection.	Led by the United Food and Commercial Workers' Local P-9, employees of the Hormel Factory in Austin, Minnesota went on strike for thirteen months in 1985, demanding better working conditions and wages. While the strike failed, internal conflict emerged within the union movement, expanding the frontiers of parent unions showing greater support to locals.
Apollo-Soyuz	The Apollo-Soyuz Test Project was the first international space mission. • Go beyond just facts. • Needs more significance. How did the mission change history? • Needs a theme connection.	The international space mission Apollo-Soyuz Test Project established a successful frontier between the U.S. and the Soviet Union. • Needs more significance. How did the mission change history? • Theme connection could be stronger. What is the frontier?	During tense Cold War conflict over communist and capitalist systems, U.S. and Soviet spacecrafts docked in the first international space mission in 1975. The Apollo-Soyuz Test Project led to greater cooperation between the superpowers as they explored the new frontiers of space.
ACT UP	In the 1980s, the AIDS Coalition to Unleash Power (ACT UP) pressured the government for a more effective treatment of AIDS. • Go beyond just facts. • Needs more specifics. How did they pressure officials? • Needs significance. What changed as a result? • Needs a theme connection.	In the 1980s, the AIDS Coalition to Unleash Power (ACT UP) combined confrontational protests with specific policy proposals to successfully pressure public health authorities to improve treatments for AIDS. • Go beyond just facts. • Needs more significance. How did treatment of patients change? • Needs a theme connection.	Founded in 1987, the AIDS Coalition to Unleash Power (ACT UP) used confrontational protests to show the need for a better response to the AIDS epidemic and to force officials to negotiate. Through this "inside-outside" strategy, ACT UP accelerated the scientific frontier on the safety of AIDS medication, for which the adoption of patient advocacy policies are still in place today.
Highlander Folk School	Highlander Folk School helped train many activists during the Civil Rights Movement, leading to important victories. • Go beyond just facts. • Needs more specifics. What about Highlander made their students effective activists? • Needs a theme connection.	In the 1950s, Highlander Folk School trained student activists in strategies to learn about and unite the communities they organized. • Go beyond just facts. • Needs more significance. What was the long-term impact? • Needs a theme connection	As one of the South's few integrated schools in the 1950s, Highlander Folk School created a new frontier for racial equality by training activists to bring understanding and unity within the communities they organized. Activists who studied at Highlander led sit-ins, boycotts, and other campaigns that successfully pressured officials to end segregation laws across the United States.

National History Day in Minnesota 2023

ELEMENTS OF AN EFFECTIVE THESIS STATEMENT

A thesis statement is a promise to the reader or viewer of your project as to what your project will prove. It is the answer to your basic research question. It is a key element in making people understand your position or point of view.

An effective thesis statement for your History Day project, regardless of the category in which you are competing, should have all of the following elements:

1. It should clearly state your topic.
2. It should define the parameters (the focus) of your research.
3. It should clearly and explicitly relate your topic to the NHD theme.
4. It should be written in the form of an argument rather than a statement of fact.
5. It should convey why your topic is important or significant. How did it impact history?

The following is a typical draft of a thesis statement associated with a previous year's theme of "Breaking Barriers in History". The author ***has tried*** to incorporate all five elements of an effective thesis in his statement. Yet, it should not be considered a finished product. It will require further refining and editing to make sure that it delivers the thesis in the most concise and most effective way. The appropriate length of your thesis will depend on your category's limit on word count, but generally it should be 2-3 sentences.

TOPIC: John Brown's Trial

John Brown's trial, after his capture at Harpers Ferry, sparked the Civil War, which hastened the abolition of slavery in the United States thus breaking the major barrier to the attainment of equality and citizenship for people of color. Brown's trial was a national media event. During this trial, Brown's passionate denunciation of the legal existence of slavery and his insistence that it could only be ended by force further fueled the national debate, already raging on this issue. His remarks, as well as his conviction and subsequent execution, were all prominently reported in every major newspaper in the country on both sides of the Mason-Dixon Line. These reports inflamed passions and sharpened the division between the north and south on the issue of slavery, making further compromise impossible. When modifying the barrier ceased to be an option, the only thing left to decide was merit of the barrier's very existence. Brown was the key player forcing this decision to be made. His efforts changed America forever.

Can you find the five elements of a thesis in this draft?

1. Topic: _____

   _____

   _____

   _____

2. Parameters of research: _____

   _____

   _____

   _____

3. Relation to the theme:_____

   _____

   _____

   _____

4. Author's Argument:_____

   _____

   _____

   _____

5. Significance:_____

   _____

   _____

   _____

Thesis Challenge

Revise the statement to make it clearer and more concise (using only the words you really need) while maintaining all five of the needed elements.

(There is no one right answer! It is a matter of judgment.)

* Can your classmate find all five key elements in your thesis statement?
* Does your classmate's identification of those elements on the list agree with what you identified as the elements?

To see how the author of the draft sees the elements consult the box below.

1.	Topic:	John Brown's trial after his raid on Harpers Ferry
2.	Parameters of research:	The effects of the trial on the abolition of slavery
3.	Relation to the theme:	It led to breaking the main barrier to the attainment of rights by people of color.
4.	Author's Argument:	The trial made further compromise impossible thus setting off the Civil War.
5.	Significance:	It led to the end of slavery in the United States.

NHD Thesis and Historical Argument

Your historical argument states the central point or focus of your project in two or three sentences. It is sometimes called a thesis or claim. Historians create historical arguments after carefully analyzing evidence from the past. The evidence that supports your argument will come from the primary and secondary sources that you discover during your research.

Your argument should reflect your analysis of the historical evidence that you gathered. Your historical argument must make a meaningful connection to the theme and show why your topic is significant in history. It must be incorporated into your project and be clear to those who read or view it. However, labeling your historical argument in or on your project is not required.

Example for the theme, Innovation in History: Impact, Influence, Change - *The Hohokam were an ancient agricultural people in Southern Arizona known for their innovative irrigation system and flourishing society that lasted from approximately the first century CE to 1450. They created the largest known prehistoric irrigated land system in the Americas, and perhaps the world. This system of canals had a profound impact on maintaining culture and civilization both in the past and into the present day.*
(NHD Contest Rule Book, 2020. p. 8)

Part A: Crafting a Strong Thesis

Step 1: Historical Context

Once you have selected a topic, identify some background information to help establish historical context.

Who were the individuals/groups involved?	
When did this occur?	
Where did this occur?	
Why did this occur?	
What was happening locally in relation to your topic?	
What was happening nationally/globally in relation to your topic?	
What social norms/cultural beliefs played a role in the events related to your topic?	

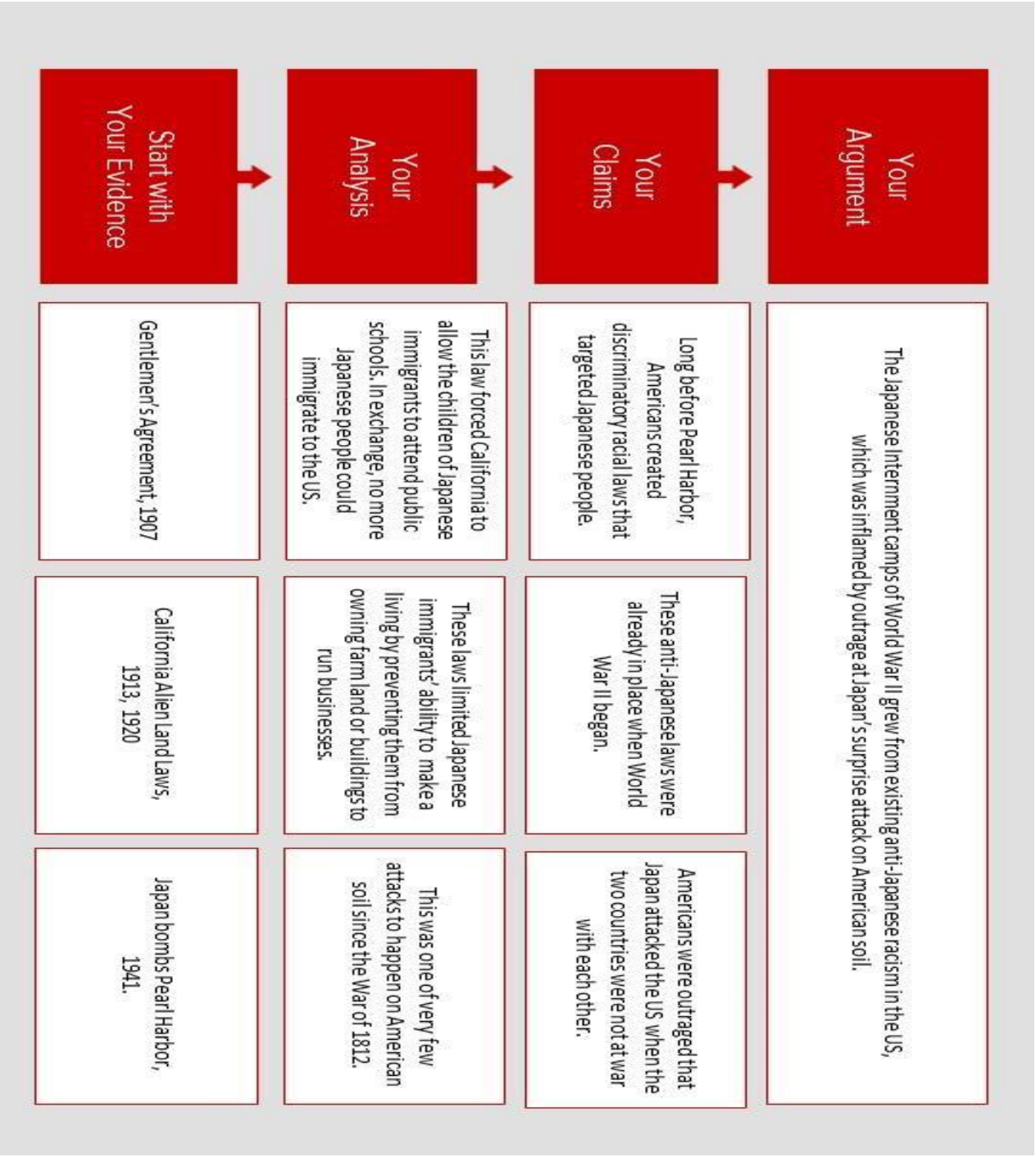
Courtesy of Utah History Day

Step 2: Gathering Historical Evidence
Locate and identify 3-4 primary sources or events specific to your topic. Consider documents, events, speeches, images, newspapers or addresses, etc. that can be a source of information. Consider using the National Archives Document Analysis Worksheets to complete your exploration once you've chosen your documents.

Step 3: Analyzing the Evidence
Analyze your primary source research and summarize each piece of evidence. Examining primary documents related to your topic at the beginning of your research will encourage you to draw **your own conclusions** about your topic and how it connects to the theme.

Primary Source/Event (include where you found the information)	**Summary in your own words**	**Analysis (How does this source/event impact or relate to your topic?)**

Step 4: Developing Your Argument: Use your analysis to develop your historical argument. Keep the theme in mind as you are fitting these pieces of evidence together. Review the example below, and then complete the organizer for your topic.



Your Argument
Your Claims
Your Analysis
Start with Your Evidence
Courtesy of Utah History Day

Step 5: State Your Project Thesis

A strong History Day thesis contains four elements: clearly stated topic, defined parameters, annual theme, and historical argument (which indicates the historical impact of your topic). It is your job to blend these elements into 1-2 powerful sentences. Review the ***Comparing Thesis Statements*** handout for examples.

Topic:

Parameters (Date, time period, range of years, etc.):

Theme words:

Your argument (A debatable argument, NOT a statement of fact):

Thesis draft: Write your initial thesis here. Keep in mind, you will revise this more than once before your project is finalized.



Ask a peer to read your thesis statement and identify each element by:

- Drawing a circle around the topic
- Drawing a box around the parameters
- Drawing a star above the theme words
- Underlining the argument and considering an opposition to the argument
  (If this activity is completed digitally, students can assign different colors and highlight the text)

Revised thesis: Review the feedback you received on your initial thesis draft. Make improvements to the statement here.

Part B: Supporting Your Thesis by Thinking Like a Historian

Now that you've identified your argument, you will need more research to support your claims. Consider who was involved, what impact was made on society (or a portion of society), and what was gained or lost because of your topic.

When selecting secondary sources, you must consider several factors to identify potential biases and the overall credibility. These elements will help you better understand the author's interpretation.

- Author's background, purpose and potential biases
- Intended audience
- Identify the author's thesis and arguments
- What primary sources did the author rely upon?
- What facts were presented by the author?
- What opinions were presented by the author?
- Is the source reliable and convincing? Why or why not?
- How does the source relate to your topic? How does it add to what you already know about your topic?

Part C: Explain the Historical Significance

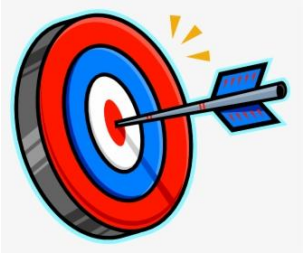
YOU make the case for why your topic is significant in history and how it relates to the annual theme. Consider the message you want your audience to understand based on your conclusions. Be sure to provide evidence to support your conclusions.

- Short Term Outcomes (What changed immediately or soon after? What didn't change?)
- Long Term Outcomes (Can you show logical connections between your topic and events 10, 20, or more years later?)
- Why does this topic matter to your audience?

Part D: Putting It All Together

The magic happens within a History Day project when you can synthesize your research and analysis into a cohesive argument that is supported by relevant primary and secondary sources. You're on target when you have:

- A well-formulated historical argument supported by thorough analysis, and the annual theme woven throughout the project.
- Integrated body of credible research into a fully developed historical argument.
- Used primary sources to develop the historical argument.
- Analyzed the short-term and long-term causes of the historical event(s).
- Integrated multiple perspectives throughout the historical argument.
- Verified that all historical information is accurate.
- Drawn an evidence-based conclusion about the topic's significance in history and analyzed the topic's short-term and long-term impact.
- Ensured your ideas, analysis, argument, and conclusions are original and persuasive.



(See the NHD Evaluation rubrics for more information.)

Adapted from materials created by National History Day, Utah History Day, Whitney Olson (California History Day), Minnesota History Day, Southern New Hampshire University and Stanford History Education Group.

Peer Review Thesis Statement Worksheet

Name: _____ **Date:** _____

Directions: Use this worksheet to guide your peer review of a thesis statement for National History Day's 2027 theme *Innovation in History: Impact, Influence, Change.*

Whose thesis are you evaluating? _____

6. What is the strongest or best part of their thesis statement?

    a. Why is it the strongest or best part?

7. What portion of the thesis statement needs work?

    a. Why and/or how does it need work?

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

Lesson Eight: Planning a Project

GOAL: Create a project outline to be used for creating a final project

I. Objective: Students will create a project outline to be used for creating a final project by using the Project Planning worksheet to storyboard their final projects.

II. Procedures:
   a. Start of Class: Students will gather their research and thesis statement to be used in helping them assemble their final projects.
   b. Show students the Project Organization video. This video will be helpful in demonstrating how to organize a project and how to select the best evidence to support their argument.
   c. Using the ***Project Planning*** worksheet, students will begin to lay out or storyboard their projects with the goal of finding the beginning, middle, and end of their narrative and help them figure out what research and work still needs to be completed.
   d. Based on the ***Project Planning*** worksheet, students will begin to assemble their final projects.
   e. Review with students the concept of Student Voice and discuss ways they can verify their own voice is prominent within their projects.
   f. Students may benefit from viewing NHD videos as they progress into their research.
   - Wide Research
   - Historical Context
   - Historical Significance

III. Registration for the regional contests opens in November. Please refer to the CT History Day website for specific information regarding the registration process and deadlines.

IV. Materials:
   a. Project Organization video
   b. *Project Planning* worksheet
   c. NHD Rulebook
   d. NHD Evaluation Forms
   e. NHD Category Information and Checklists

V. Evaluations
   a. Completion of ***Project Planning*** worksheet
   b. Creation of a final Connecticut History Day project

Project Planning Worksheet

Thesis:

Supporting Arguments for Thesis:

BEFORE	DURING
Historical Context: **What important information does your reader need to know?** **What happened before your topic to influence it?** **What was happening locally or globally to give context to your topic?** **Build-up:** **Who are the "characters" involved?** **What ideas or events led up to your main event?** **What led up to your topic?** **Remember to present only the information that is REALLY important to understanding what led to your topic.**	**In this portion of your project you need to get at the main event, or heart, of your topic. Be specific when you explain:** **What happened?** **When did it happen?** **How and why it happened?** **Who was involved or affected?** **Analyze your evidence and present your ideas.** **Address multiple perspectives.**

AFTER

Short Term: What changed right away as a result of your topic? Were these changed good or bad? Was everyone affected the same?

Long Term: What happened years after? How did your topic change history?

Historical Significance: Why is your topic important in history? Why is it still important today?

Category Resources

Here are some planning tools specific to each category. Regardless of the planning tools you use, it is crucial that you carefully read the General and Category Specific rules in the NHD Rule Book and consult the evaluation form for your chosen category.

PAPER CATEGORY
Paper Evaluation Form
Historical Paper Project Checklist
Qualities of Good Historical Writing

EXHIBIT CATEGORY
Exhibit Evaluation Form
Exhibit Project Checklist
Exhibit Planning Graphic Organizer
Elements of an Effective Exhibit
Credits, Captions & Citations Handout

DOCUMENTARY CATEGORY
Documentary Evaluation Form
Documentary Project Checklist
Tips for Making a Great Documentary
Documentary Format Timeline

PERFORMANCE CATEGORY
Performance Evaluation Form
Performance Project Checklist
Performance Scenario Brainstorm
Performance Idea Map

WEBSITE CATEGORY
Website Evaluation Form
Website Project Checklist
Planning Your Website
Website Workbook
Credits, Captions & Citations Handout

Lesson Nine:
Writing a Process Paper for History Day

GOAL: Understand how to write a Process Paper for Connecticut History Day

I. Objective: Students will understand how to write a Process Paper by participating in writing exercises to hone their writing skills.

II. Procedures
   a. Start of Class: Students will begin working on a process paper for their NHD project using the NHD Rule Book as a guide:
      - The Process Paper should not be a list of answers to the questions suggested as prompts.
   b. Show students the Process Paper video.
   c. Students will review the example of a Process Papers to understand what is needed and what the goal of the Process Paper is.
   d. Students will use the ***How To Write Your Process Paper*** to begin drafting their own Process Papers.
   e. Students will go through a peer review exercise using the ***Process Paper Peer Review Worksheet*** to evaluate and improve each other's work.

III. Materials
   a. Process Paper Example
   b. *How To Write Your Process Paper*
   c. *Process Paper Peer Review Worksheet*
   d. NHD Rulebook

IV. Evaluations
   a. Completion of a Process Paper
   b. Participation in the peer review exercise
   c. Completion of the ***Writing a Process Paper Checklist***

Process Paper Example (word count 492):

Process Paper

After watching the film *Bridge of Spies* (2015), we realized the film's story connected to this year's History Day theme, Debate and Diplomacy: Successes, Failures, Consequences, and were excited to research the Cold War US-Soviet Spy Exchange. We conducted initial research about the Cold War and dug deeper into the conflicts between the US and USSR. We uncovered more about the swap of the American and Soviet spies, which led to us crafting an informative and creative performance. Not only did this make for an exciting project, but we also learned some important life lessons. This experience taught us that even the harshest of enemies could come together and put aside their differences to solve a problem that will help a more significant number of people in the end.

Conducting initial research was not as challenging for us as past History Day projects. At first, many of the sources we took notes on were secondary sources. Later, we found many important primary sources, for instance, a propaganda video from the US government and two essential documents. One is the transcripts for Powers' trial in Moscow, and the other is Powers' journal from his time in jail. These primary source quotes and transcripts helped accurately inform some of our scenes.

Additionally, we contacted and interviewed Francis Gary Powers' son, Gary Powers Jr. He informed us that Gary Powers' cellmate was a KGB plant, among many exciting insights! In fact, after our interview, we attended his presentation at the University of Connecticut. After attending, we changed some of our performance to make it more factually accurate. The information we found in our research led to the dialogue in our performance. Most of our dialogue for James Donovan, the American negotiator, are actual quotes from him!

We decided to use the performance format based on our successful experience performing for History Day the last two years. This was an effective way to explore this topic because we enjoy acting and scriptwriting - the performance brings the drama to life. Our process involved finding sources together and then splitting up to read and take notes. Usually, if we did more notetaking for a source, the other would have to do more annotations. We think performing history is intriguing and fun to present important information (like *Hamilton* or *Les Misérables*). Since our weekday schedule was so busy, most of our work was budgeted on weekends to ensure that our project would be complete. To-Do lists and schedules were a must to stay on top of our project due dates.

Our project connects to the theme, Debate, and Diplomacy: Successes, Failures, Consequences, through dialogue. The countries could successfully exchange the two men because of the negotiators and government officials, especially James Donovan. Diplomacy was crucial in returning Soviet Spy Rudolf Ivanovich Abel and American pilot Francis Gary Powers to their home countries. This demonstrated that even the harshest enemies could be diplomatic to solve critical debates without harmful consequences.

Courtesy of Sophie Marcus and Kalyani Tihaiya (2022)

Process Paper: A How-To

The process paper is one component of the required written materials. These materials must be typed on plain white paper and stapled in the top left corner (except for websites in which these materials are uploaded as PDFs). Assembly is in the following order: title page, process paper, and annotated bibliography. Do NOT enclose these items in a cover or binder.

Title Page
The title page includes the title of the entry, name(s) of the student(s) who developed the entry, the age division and category of the entry, and word counts/media run time. Do NOT include any additional information or illustrations on the title page. A good title for your entry is important. It will quickly introduce your topic and help the viewer understand your point of view. Ideas from your theme ought to be considered for your title. Please consult the NHD Rule Book p. 18-19 for specific requirements of each category's title page and examples of title pages.

Process Paper
The process paper is not a summary of the topic. It is **a reflection statement** of no more than 500 words explaining how you selected the topic, conducted your research, and developed your entry. It concludes with a paragraph identifying your thesis and describing how the topic fits this year's theme and why it is important in history. Students should not format this as a list of questions and answers, but as an essay using correct paragraph structure.

The process paper must include the following components:

- how you chose your topic and how your project relates to the History Day theme
- how you conducted your research
- how you selected your presentation category and created your project
- your historical argument/thesis statement
- how your topic is significant in history

How to Write Your Process Paper

One of the last items you will complete for your NHD project is the process paper. Judges read the process paper to get a window into how you created your entry. You should provide details of your work. Use "I" statements and show how your topic connects to the theme. The chart below is meant to help you compose your sentences and put together your process paper. ***Remember that your process paper cannot be longer than 500 words!*** Every History Day project must include a Process Paper.

Required Sections	Details to Consider/Include	Sentence Starters
How did you choose your topic? How does it relate to the annual theme?	• Did you begin with a broader topic and narrow to your current topic? • Did you have a friend, family member, teacher help you decide? • Did you watch a movie or tv show on your topic? • Did you learn about it in a current or previous class? • How does your topic fit with the theme?	• I've always been interested in … .. • When I heard about the theme this year I thought about… … . • My parents and I brainstormed possible topics and the one I liked best was… … … .because… … • I decided to research (insert your topic) to learn more about… … … • My topic fits this year's theme because… … … … … .
How did you conduct your research?	• What process did you use? • Where did you find your sources? • Did you visit a major library or historical organization? • Did you conduct any interviews? • Which sources were the most useful? • What problems did you encounter in your quest to find resources?	• When I first started my research I… .. • Then I… … … … • My best secondary source was… … … .. • I found a great primary source at the… ..
How did you create your project?	• How and why did you choose your category? • Was there significant meaning behind any of the materials used (e.g., selection of a particular prop, color scheme for your website or exhibit, music for your documentary)? • What was the most enjoyable or frustrating part of creating your project?	• I decided to design my project like… … …because… … … • The colors symbolize… … … … • The layout of my information shows… … . • I especially enjoyed… … … … … … .
What is your historical argument?	Restate your thesis. Don't just copy and paste it, but reword it.	
In what ways is your topic significant in history?	• Use the theme words in your sentences.	• My research and the documents I found provide evidence that (insert your topic) was significant in history because… … … … • My topic is important because… … … … … … .

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Process Paper Peer Review Worksheet

Name: _____ **Date:** _____

Directions: Use this worksheet to guide your peer review of a Process Paper for National History Day's 2027 theme *Innovation in History: Impact, Influence, Change.*

Whose Process Paper are you evaluating? _____

As you read your classmate's Process Paper, please answer the following questions thoroughly to give effective feedback AND to demonstrate your review skills.

Paragraph One:

1. Does the writer briefly introduce and explain their History Day topic in a few sentences?

2. Does the writer briefly explain their process for choosing this topic?

3. Does the writer explain how the topic relates to this year's theme?

4. Please give one piece of constructive criticism for the writer. For example, is it too wordy, too brief, contains grammar or spelling errors, or are you left with questions?

Paragraph Two:

1. Does the writer adequately explain how the research was conducted? For instance, are the following questions addressed: *Where did you go to find your sources? Did you visit a major library? Did you conduct any interviews? What sources were most useful? What problems did you encounter in your quest to find sources?*

2. Please give one piece of constructive criticism for the writer related to this paragraph.

Paragraph Three:

1. Does the writer address the following questions?
    a. Why did you choose the category that you did?

    b. How did you actually create your project and what materials did you use?

c. Was there significant meaning behind any of the materials used (e.g., selection of a particular prop, choosing the color scheme for your exhibit, incorporating music from the era in your documentary)?

d. What was the most enjoyable or frustrating part of creating your project?

2. Please give one way that this paragraph could be improved or made more complete. For example, is more information needed or did the writer spend too much time on one aspect of the project?

Paragraph Four:

1. After reading this paragraph, do you know what the writer's historical argument/thesis statement is for their History Day project?
   a. Please write down what you think their thesis statement is.

2. Please give one piece of constructive criticism that the writer can use to make this a more successful paragraph.

Paragraph Five:

1. Does the writer explain the topic's impact or significance in history?

2. Please give one piece of constructive criticism that the writer can use to make this a more successful paragraph.

Overall Structure:
Does the writer use correct paragraph structure, avoiding the use of the writing prompts as numbered questions or as headings?

Lesson Ten:
Preparing for a History Day Contest Day

GOAL: Understand what to expect on a Connecticut History Day Contest Day

I. Objective: Students will understand the expectations and procedures of a contest day.

II. Procedures
   a. Start of Class: Students will review their project category components and verify they have completed everything.
   b. Students will review expectations and the schedule for Contest Day
   c. Students will practice for the interview with the judges

III. Materials
   a. NHD Rulebook
   b. Category Checklists
   c. What to Expect on Contest Day
   d. Your Interview with the Judges: Tips and Sample Questions

IV. Evaluations
   a. Completed Category Checklist
   b. Peer practice with interview questions
   c. Completion of the ***Preparing for an In-Person History Day Contest Day Checklist***

What to Expect on an In-Person Contest Day

Students attending the CHD Regional Contests will have their projects judged by educators, history professionals, alumni, and volunteers as they share their projects. At the end of the day, students will know if they are heading to the State Contest in May.

Whether this is your first contest season or your last, there are always tips on how to get the most out of contest day. Regional Contests aren't just about presenting your project. This is your chance to meet new friends, experience new things, and interact with others who are passionate about history. Below you can find information and tips on what to expect on contest day and what you can do to get the most out of it.

What to Expect

When you arrive at your regional contest, there will be some parts that are the same for every student across the state. You'll check in for the contest and attend the Welcome Ceremony, you'll present your project, and you'll have the chance to view other student work. Each contest has a variety of other opportunities for students to take advantage of as well.

Contest Day is an exciting and generally long day! Students arrive for registration between 7:30 a.m. and 8:15 a.m. Students will meet with the judges between 9:30 a.m.-12:30 p.m.; larger categories will have an additional run-off (finals) round between 12:30-2:00 p.m. The day concludes with the awards ceremony that usually ends around 3:30 -4:00 p.m. While we understand this makes for a long day, we have to give the judges time to complete the evaluation forms.

What to Bring:

Students competing in the Documentary, Exhibit, and Performance categories must bring THREE copies of their paperwork (title page, process paper, annotated bibliography) on contest day.

Students in the Paper and Website categories should bring ONE copy.

For those participating in the Documentary category, bring your project in multiple formats (USB drive, access to cloud-based storage, saved on laptop/tablet). If you cannot play your Documentary, the judges cannot evaluate it.

Depending on what your project is, you are expected to bring:

- Three copies of your process paper and annotated bibliography for Exhibits, Performances, and Documentaries.
- Even though you have already submitted your Website or Paper, you may want to bring an extra copy of your paperwork for your own reference.
- Your props, costumes, and script if you are presenting a Performance.

- A copy of your documentary on a thumb drive, or laptop/tablet for Documentary students.
- You may want to bring extra materials-- like tape, scissors, etc.- to do any minor repairs on your exhibit, costumes, or props.

Along with presenting your Exhibit, Performance, Documentary, Website or Paper, you also will go through an interview about your project. This is one of the things that students get most nervous about. Judges are excited to meet students and learn more about your research. Remember, you are not judged on your interview. Try to relax and enjoy sharing about your work!

At each contest, students can:

- Purchase a *Connecticut History Day* souvenir (t-shirt, etc.)
- Attend a living history or musical performance
- Sit in on other students' presentations of their projects

Some contests may have other opportunities available for students as well such as:

- Campus Tours
- Food Trucks, Dining Hall access, and food for sale
- Movie Screenings
- Performances by living history performers or musical groups
- Playing board games

Finals (Run-Off) Rounds

In some instances, a category may have so many participants that there needs to be two rounds of judging; a preliminary and a final (run-off) round to determine the 4 highest ranked projects. In these cases, judges select up to two entries from each preliminary group of entries to advance to the final round of judging. Students in the Paper, Exhibit, and Website categories do not need to be present for the run-off round. Performance and documentary students *MUST* be present for the run-off round but there will be no interviews; an announcement of the students continuing to the run-off round of judging for these categories will be made around lunchtime.

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 run-off category. Leaving early (Performance, Documentary) or removing your Exhibit early may remove your work from consideration for a prize.

Tips for Making the Most of Your Contest

There is a lot to do on a contest day. There can also be a lot of down time between when you arrive, present your project, and the awards ceremony. To make the most of your day, take advantage of the opportunities listed above and consider the tips listed below.

On contest day, consider bringing the following with you:

- Lunch and/or snacks
- Cash, most contests have food or snacks available for purchase. Many have restaurants nearby.
- Cash to purchase a *Connecticut History Day* souvenir (t-shirt, magnet, etc.)
- A book, homework, a game, or playing cards
- Your phone to take pictures throughout the day. Make sure to share them on social media by using the hashtag **#CHD2027** and **#CTHistoryDay**!

During contest day, we recommend that you:

- Be an audience member and view other student projects
- Attend the fun events happening during your contest
- Attend the Awards Ceremony at the end of the day

Contest day is all about what you make of it. So have fun and enjoy your time at Connecticut History Day!

Your Interview with the Judges: Tips and Sample Questions

Your project will be evaluated by a team of judges consisting of volunteers who are historians, educators or have an interest in history. They will work as a team to evaluate your research, writing and creativity according to the criteria in the NHD category rubrics.

You will meet with the judges on contest day for a brief interview. The purpose of the interview is to allow you to introduce your project and for the judges to gain some perspective on your process. The interview is not factored into the overall ranking of a project. Similarly, the judges cannot evaluate any information shared during an interview that is not present in the project.

General Suggestions:

- Be sure to introduce yourself. If you are part of a group, make sure each group member does so as well.
- Be confident, yet polite, in your responses. Remember YOU are the historian for this project.

Sample Questions: Judges are given sample questions to guide them but can ask other questions as well. These are some questions to help you practice and get an idea of what the interview experience is all about. You may notice that many of the questions reflect the information in your process paper, so think about how you responded about your project's process when writing that document.

1. What made you choose this topic? What made you choose this category?
2. What was your most important source, and why?
3. What was the most interesting thing your learned while researching?
4. As you did your research, what surprised you the most about this topic?
5. What did you find most difficult about doing the research for this entry?
6. How does your topic relate to the NHD theme?
7. How does your topic relate to what's going on locally or nationally at the time?
8. How did your primary sources help you understand this topic?
9. Were you able to visit any historical organizations or locations to conduct research?
10. Briefly describe how you created your exhibit/documentary/website/performance?
11. What were the most important consequences of your topic?
12. Why is this topic significant in history?
13. How did you divide the work among group members?
14. I noticed you selected ___ video clip/photo to include in your project. Tell us how you found it and why you chose to include it.
15. Is there anything you weren't asked that you would like to talk about?