

**NEW YORK CITY
HISTORY DAY
2027**

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BROOKLYN
HISTORY



INNOVATION IN HISTORY: IMPACT, INFLUENCE, CHANGE

**NEW YORK CITY HISTORY DAY
EDUCATOR GUIDE**

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DEAR EDUCATORS,

You make History Day happen. We know the work of encouraging and guiding students through the process of researching, writing, and shaping a final project can be hard. Through this workbook, we’ve aimed to provide strategies and lesson plans for guiding students through the research process. This book alone isn’t enough for a student to create a successful History Day project, but there are even more resources available online. Our job at the Center for Brooklyn History is to support you. If there is something else that would be helpful, please let us know!

ABOUT HISTORY DAY

Since 1974, History Day has been a national contest providing students a platform to present original historical research projects. Each year, History Day reaches over half a million students worldwide. New York City History Day (NYCYD) is the regional contest feeding into New York State and National History Day. Brooklyn Public Library’s Center for Brooklyn History has hosted the contest since 2021. History Day projects are crafted by middle school and high school students in groups or individually. They must compete in one of five categories: Documentary, Exhibit, Paper, Performance, or Website. Students can choose a topic related to any time or place in history so long as it connects to the annual national theme. The theme for the 2027 contest is “Innovation in History: Impact, Influence, Change.”

WHAT IS A HISTORY DAY PROJECT

National History Day asks students to create projects based on original historical research on a topic aligned with a shared theme. A History Day project goes further than just research. Students examine their sources with a critical eye and analyze

them to support an argument. Listing the information does not create an independent viewpoint; rather, History Day asks students to consider their topic and discuss the impact it had on the world or community where it took place. History Day projects should include historical interpretation and analysis, research questions, and a thesis statement. To show the significance of their research, students must answer the questions: What caused this event to occur? What was the lasting impact? A successful History Day project explores a time and place with an eye toward the present.

History Day students utilize the media of their chosen category to demonstrate their work. How can they best present their research and ideas through the confines of a documentary, exhibit, paper, performance, or website? Projects must be thorough in their research but succinct in their presentation.

WHY PARTICIPATE IN HISTORY DAY

History Day prepares students for college learning and beyond. Through inquiry-based learning, History Day asks students to develop critical thinking and understand bias. Students learn research skills that will serve them no matter where they go in their life. They learn to analyze primary and secondary sources, develop an argument, and support the argument with evidence. They look for multiple perspectives and come to understand the complexity of any given circumstance and the lasting impact it can have. History Day also supports students’ reading and communication skills while giving them agency and personal responsibility over their education and experience.

The Wisconsin Department of Public Instruction, Wisconsin Historical Society, and the Colorado Department of Education compiled a list of Common Core State Standards (used by the New York City and New York State departments of Education) connected to History Day:

bklynlib.org/NHD-common-core



MODELS OF PARTICIPATION

There are many options for how students can participate in History Day. Here are some of those ways; find what works best for you, your students, and your school.

It’s important for teachers to note New York City History Day allows schools to submit up to three projects per category. For example, a school can submit 3 individual documentaries AND 3 group documentaries. However, a school CANNOT submit 4 individual documentaries. If many students from your school would like to participate in History Day, we recommend having a school contest prior to the NYC regional contest. See page 65 for ideas on running your own contest. If you have any questions on that process, feel free to reach out to the New York City Coordinator at nychd@bklynlibrary.org

Class Assignment: History Day is assigned as a semester long project for your classroom. Projects will count toward the students’ overall grade. With the classroom model teachers can choose if students can select any topic of their choice or find a topic within a larger curricular theme (i.e.: if your class usually studies the American Revolution in the first half of the year, you can have all students choose an area of study within that topic.) With this model you will likely need to have a school contest before submitting projects to New York City History Day.

Extracurricular or Elective: History Day participation is offered as part of a “History Club” or elective class. This may allow students to work inter-grade level and focus on interests outside of the required classroom history lessons. The goals of the course or club would be to help students complete their History Day project. Depending on your school’s policies, this could be offered for course credit.

History Day projects can also be made in collaboration with other subjects outside of history or social studies. Theater teachers are encouraged to have students make historical performances and technology teachers can work with students to create websites or documentaries. There are many opportunities for interdisciplinary study.

Extra Credit: Students create a History Day project for extra credit toward their social studies or history grade. They would work on the project independently with the teacher available for advisement.

Homeschool: Homeschool students are welcome to participate in History Day. Students are still required to have a parent or tutor as their advisor. Please reach out to the NYC Coordinator in advance if choosing this option so the project can be properly registered.

Independent: Students who are enrolled in a school that does not participate in History Day can still choose to create a project. The student will need a teacher, parent, or tutor to act as their advisor. Students whose schools do participate but choose to create a project independently will be included in the overall school project count and should speak with the teacher or administrator who runs the school History Day program before submitting their independent project.

UNDERSTANDING THIS YEAR’S CONTEST THEME

Each year National History Day (NHD) selects a theme to unite entries from all over the world. In accordance with the rubric, the annual theme should clearly and consistently connect to the project topic and argument. The theme should help guide students’ topic selection as they narrow down the scope of their research.

The theme for 2027 is “Innovation in History: Impact, Influence, Change.” The keyword for the 2027 theme is Innovation: “finding new ways of thinking, organizing, and influencing society.” When thinking of topics, Students should not confuse innovation with invention; rather look for how people have imagined, developed, or implemented new ideas, methods or devices. Students will be asked to “look beyond the idea itself and examine its effects.” The other three terms; Impact, Influence, and Change should be used as a guide for the questions students ask as they seek to understand their chosen historical innovation. By nature, any innovation will cause impact, influence, and change.

National History Day defines these three terms as follows:

- Impact:** The strong influence of one thing on another; a significant or major effect.
- Influence:** To have an effect on the condition or development of something.
- Change:** To make different in some particular way or aspect or to give different position, course, or direction to.

Students should look for how innovation impacted society to change regardless of whether the influence of the innovation was intended or not. “Innovation is an example of what happens as people keep changing, improving, and adapting.

Because innovation is such a large concept, it’s important for students to narrow down the focus of their NHD topic. Think locall: what has influenced your neighborhood, borough, or city? Innovation can be technological, but also consider politics, philosophy, economics, art and culture, society, science and medicine. In what ways did ordinary citizens create impact, what made them unique, and why is their story important? What was the consequence of the innovation? How did it make change, both immediately and in the future?

National History Day poses the following questions students should ask themselves as they work through their topic:

- ▶ How did the conditions, problems, or needs of the time contribute to the development of this innovation? What factors allowed it to emerge and shape society? In other words: How has necessity helped to drive innovation?
- ▶ How was it received at the time? Welcomed, resisted, feared? What were the perceived and actual consequences?
- ▶ Who benefited and who did not? How did it change lives and society?
- ▶ What connections can be traced from the historical moment to now?

Adapted from the 2027 National History Day Theme Book and Video

SAMPLE TIMELINE

INTRODUCTION TO HISTORY DAY (WEEK 1)

Oct. 13, 2026	What Is History Day? Explain the purpose of History Day, read through the rulebook and make sure students understand the scope of what is involved.
Oct. 14, 2026	Define the Theme Understand the theme; look for examples.
Oct. 15, 2026	Brainstorm Brainstorm topics that might fit with the theme. Do some initial research to make sure the topic will have adequate sources.
Oct. 16, 2026	Topic Selection Narrow down topic and make it specific.

RESEARCH (WEEKS 2–7)

Oct. 19–27, 2026	Note Taking & Research Begin to research. Find out the 5Ws.
Oct. 28–30, 2026	Reseach Question Create a research question based on the topic and related to the theme.
Nov. 2–6, 2026	Thesis Statement Craft a thesis statement. This should answer the research question.
Nov. 9–20, 2026	Deep Research Continue to research diving in deeper to find evidence to support the thesis.
Nov. 23 – Dec. 1, 2026	Claims and Evidence Use the research to create claims supporting the thesis statement that can be backed up with evidence.

PROJECT CREATION (WEEKS 8–13)

Dec. 2, 2026	Choose a Category Select the category students will compete in: Documentary, Exhibit, Paper, Performance or Website.
Dec. 3–4, 2026	Project Outline Create a project outline taking into consideration the category and making sure to highlight the thesis, claims, and evidence.
Dec. 7–16, 2026	Project Creation Create the project, make sure to take into account category-specific guidelines and rules.

Dec. 17–18, 2026	Annotated Bibliography Write the annotated bibliography including all the sources used.
Dec. 21, 2026 – Jan. 6, 2027	Revise Go back and make sure the project is just how the student imagined it.
Jan. 7–8, 2027	Process Paper Write about the process of creating this project.

FINETUNE (WEEKS 14–16)

Jan. 7–8, 2027	Peer Review Students can trade projects and give constructive feedback.
Jan. 11–19, 2027	Edit Make edits based on the feedback received from peers.
Jan. 20, 2027	School Contest If needed to narrow down submission. This gives students time to make changes to their projects after being selected.
Jan. 21 – Feb. 28, 2027	Revise & Edit Use the feedback received during the school contest make final edits.

PROJECT SUBMISSION

Jan. 29, 2027	Submit Project By submitting projects by this date, there is time for troubleshooting and tech support if something goes wrong.
Feb. 3, 2027	Registration Closes Absolute last day to submit History Day Projects for the NYC 2027 Contest.
Feb. 28, 2027	Judging ends/In- person NYCHD Final round judging ends for virtual submissions (paper, website, documentary) and the in-person contest is held for Performance and Exhibit at Brooklyn Public Library’s Central Library.

LESSON: WHAT IS HISTORY DAY?

Aim	Students will learn about the National History Day contest and what creating a History Day project entails. Discuss what makes something a historical research project.
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Materials	▶ History Day PowerPoint (optional) ▶ Project Examples: available on the Teacher Resource page scroll to the bottom: bklynlibrary.org/content/resources-for-teachers
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Procedure	1. Explain that the class is going to work on a multi-week historical research project as part of New York City History Day. 2. For History Day students will work individually or in groups to create a project based on the theme: Innovation in History: Impact, Influence, Change. These projects can be a paper, but may also be an exhibit, performance, documentary, or website. 3. New York City History Day is part of the National History Day network which includes students from around the world. All the projects follow the same guidelines and rules. 4. Ask students: What do you think when you hear “Research?” Collect responses and see if any patterns arise. Highlight the various skills involved such as; expansive questioning, developing a historical argument, finding and using evidence, and editing. Explain that they will rely on these skills for their History Day project. 5. Explain that this project will be a lot of work and take a lot of concentration, but as a class you will break everything down into small, manageable parts. Even if you’re working on different projects, you'll be learning the skills together. 6. Group students and have them analyze an example project. First, ask students to discuss what they notice, what they like about the project and what they think could be improved upon. Second, distribute a rubric and ask them as a group to fill out the rubric. Third, discuss the rubric and observations as a class; did students have any questions about the project or the rubric they viewed? 7. Follow-up on any remaining questions or concerns.
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Notes	▶ You may choose to limit the topics students can pick from, or limit what category students compete in. Adjust your discussion accordingly. ▶ All digital materials can be found on the companion google drive.
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LESSON:

DEFINE THE THEME— BRAINSTORM TOPICS

Aim	Students will understand the 2027 History Day theme, “Innovation in History: Impact, Influence, Change” and begin to formulate ideas for their own topic.
Materials	▶ PowerPoint ▶ Paper and pencil ▶ “Choosing a Topic—Part I” worksheet (p. 11)
Procedure	1. Explain that each year National History Day selects a theme that all students must follow. The theme for 2027 is “Innovation in History: Impact, Influence, Change.” 2. Watch the 10-minute NHD 2027 theme video wbit.ly/nhd-theme (optional). 3. Review the one-page theme description (page 1). 4. Go over the definition for “Innovation” and review the questions. 5. Break students into six groups. Have each group brainstorm topics that fit the theme of “innovation.” Encourage students to think about their personal interests and to think locally. 6. After coming up with at least five topics, ask groups to pick one and explain how it connects to the terms, “Impact, Influence, Change.” 7. Share out with the class and discuss what kinds of patterns or ideas they’re noticing. 8. Individually, have students fill out the “Choosing a Topic Part I” worksheet to help them brainstorm a topic.

WORKSHEET:

CHOOSING A TOPIC PART 1

Choosing a topic can be a very difficult task: how can you narrow down all of human history into one area of study?! Try starting with the History Day theme; narrow down your ideas to a specific topic you’re passionate about. If you’re excited about your topic, your project will reflect that. Follow your passions from a big idea to a specific one.

What general historical topics are you interested in? _____

Circle one of the topics above. What is the identifiable innovation your topic explores? _____

Can your topic be narrowed down further? Is your topic about a specific moment in history?
Can you identify a single person, group, place, or event related to the topic that is of particular interest?

What is your interest in the topic? _____

Does your topic represent a shift in how people live, work, think, or act?	☐ Yes	☐ No
Does your topic solve a problem?	☐ Yes	☐ No
Did your topic reshape, redefine, or reform?	☐ Yes	☐ No
Has your topic continued to impact and influence communities’ over time?	☐ Yes	☐ No

What changed because of the innovation of your topic? _____

What questions can you ask about your topic? Try and ask a how question. Can you include the theme key words in your question? _____

WORKSHEET:
CHOOSING A TOPIC PART 2

Using the topic you chose in part 1, consider the “so what” factor. An effective project not only describes the event/person/thing/development, but also analyzes and places it within a historical context. Are you able to make an argument showing the reader why your topic matters? What influence does it still have today? Can you back up your argument with primary research? If your reader says, “Why this topic? So what?” will you have an answer?

Is your topic more than 20 years old? If it is not, you might want to choose a new topic. It can be difficult to have historical perspective and understand the consequence of something so recent. ☐ Yes ☐ No

Choose a specific time span or time period. If your time span is very long it will be difficult to research. Try narrowing it down to no more than five (5) years.

Identify an event, action, or choice. Be specific!

What is the geographic location? Your project should focus on a specific region. If you have too broad a topic, your research won’t be as in-depth.

Rewrite your topic considering the narrowed focus you’ve detailed above:

How are people affected by your topic? Legally, politically, economically, culturally, socially?

What is the cause and effect of your topic? What led up to the event your topic explores and what happened after? What was the impact or change?

Give three reasons why the topic is significant to history. It can be important locally, at a state or national, or international level.

SAMPLE TOPICS

NEW YORK CITY

- ▶ Flushing Remonstrance (1657)
 - ▶ The Croton Aqueduct and NYC Water Systems (1830s)
 - ▶ Seneca Village (1857)
 - ▶ Chinese Consolidated Benevolent Association (1883)
 - ▶ Brooklyn Bridge (1883)
 - ▶ Jacob Riis “How the Other Half Lives” (1890)
 - ▶ Air Conditioning (1902)
 - ▶ Coney Island Incubator Babies (early 1900s)
 - ▶ Harlem Renaissance (1920s)
 - ▶ Shipping Containerization (1950s)
- ▶ Landmarks Preservation Commission (1962)
 - ▶ Operation Clean Sweep (1962)
 - ▶ Bedford-Stuyvesant Restoration Development Corporation (1967)
 - ▶ Stonewall Riots (1969)
 - ▶ Co-op City (late 20th Century)
 - ▶ Crown Heights Uprising (1977)
 - ▶ Central Park Anti-Nuclear War Protest (1982)
 - ▶ Digital Banking on Wall Street (1990s)
 - ▶ Oysters in New York Harbor
 - ▶ Adaptive Reuse (High Line, Chelease Market, Essex Market, Etc.

UNITED STATES

- ▶ The Constitutional Convention (1787)
 - ▶ Missouri Compromise (1820)
 - ▶ Nat Turner’s Slave Revolt (1831)
 - ▶ Seneca Falls Convention (1848)
 - ▶ The Emancipation Proclamation (1963)
 - ▶ Great Railroad Strike (1872)
 - ▶ Haymarket Massacre (1886)
 - ▶ Seattle General Strike (1919)
 - ▶ Scopes Trial (1925)
- ▶ Agricultural Adjustment Act (1933)
 - ▶ Navajo Code Talkers in WWII (1942)
 - ▶ Freedom Riders (1961)
 - ▶ Betty Friedan “The Feminine Mystique” (1963)
 - ▶ United Farm Workers (1966)
 - ▶ Antonia Pantoja and Bilingual Education (1974)
 - ▶ Title IX (1972)
 - ▶ Energy Crisis (1970s)
 - ▶ Hubble Space Telescope (1990)

AFRICA

- ▶ Mokrani Revolt in Algeria (1871)
- ▶ Huda Sha’arawi of Egypt (1920s)
- ▶ Ghana Independence (1957)
- ▶ Nigerian Civil War (1967)
- ▶ The Green Belt Movement, Kenya (1977)
- ▶ Singer Miriam Makeba (1960s)
- ▶ Nelson Mandela and post-apartheid South Africa (1990s)

ASIA

- ▶ Ibn al-Haytham, Iraq (10th century)
- ▶ Kabuki Theater, Japan (1600s)
- ▶ Chinese Revolution (1911)
- ▶ Indian Salt March (1930)
- ▶ Korean Liberation (1945)
- ▶ Hồ Chí Minh of Vietnam (1940s-1960s)
- ▶ Tiananmen Square Protests (1989)

EUROPE

- ▶ Galileo of Italy (1620s)
- ▶ Rochdale Society of Equitable Pioneers, England (1844)
- ▶ Antoni Gaudí “Sagrada Família”, Spain (late 19th/early 20th century)
- ▶ Igor Stravinsky “The Rite of Spring”, Russia (1913)
- ▶ October Revolution, Russia (1917)
- ▶ Warsaw Ghetto Uprising, Poland (1943)
- ▶ Fall of the Berlin Wall, Germany (1989)

CARIBBEAN, CENTRAL & SOUTH AMERICA

- ▶ Haitian Revolution (1791 – 1804)
- ▶ Zapatista Rebellion, Mexico (1994)
- ▶ Mothers of Plaza de Mayo, Argentina (1977)
- ▶ Landless Workers Movement, Brazil (1984)
- ▶ Cuban Revolution (1950s)
- ▶ The Mirabal sisters, Dominican Republic (1960s)
- ▶ Rigoberta Menchú Tum, Guatemala (1980s)

OTHER AREAS OF INTEREST TO CONSIDER

- ▶ Artists and Artistic Movements
 - ▶ Film, Television, Radio, and Print Media
 - ▶ Court Cases and Legislation
 - ▶ Fashion and Pop Culture
- ▶ Architecture and Design
 - ▶ Protests and Social Movements
 - ▶ Scientific discoveries and Inventions

RESEARCH RESOURCES

Research, particularly primary source and archival research is unpredictable. Each student or classroom will be focused on different topics and time periods. The next section of this guide includes resources to help your students with their research process. This includes worksheets, websites, guides, explanations, definitions, and more. Our hope is as teachers you can pick and choose what works for you and your History Day researchers.

The History Day coordinator at the Center for Brooklyn History is also available to help should you run into any questions or concerns. We can offer advice, additional resources not provided in this guide, visits to your classroom, and free class trips to the Center for Brooklyn History. To discuss scheduling a NYCHD field trip (or any other History Day questions you may run into) please email nychd@bklynlibrary.org.

Useful links to help students understand the archival research process:

- 
- A short comic about the archival research process by historian B. Erin Cole. Please note that some of the language may not be suitable for all students: littlebraincomics.com/archives-time
- 
- A guide from 2011 on using an archive for effective research by Laura Schmidt for the Society of American Archivists. archivists.org/usingarchives

For a deeper dive: Library of Congress, in collaboration with National History Day, has put together two guides for students. They are dense and lengthy (each just under 300 pages) but may be helpful.

- 
- Guide to student research and historical argumentation: bklynlib.org/guide-student-research-argument
- 
- Finding, Analyzing, and Constructing History: A Research Guide for Students: bklynlib.org/constructing-history

KINDS OF SOURCES

Research projects include information from many different sources. Explore the list of primary and secondary sourcesw and think about the types of sources that could help you answer your research question. History Day projects are required to include both primary and secondary sources.

A primary source is:

A document from the time your topic took place

- personal correspondence and diaries

► works of art and literature (sometimes)

► speeches and oral histories

► audio and video recordings

► photographs
- advertisements

► laws and legislative hearings

► census or demographic records

► plant and animal specimens

► ephemera, (tickets, invitations, menus,

A secondary source is:

A source that provides interpretation, commentary, or analysis, a secondhand account and often based on primary sources

- textbooks

► dictionaries

► encyclopedias
- biographies

► topic expert, such as a historian or professor

Both a primary and secondary source:

Some sources can be both depending upon who created the source when.

- **Newspaper/magazine/journal article...**

Primary source:

 - contemporary news events
 - first-hand accounts

Secondary source:

 - Milestone commemorations
 - Historical overviews
 - Second-hand accounts
- **Documentary film...**

Primary source:

 - footage from the time
 - interview from someone who experienced the topic first-hand

Secondary source:

 - Topic expert
 - Second-hand source interview

FREE RESOURCES FOR PRIMARY SOURCE RESEARCH

LIBRARIES AND PUBLIC ARCHIVES

The Three Library Systems of New York City:

- ▶ Brooklyn Public Library: bklynlibrary.org
- ▶ Queens Public Library: queenslibrary.org
- ▶ New York Public Library: nypl.org

Anyone in NYC can get a free library card from any or all of the public libraries regardless of which borough you reside in. There are library branches throughout the city as well as digital resources that vary between the three systems. Additionally, NYPL has many research libraries, archives and centers covering various topics and special themes from New York City and around the world.

Center for Brooklyn History:

bklynlibrary.org/cbh/collections/collections-resources

The archival branch of Brooklyn Public Library documents the history of Brooklyn. Resources include research guides which are a helpful place to start when looking for topics on Brooklyn. CBH is the host of New York City History Day.

Brooklyn Newsstand: bklyn.newspapers.com

A portal for online historic Brooklyn newspapers from the Center for Brooklyn History including *Brooklyn Daily Eagle*, a daily newspaper published from 1841 to 1955.

Digital Public Library of America: dp.la

DPLA collaborates with libraries, archives, and museums around the country to compile free digital resources. DPLA has ways to search, browse by topic or look at primary source sets.

Library of Congress: loc.gov

The largest library in the world, LOC is the main research arm of the U.S. Congress and home of the U.S. Copyright Office.

National Archives: archives.gov

The National Archives and Records Administration holds all documents and materials created by the United States federal government.

New York State Archives: digitalcollections.archives.nysed.gov

NYSA has over 270 million records from NY’s colonial and state governments dating back to 1630. *Most States have an archive. Depending on your topic, this can be a great place to look for digitized primary sources.*

MUSEUMS

Museum of the City of New York Collections:

collections.mcny.org

MCNY has 750,000 objects in their collection with 190,000 available digitally.

New York Historical Society: nyhistory.org

New York’s first museum strives to tell the stories of New York and America.

Many museums have some of their collections digitally available for free. Historical societies, natural history museums, historic houses, and art museums are great places to look for primary sources.

NEWSPAPER ARCHIVES

Chronicling America: chroniclingamerica.loc.gov

Search America’s historic newspaper pages from 1777–1963.

Students who advance to the National contest and use Chronicling America will be eligible for a special prize funded by the National Endowment for the Humanities.

Digitized *Harper’s Weekly*: harpweek.com

An influential newspaper running from 1857–1916

This is a non-exhaustive list of free research resources. Universities and cultural institutions will often have archives, and many have digital resources — but sometimes their collections are available by appointment only. If you would like help contacting these institutions feel free to reach out to nychd@bklynlibrary.org and we can help you make research appointments.

Aim	Students will learn how to make observations and inferences using primary sources.
Materials	► “Washington’s Retreat at Long Island” primary source image (appendix page. 71) or choose your own primary source. ► Observation and Inference worksheet (p. 19)
Procedure	1. Define the difference between observation and inference. Observation is a descriptive statement based on something seen, heard, or noticed. Inference is a conclusion based on evidence and reasoning. An inference will use both observation and prior knowledge. Be wary of unintentional inference when students begin to make observation. For example: Student, “I see a woman who is cold.” Educator, “why do you think she is cold?” student, “she is wearing a coat.” Educator, “You’re observing a woman wearing a coat. You’re inferring she is cold.” 2. Distribute and/or display “Washington’s Retreat at Long Island” and the Observation and Inference worksheet. 3. Ask students to turn-and-talk with a neighbor and together come up with five observations. Record them on their worksheet. 4. As a class, ask students to share their observations. Make sure they’re not making inferences (yet.) 5. Discuss an inference again and give an example based on one of their observations. 6. Ask students to individually write down two inferences on their worksheet. 7. As a class, ask the students to share their inferences. 8. Finally, have them write down three questions they have after looking at the image. Record them on the worksheet. Let them know their questions may not be answered for this image, but when they’re working on their History Day project, these questions will help push their research further.
Next steps	Have students practice observation and inference with source related to their History Day topics.
Notes	Sometimes this activity is called “See, Think, Wonder” use whatever language works best for your classroom.

OBSERVATION

What do you see? Colors, shapes, materials, people, objects, structures, activities? Describe details.

INFERENCE

What do you think, based on what you see? How can you tell? When and why was the source made? What was its purpose?

QUESTION

What else do you want to know? What questions do you have about what you observed?

LESSON:
EVALUATING SECONDARY SOURCES

Aim	Students will learn how to summarize and paraphrase sources.
Materials	► Wikipedia: <i>Reliable Sources</i> Article (http://en.wikipedia.org/wiki/Wikipedia:Reliable_sources) reproduced in the appendix page 72. ► Chart paper ► Markers ► OPTIONAL: chalkboard/white board/smartboard
Procedure	1. Ask the class how they know if a source is reliable. Together, brainstorm a list and record it on the board or chart paper. 2. Ask students if they think Wikipedia is a reliable source. After hearing their feedback, explain that while Wikipedia should not be used as an academic source (one cited for their History Day project), it has been found to be similarly accurate to traditional encyclopedias. In general, you do not want to use tertiary (encyclopedic) sources for a historical research project. However, to create and maintain Wikipedia’s high level of accuracy, they have strict guidelines for what sources can be referenced. 3. Divide the class into 4 groups and assign each a section of the Wikipedia article. (Overview, Definition of a source, Context matters, and Questionable sources). Have them go through their section and make a list of what to look for in reliable and unreliable secondary sources. 4. Ask each group to report on their findings and add to the original list created at the beginning of class. 5. Using the list the class created, each group should create a poster based on these findings. Can they come up with an acronym of what to look for in a reliable secondary source?
Next steps	► Have students work through the Beginning Research Worksheet (p. 21) using the new information they gained on reliable secondary sources. ► When they have a handle on secondary sources, have them practice analyzing primary sources with the Understanding Primary Sources worksheet (p. 22).
Notes	► All digital material and worksheets can be found in the companion google drive. ► For more information and resources on finding reliable sources check out the “Evaluating Sources” section of <i>the Harvard University Guide to Using Sources</i>. usingources.fas.harvard.edu/evaluating-sources-0

WORKSHEET:
BEGINNING RESEARCH

Before you settle on a research question you need to collect some initial research. This should be fairly broad to make sure you’ve chosen a topic that will lend itself to an interesting project with ample resources. You may have already done some of this while deciding on a topic.

List at least five keywords for your research topic: a keyword is a term specific to your topic: think about who, what, when, and where.

1. _____

2. _____

3. _____

4. _____

Using a search engine (i.e.: Google, Bing, DuckDuckGo) or an academic database. If your keyword is a phrase, remember to put it in quotation marks so you’re searching for the entire phrase and not each individual word. Remember, do not use the AI results for your research, they can be highly inaccurate. Always check the source of the information.

Find at least one secondary source related to your topic. As you find information, be sure to write down the bibliographical information so you’re ready to write your annotated bibliography.

Title: _____

Author: _____

Publisher: _____ Date Published: _____

Date accessed (website): _____

URL (if applicable): _____

How do you know this source is reliable? Is it relevant? Does the author and publisher have authority? Does it cite its sources? Does it have a clear purpose and focus? _____

What information did you learn from the source? _____

What questions do you have after looking at the source? _____

Are there new keywords you want to research? Remember, this is not the last time you will be doing research. You’re just getting started. _____

WORKSHEET:

UNDERSTANDING PRIMARY SOURCES

Source name: _____

Describe this source: _____

What type of original document is it? Check all that apply

☐ Newspaper	☐ Interview Transcription	☐ Handwritten
☐ Government Report	☐ Diary	☐ Audio
☐ Legal Document	☐ Letter	☐ Map/Atlas
☐ Certificate	☐ Photograph	☐ Other (explain below):

When was the source created? _____

Who created the source? _____

What locations does the source mention? (where it was made, where it references, etc.) _____

Summarize what you already know about who created the source: _____

Summarize what you already know about the time period: _____

Who was the original intended audience? _____

List 3 key words or phrases that you think are most important in the source:

- 1 _____
- 2 _____
- 3 _____

What is the purpose of the source? Give 2 pieces of evidence to support your opinion

Purpose: _____

Evidence 1: _____

Evidence 2: _____

2 Pieces of information that tell you something new about your topic:

1: _____

2: _____

Does the source agree with your assumptions and opinions about your topic? Why or why not? Use evidence.

What questions do you still have? _____

QUESTIONING

When you do research, it’s important to keep asking questions to help guide your search. The basic questions are: ***who, what, when, where, why*** and ***how***. Below are some example questions that might be helpful in thinking through the full scope of your project.

Who	▶ was impacted? Was the impact positive or negative? ▶ made decisions? Who was a bystander? ▶ is telling the story? Whose perspective do we have information on? ▶ is left out of the story? Whose voice do we not hear from? ▶ were the critics at the time? Who are the critics today?
What	▶ are the causes and consequences of this event/person/place/time? ▶ was life like during this time? What were the conditions? Were they the same for everyone? ▶ were the obstacles faced? ▶ is another perspective on this topic? Could someone else come to different conclusions? ▶ is significant about this topic? ▶ biases are evident in the research? Are they biases of the time (found in primary sources) or have they come about through later analysis (found in secondary sources)? ▶ is left out of the narrative? ▶ assumptions are made about this time/ place/event/person? What is the real story? ▶ what terms do you need to define in the context of your topic? ▶ are similar events to your topic either before or after?
When	▶ did the event take place/ the person live? ▶ did the event become relevant or well-known? ▶ did the events leading up to your topic occur?
Where	▶ did the event take place? ▶ are your sources coming from? Are they reliable? Is there a breadth of source types? ▶ was the narrative of your topic developed?
Why	▶ is your topic important? Why is it important to you and why is it important to someone else? Why is it important in the scope of understanding history? Is the topic still relevant today? ▶ is the topic described this way? ▶ do the sources you’re using exist? Might there be sources you would like but can’t find? Why might this be? ▶ was the event allowed to happen? ▶ is there a need to re-examine this history?

How	▶ did the topic impact history at the time? ▶ does the topic make an impact today? ▶ did the topic affect different people/groups of people? ▶ do we know about this topic today? Who were the record keepers? Who first re-discovered it? ▶ can we learn from this topic?
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LESSON:
RESEARCH QUESTIONS
—PART I, GROUP PRACTICE

Aim	To help student formulate a research question to guide their History Day research.
Materials	▶ PowerPoint (optional) ▶ Post-its or scrap paper and pencil ▶ Primary source: you can choose your own image or use “How to do it” which can be found in the appendix (p. 74)
Procedure	1. Turn-and-talk: How does asking questions help with research? 2. Have students share out with the class. 3. Explain that in groups they will review a primary source and ask as many questions about the source as possible. They will not answer the questions, nor do they need to be able to answer them to ask them. They don’t need to pause to discuss the questions, judge the questions, or answer the questions. Write one question per-post-it making sure each one is stated as a question, not a statement. 4. Teachers should not intervene except to remind them of the guidelines. Avoid giving feedback or comments on the questions. Once students start to slow down or appear to lose interest, give a time warning. 5. Once the time is up, explain that the group will categorize their questions into open and closed. A closed question can be answered with yes, no, or one word, i.e: there is a single, simple, answer. An open question requires explanation and possibly more research. The answer may be debatable. Have students put closed questions on the left and open questions on the right. You can also give each group labeled chart paper. 6. After they have labeled their questions, bring the class together for a short discussion. ➔ What are some advantages or disadvantages to closed questions? ADVANTAGES: help find basic information and facts. Get a sense of background information. Can usually be answered easily. DISADVANTAGES: They don’t provide much nuance, they don’t account for multiple perspectives.

- ➔ **What are the advantages or disadvantages of open questions?**

ADVANTAGES: Opportunity for nuance, accounts for multiple perspectives, need many sources to answer.

DISADVANTAGES: hard to answer without initial background knowledge, not always easy to find answers, takes longer to answer because of a need for many sources.
- 7. Ask the group to choose one open question and try and change it to a closed question, and take one closed question and try and rephrase it to be an open question.
- 8. Finally, ask the group to put a star next to the three questions they think are most interesting or would be most useful in researching the primary source. Have them share out some of these questions with the class.

Next steps	Now that students have practice writing and expanding questions, you can move on to creating History Day specific questions. Next class begin “Lesson: Research Questions—Part 2, History Day” (p. 28)
Notes	All digital materials and handouts can be found on the companion google drive.

LESSON:
RESEARCH QUESTIONS
—PART 2, HISTORY DAY

Aim	To help student formulate a research question to guide their History Day research.
Materials	▶ PowerPoint (optional) ▶ Paper and pencil ▶ Research Question worksheet (p. 30)
Procedure	1. As a class, review the difference of an open and closed question. 2. Ask: Which is an open-ended question: “How many championships has LeBron James won?” or “How has LeBron James impacted the NBA?” ➔ “How many championships has LeBron James won?” is not complex, it cannot be debated, would only need one source to answer. ➔ “How has LeBron James impacted the NBA?” is more complex, the question explores impact and change, it has more than one debatable answer and would need many sources to reach a conclusion. 3. Ask: Which is a more useful research question: “Is Taylor Swift the best musician?” or “Why has Taylor Swift dominated pop music for the last decade?” ➔ “Is Taylor Swift the best musician” doesn’t reflect change, it is a yes or no question, subjective—it’s about someone’s opinion. ➔ “Why has Taylor Swift dominated pop music for the last decade?” is complex, the question asks about influence and significance, has more than one debatable answer, would need many sources to come to a conclusion. 4. Ask students to think about what interests them about their topic. On a piece of paper have them write down all the questions that come to mind. Remind them to write down everything and not judge themselves. 5. Once they have at least eight (try and fill the page,) ask them to mark an “O” next to open questions and a “C” next to closed. 6. Can they expand any of the closed into open questions? 7. Have the students look carefully at their list of questions. Do any questions pop out or are particularly attention grabbing? Are there any patterns that arise? Is there something they keep gravitating back to?

8.

 Have them put a star next to three of their most interesting open questions. Which one do they think will need the most research to answer.
9.

 Using that question fill out the “Research Question” worksheet.

Notes	All digital materials and handouts can be found on the companion google drive.
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WORKSHEET:

RESEARCH QUESTION

Write a question that is simple, specific, researchable, arguable, and relevant to the theme.
Think about using words like compare, impact, change, cause, effect, and influence.

Write out your question: _____

Does your question relate directly to the theme, “Innovation in History: Impact, Influence, Change”?
☐ Yes ☐ No
Explain how: _____

Is your question arguable?
☐ Yes ☐ No
List an alternative perspective: _____

Is your question:
Historical? (Related to something in history.)
☐ Yes ☐ No

Not easily answerable? (You can’t find the answer in one search or on Wikipedia.)
☐ Yes ☐ No

Connected to the History Day theme?
☐ Yes ☐ No

Is a how or why question?
☐ Yes ☐ No

If you answered “No” to any of these questions, go back and edit your research question.

LESSON:

NOTE TAKING

Aim	Students will learn effective note taking to support their research.
Materials	► Sample secondary source “Meet Ruth Goring” (in appendix p. 75) ► Taking Notes worksheet (p. 32)
Procedure	1. Explain to students how being organized and taking notes is important for a successful research project. Students should keep all their notes in one place, such as a single Word document, a notebook, or a notecard box or a folder. Taking notes allows us to have a record of the information we found so we can refer back to it as we craft our projects. When taking notes we want to write down the “noteworthy” details. These can include: people, places, events, dates, and details related to your research topic. We will practice a method based on “Cornell Notes.” 2. Hand out the secondary source article and note taking worksheet. Explain that students should look for the bibliographic information so that it can be properly cited later. Depending on the source, they may need different information. Within the sections of the notes grid, they will be looking for answers to the 5W’s: Who, What, When, Where, Why, and How. 3. When they’ve read the source and taken notes, they should turn and talk to a partner to see if they picked out the same pieces of important information. Where did they differ and why?
Next steps	Have extra "Taking Notes" worksheets (p. 32) ready for students, or have them draw a few in their History Day notebooks. Remind them that every source should have at least one note page dedicated to it to keep their information and citations accessible.
Notes	► To give students a bigger challenge, try having them take notes on a primary source. A primary source article on Ruth Goring is available in the appendix (p.78).

TOPIC & SOURCE

Title: _____

Author: _____ Publisher: _____

Date published: _____ Website accessed: _____

What is this source about? _____

KEY POINTS & THEMES

How does the source tell us the story of the event?

NOTES

Who is this source about? _____

When did this event take place? _____

Where did the event take place? _____

SUMMARY 2-3 sentences that summarize the key points and themes

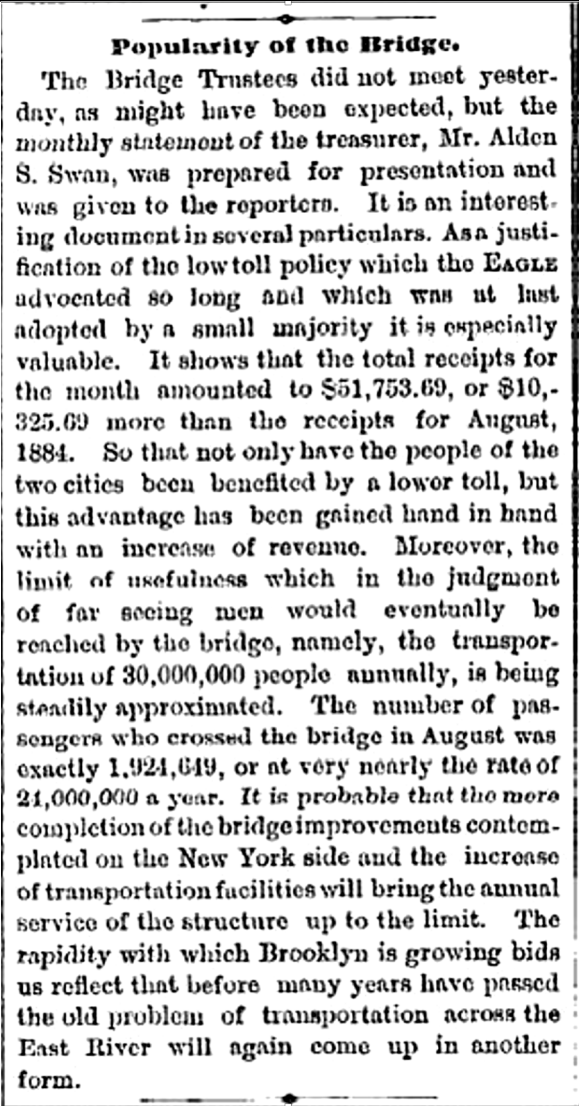
Why is the source important?

Aim	Students will learn how to summarize and paraphrase sources.
Materials	► “Queens Civics Hail High-Speed Aluminum Train as Innovation” (appendix page 79) or a short picture book or a short essay to understand written source—excerpts work fine. ► Paper and pen/pencil
Procedure	1. Divide class into groups of three students. Each student gets a number 1, 2, or 3. Student 1 reads the source to themselves. 2. Student 1 verbally describes the source to student 2. In their own words, Student 2 writes a one paragraph summary of student 1’s description. Student 1 writes a one sentence summary of what they read. 3. Student 3 reads the summary from student 2 and writes a 1 sentence summary. 4. Have all three students read the original source before comparing the one sentence summaries. Did the most important information from the original writing come through?

LESSON:
CLAIMS & EVIDENCE

Aim	Students learn how to make arguments backed up with evidence.
Materials	► Claims and Evidence worksheet
Procedure	- Have the class divide themselves into their favorite breakfast foods. Suggested groups as follows: 1. Pancake, 2. Cereal, 3. Eggs, 4. Bagel - Have each group come up with three reasons why their breakfast is the best. - Bring the class back together and have each group present their argument. - After initial arguments have been made, the groups can discuss counterpoints to any of the other breakfasts. - Have the class present their argument again. - As a class discuss what made for better arguments. Which pieces of evidence were most effective. - Have students fill out the Claims and Evidence worksheet (p. 35).
Next steps	Have students begin to reflect on their research notes. Encourage them to begin coming up with claims based on evidence they have that will support the claim. Remind them to look back to their research question. What pieces of evidence help to answer the question.
Notes	To add an extra level of complexity to the initial debate, you can pre-print information on each of the food categories (articles, recipes, nutrition information, even just a Wikipedia article).

WORKSHEET:
CLAIMS & EVIDENCE



"Popularity of the Bridge." *Brooklyn Daily Eagle* [Brooklyn, NY], 15 September 1885. Page 2.

Write a two-sentence summary of the article:

Claim: The Brooklyn Bridge was integral to the growth of Brooklyn.

Evidence 1: “The number of passengers who crossed the bridge in August was exactly 1,924,649, or at very nearly the rate of 21,000,000 a year.”

Evidence 2: _____

Write your own claim based on the information provided in this article. Make sure to back it up with two pieces of evidence.

Claim: _____

Evidence 1: _____

Evidence 2: _____

LESSON:
THESIS STATEMENTS

Aim	Students will come away with an understanding of historical argumentation and be able to write a strong thesis statement for their History Day Project.
Materials	► PowerPoint (optional) ► Paper and Pencil ► "Thesis Statement Practice" Worksheet (p. 38)
Procedure	1. Explain to students that once they have done enough research to begin formulating answers to their research question, they should be able to put together an argument. 2. A historical research project must have a few different arguments, or claims (sometimes referred to as assertions), that are each backed up by evidence. These claims combined defend the thesis. While the claims need to be backed by evidence, they are also arguable. Someone might have done the same research and come to different conclusions. This can be known as a counterclaim. The student's job in creating a History Day project is to use evidence to prove their claims are the strongest, most impactful, and minimize the impact of the counterclaims. 3. The thesis statement explains to the audience what the project seeks to prove, a summary of the student's position. A thesis statement must be arguable—someone can make a reasonable counterclaim—and it must be historically accurate. It should also be concise, usually one or two sentences. While it is an arguable perspective, it should not be formatted as an I statement, nor should it be too vague or too obvious. A middle ground containing depth and a unique position. 4. Give the example: “As the first Black player in Major League Baseball, Jackie Robinson's impact in reforming the league to be more inclusive is unequivocal, but his real innovation was using baseball as a launchpad for business ventures leading the way for People of Color in commerce; thus, Robinson changed how celebrities used their influence to create social change.” Ask students to highlight the topic (Jackie Robinson), underline the connection to the theme (innovation of using baseball as a launchpad for business ventures), circle the argument (changed how celerities used their influence to create social change), and star the significance in history (People of Color in commerce).

5.

Ask students to check that the Jackie Robinson thesis statement has all the other parts of a thesis statement discussed earlier. Clear topic, specific argument, concise, supported by evidence, is a statement not a question, but is not an “I” statement. This statement is arguable. A different historian could argue that someone else was more influential than Robinson. However: it is still based in evidence because while his importance can be argued, Robinson breaking the “color barrier” for Major League Baseball in 1947 is fact, and statistics showing how he led the league during his years of playing can only be argued in their importance, not their existence. Additionally, quotes from future Players of Color, Black business leaders, and representatives of the NAACP can further strengthen the argument for how he was a positive force for change.
6.

In groups have students work on the rest of the Thesis Statement Practice worksheet.
7.

Explain: For many, defining the thesis statement is the most difficult part of the research process. However, once you have a strong, specific, and defined argument, the rest will come much more easily. The thesis will be the guide to finish your research and craft your History Day project. Everyone finds their thesis statement in different ways. It will take revisions, but let the research question and preliminary research guide the way. Thesis statements may change as students do more research.

Next steps	Have students fill out the "Writing Your Thesis Statement" Worksheet (p. 39) asking them to try both method one and two. Work with students to get to a first draft thesis statement.
Notes	► All digital materials and handouts can be found on the companion google drive. ► To give students more practice with thesis statements, have them try this activity again by first identifying the thesis within a larger article or paragraph and then pinpoint the various defining aspects of a thesis statement.

WORKSHEET:

THESIS STATEMENT PRACTICE

For each statement below: Highlight the topic. Underline the connection to the theme. Circle the argument.

☆ Star the significance in history.

Thesis 1:

As the first Black player in Major League Baseball, Jackie Robinson's impact in reforming the league to be more inclusive is unequivocal, but his real innovation was using baseball as a launchpad for business ventures leading the way for People of Color in commerce; thus, Robinson changed how celebrities used their influence to create social change.

Thesis 2:

Jacob Riis’s *How the Other Half Lives*, published in 1890 as reaction to the harsh living conditions of immigrants in New York City’s Lower East Side, directly caused housing reform by City government to protect working-class New Yorkers including the creation of the Tenement House Act of 1895.

What is missing from Thesis 2?

Thesis 3:

By creating a more accessible path between the cities of New York and Brooklyn, the Brooklyn Bridge, opened in May 1883, reformed New York and led the way to cement New York City as the economic and social capital of the United State, thus making the Brooklyn Bridge a revolutionary piece of engineering in American History.

How would you change Thesis 3?

WORKSHEET:

WRITING YOUR THESIS STATEMENT

Method One: Filter down your arguments

Start with **three** strong pieces of evidence. What is your analysis of the evidence? What claims are you making based on your analysis? Pull the claims together and write out your main argument.

Evidence			
What happened?			

Analysis			
How and why?			

Claim			
What does it mean?			

Argument/thesis: Summary of claims—the “so what?”

Read through your thesis statement, can you identify the following: Highlight the topic. Underline the connection to the theme. Circle the argument. ☆ Star the significance in history. ☆

Method Two: Research question → Thesis Statement

To craft your thesis statement, start with your research question. Turn your question into a statement. Make sure you address the topic, relationship to the theme, an argument, and the significance. Add any missing information. Are you left with a thesis statement?

Write out your research question: _____

Turn the question into a statement: _____

Read through your thesis statement, can you identify the following: Highlight the topic. Underline the connection to the theme. Circle the argument. ☆ Star the significance in history. ☆

Review your two thesis statements. Do you prefer one over the other? Should they be combined? Select your draft thesis statement. Review again, what is being left out? Your thesis statement should touch on the who, what, when, and where of your topic while defining your perspective on the importance and impact. If you’re missing any pieces, think about how to add them in.

Layout your context:

- ▶ Who is involved? Individuals? Groups?
- ▶ When did it happen?
- ▶ Where did it happen?
- ▶ What social, cultural, political, or economic belief effected your topic?

Write out your new thesis statement: _____

PROJECT FORMATS

National History Day allows an individual or group (up to five people) to create a project in one of five categories:

- ▶ Documentary
- ▶ Exhibit
- ▶ Performance
- ▶ Website
- ▶ Paper (individual projects only)

When choosing a category, students should reflect on the following:

- ▶ Do you have a lot of visual sources that you would like to include in your project? The Documentary, Exhibit, and Website categories should have a big emphasis on the inclusion of visuals.
- ▶ What are your personal skills and abilities? Do you love working with technology and building websites or videos? Do you love writing, acting, or designing things? How could one of the project categories build off the skills you have?
- ▶ Is there a category that you are really interested in but not sure about making a project for? What skills would you need to learn in order to feel confident about making a project?
- ▶ Talk with a friend or adult you trust and share your reflections with them: what kind of project will play to your strengths and the strengths of your research topic? What kind of project will you really enjoy working on? What kind of project do you have time and resources for?
- ▶ Consider reviewing the NHD Contest Rules and Evaluation before choosing your project category so you know what to expect. Each category has specific guidelines including word limits. Go to nhd.org/en/contest/contest-rules. The student page of the NYCHD website also has guides to understanding and submitting each category.



NYCHD Website



NHD Contest Rules

As stated earlier, teachers should keep in mind that each school is allowed to submit no more than **two (2) projects per category**. This means, for example, each school can have up to two (2) individual documentaries and two (2) group documentaries, but NOT three (3) individual documentaries. If you think you will have more than the limit for submission to the city contest, you can consider doing a school contest first. See page 64 for details on holding a school contest.

WHAT TO INCLUDE:
DOCUMENTARY

NHD Documentaries are 10-minute original productions based on student research. When creating a documentary make sure that:

- ▶ the audio is appropriate to the topic and easy to understand.
- ▶ the visuals are appropriate to the topic and support the narrative you’re telling.
- ▶ the volume of the audio is even; you don't want the video to suddenly get too loud or too quiet.
- ▶ your analysis is clear and balanced between your own words and evidence you introduce. Make sure your argument comes across, not just the words of others.
- ▶ sources used in the documentary are credited at the end and in the annotated bibliography.

Things to consider when creating your documentary:

- ▶ you’re telling a story, include a beginning, middle, and end.
- ▶ make direct connections to the theme. Don’t make the audience guess.
- ▶ include video and images to help tell your narrative and make the movie more dynamic.
- ▶ look for recorded speeches or oral histories to add a new voice. You can even try to conduct your own interviews.
- ▶ the tone of the documentary should match the tone of the topic.

Notes:

New York City History Day regional contest will be hybrid in 2027. The Documentary category will be judged in person on Sunday, February 28, 2027 at Brooklyn Public Library’s Central Library at Grand Army Plaza. However, students must still register and submit written materials and a draft of their documentary online by 9 pm on Wednesday, February 3.

Further History Day rules and guidelines can be found online at nhd.org/en/contest/contest-rules

PROJECT CHECKLIST: DOCUMENTARY
General Rules

- ☐ Topic clearly relates to annual theme.
- ☐ I/we independently researched and created this documentary.
- ☐ This is an original entry made for this year’s contest.
- ☐ I/we have not used any improper assistance.
- ☐ I/we understand using someone else’s work without proper credit is plagiarism and will result in disqualification.
- ☐ I/we did not use AI to help us create our project.
- ☐ Project includes a properly formatted title page.
- ☐ Process paper is no more than 500 words.
- ☐ Project includes a properly formatted annotated bibliography.

Documentary Rules

- ☐ My/our documentary is an original production with a script based on my/our research.
- ☐ Documentary is no more than 10 minutes.
- ☐ I/we created and produced the documentary project. I/we operated all equipment, including recording and editing software.
- ☐ I/we wrote and narrated this documentary. I/we have provided any narration, voice-overs, or dramatizations. The only voices or images on the documentary belonging to members of the group, the people we interviewed, or primary source audio/visual clips.
- ☐ This project contains no material created by nonparticipants specifically for this project.
- ☐ The documentary includes brief, readable, source credits for photographs, moving footage, interviews, music, and images used in the project. Sources credits are included within the 10-minute time limit. All sources used in the project are cited in the annotated bibliography.

WHAT TO INCLUDE:
EXHIBIT

- NHD Exhibits are three-dimensional freestanding displays of student research and analysis. When creating an exhibit make sure that:
- ▶ there are no more than 500 student-composed words.
 - ▶ the display is no larger than 40 inches wide, 30 inches deep, and six feet high—or—if the exhibit is circular or rotating, it is no more than 30 inches in diameter.
 - ▶ your text is free of grammatical errors and appropriate to the topic.
 - ▶ any visuals and media are connected to the topic and enhance the argument.
 - ▶ visuals and quotes are credited on the exhibit and in the annotated bibliography.
 - ▶ the structure and organization are clear and help guide the viewer through your argument.
 - ▶ all colors and fonts are legible and match the tone of your topic.
 - ▶ your analysis is clear and balanced between your own words and evidence you introduce. Make sure your point and your argument come across, not just the words of others.

Things to consider when creating your exhibit:

- ▶ you’re telling a story, include a beginning, middle, and end.
- ▶ state your perspective in your introduction; this is your thesis. Use your conclusion to show lasting impact.
- ▶ be creative in your layout and presentation. Think outside the box, but don’t let the display interfere with legibility.
- ▶ the most important information should be in big clear font and centered.
- ▶ be succinct in your writing and use quotes sparingly to support your argument. The quotes should not be making the argument for you.

Notes:

New York City History Day regional contest will be hybrid in 2027. The Exhibit category will be judged in person on Sunday, February 28, 2027 at Brooklyn Public Library’s Central Library at Grand Army Plaza. However, students must still register and submit written materials and a process photo of their exhibit online by 9 pm on Wednesday, February 3.

Further History Day rules and guidelines can be found online at nhd.org/en/contest/contest-rules

PROJECT CHECKLIST: EXHIBIT

General Rules

- ☐ Topic clearly relates to annual theme.
- ☐ I/we independently researched and created this exhibit.
- ☐ This is an original entry made for this year’s contest.
- ☐ I/we have not used any improper assistance.
- ☐ I/we understand using someone else’s work without proper credit is plagiarism and will result in disqualification.
- ☐ I/we did not use AI to help us create our project.
- ☐ Project includes a properly formatted title page.
- ☐ Process paper is no more than 500 words.
- ☐ Project includes a properly formatted annotated bibliography.

Exhibit Rules

- ☐ My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
- ☐ My/our exhibit meets the size requirements: no more than 40 inches wide, 30 inches deep, and six feet high—or—if the exhibit is circular or rotating, it is no more than 30 inches in diameter.
- ☐ My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
- ☐ My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project’s message.
- ☐ I/we understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
- ☐ My/our exhibit does not include take away items for judges or others.
- ☐ Media devices or electronics (if used in the exhibit) meet the following requirements:
 - ▶ The media runs for no more than a total of two minutes and does not loop continuously.
 - ▶ The media does not include dramatic or narrative student involvement.
 - ▶ Judges are able to control the media device with clearly visible and accessible on/off and volume controls
 - ▶ The media device fits within the size and word limits of the exhibit.
 - ▶ The media does not link externally.
- ☐ I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

WHAT TO INCLUDE:
PAPER

NHD papers are original pieces of writing showing historical research, analysis, and argument. When creating a paper make sure that:

- ▶ there are between 1,500 and 2,500 words.
- ▶ your text is free of grammatical errors and appropriate to the topic.
- ▶ all quotes and paraphrased information are correctly cited in MLA or Chicago style format (be consistent).
- ▶ your analysis is clear and balanced between your own words and evidence you introduce. Make sure your argument comes across, not just the words of others.

Things to consider when writing your paper:

- ▶ state your perspective in your introduction; this is your thesis. Use your conclusion to show lasting impact.
- ▶ have a clear argument.
- ▶ be succinct in your writing and use quotes sparingly to support your argument. The quotes should not be making the argument for you.
- ▶ everything you state as fact should be backed up with evidence.
- ▶ connect each piece of evidence to your original point. You’re “building an argument,” so refer to points you’ve already made to highlight their importance.

Notes:

New York City History Day regional contest will be hybrid in 2027. The paper category will be submitted and judged virtually. Projects must be submitted in full by 9 pm on Wednesday, February 3. The State and National contest will be held fully in person.

Further History Day rules and guidelines can be found online at nhd.org/en/contest/contest-rules

PROJECT CHECKLIST: PAPER

General Rules

- ☐ Topic clearly relates to annual theme.
- ☐ I independently researched and created this paper.
- ☐ This is an original entry made for this year’s contest.
- ☐ I have not used any improper assistance.
- ☐ I understand using someone else’s work without proper credit is plagiarism and will result in disqualification.
- ☐ I did not use AI to help us create our project.
- ☐ Project includes a properly formatted title page.
- ☐ Process paper is no more than 500 words.
- ☐ Project includes a properly formatted annotated bibliography.

Paper Rules

- ☐ I did not work with a group to write or research my paper.
- ☐ My paper is an original creation, showing my historical analysis, and argument in a written format.
- ☐ My paper is grammatically correct.
- ☐ The paper is between 1,500 and 2,500 words and includes:
 - ▶ Text that I have writing within the paper itself (not including the bibliography, process paper and title page).
 - ▶ Captions or words in footnotes/endnotes other than the citation.
 - ▶ Quotations from primary and secondary sources.
- ☐ The word count for my historical paper appears on my title page.
- ☐ If I have included any images, maps, graphs, or primary source materials in an appendix (this is not required), they are directly referenced in the text of the paper and cited in the annotated bibliography. Appendices are limited.
- ☐ I have chosen a method of citation (footnotes, endnotes, or internal citations) and I have credited quotes and the sources of idea or information throughout my paper consistently in either Chicago or MLA style.
- ☐ My paper is formatted to fit 8.5 x 11-inch paper with 1-inch margins on all sides.
- ☐ My paper is doubled-spaced and uses a 12-point classic serified font (such as Times New Roman, Georgia, or Garamond).
- ☐ Pages are numbered.
- ☐ Submitted online as a PDF.

WHAT TO INCLUDE:

PERFORMANCE

NHD performances are original 10-minute scripted dramatic productions, presented live based on historical research and analysis. When creating a performance make sure that:

- ▶ the plot, script, characters and action of your performance advance your historical argument.
- ▶ your speech is clear, expressive, and paced so the audience can understand you.
- ▶ the performance is no more than 10 minutes.
- ▶ all props and media devices are student operated.

Things to consider when creating your performance:

- ▶ create clear, vibrant characters whom the audience will easily recognize.
- ▶ your point of view doesn’t need to be that of your character, but it should be clear to the audience.
- ▶ make direct connections to the theme. Don’t make the audience guess.
- ▶ you’re telling a story, include a beginning, middle, and end.
- ▶ find ways to include primary source research into your script.
- ▶ move around the stage and use your space.
- ▶ all sets and props must be set-up, and taken down, only by the performer(s). Outside help is not allowed.

Notes:

New York City History Day regional contest will be hybrid in 2027. The Performance category will be judged in person on Sunday, February 28, 2027 at Brooklyn Public Library’s Central Library at Grand Army Plaza. However, students must still register and submit written materials and a process video of their performance online by 9 pm on Wednesday, February 3.

Further History Day rules and guidelines can be found online at nhd.org/en/contest/contest-rules

PROJECT CHECKLIST: PERFORMANCE

General Rules

- ☐ Topic clearly relates to annual theme.
- ☐ I/we independently researched and created this performance.
- ☐ This is an original entry made for this year’s contest.
- ☐ I/we have not used any improper assistance.
- ☐ I/we understand using someone else’s work without proper credit is plagiarism and will result in disqualification.
- ☐ I/we did not use AI to help us create our project.
- ☐ Project includes a properly formatted title page.
- ☐ Process paper is no more than 500 words.
- ☐ Project includes a properly formatted annotated bibliography.

Performance Rules

- ☐ My/our performance is an original, dramatic production presented live, scripted based on my/our research and analysis.
- ☐ My/our performance is less than ten minutes from start to finish.
- ☐ I/we can set up the performance in five minutes or less.
- ☐ I/we will be able to remove our props and participate in an interview with judges within five minutes following the performance.
- ☐ I/we understand that projectors, mp3 players, or media devices are allowed in a performance, but I/we have to operate these devices during the performance. Only participants in the performance may be involved in the production of any media.
- ☐ I/we understand that we do not submit a copy of the script to the contest.
- ☐ I/we understand that interaction with judges and audience members during the performance is prohibited.
- ☐ I/we are responsible for gathering costumes and props for the performance.

WHAT TO INCLUDE:
WEBSITE

NHD websites communicate a historical argument and research using NHD WebCentral design software to create a multi-page layout. When creating a website make sure that:

- ▶ there are no more than 1,200 student-composed words.
- ▶ your text is free of grammatical errors and appropriate to the topic.
- ▶ any visuals and media are connected to the topic and enhance the argument.
- ▶ visuals and quotes are credited on the website.
- ▶ the organization is clear and help guide the viewer through your argument.
- ▶ all colors and fonts are legible and match the tone of your topic.
- ▶ your analysis is clear and balanced between your own words and evidence you introduce. Make sure your point and your argument come across, not just the words of others.
- ▶ any included media is under three minutes total.
- ▶ There are no links to external content.

Things to consider when creating your website:

- ▶ state your perspective in your introduction; this is your thesis. Use your conclusion to show lasting impact.
- ▶ make connections between pages and always connect back to your argument.
- ▶ be succinct in your writing and use quotes sparingly to support your argument. The quotes should not be making the argument for you.
- ▶ everything you state as fact should be backed up with evidence.
- ▶ embed video and images to help tell your narrative.
- ▶ use colors to set the tone.

Notes:

New York City History Day regional contest will be hybrid in 2027. The website category will be submitted and judged virtually. Projects must be submitted in full by 9 pm on Wednesday, February 3. The State and National contest will be held fully in person.

Further History Day rules and guidelines can be found online at nhd.org/en/contest/contest-rules

PROJECT CHECKLIST: WEBSITE

General Rules

- ☐ Topic clearly relates to annual theme.
- ☐ I/we independently researched and created this website.
- ☐ This is an original entry made for this year’s contest.
- ☐ I/we have not used any improper assistance.
- ☐ I/we understand using someone else’s work without proper credit is plagiarism and will result in disqualification.
- ☐ I/we did not use AI to help us create our project.
- ☐ Process paper is no more than 500 words and is integrated into the website in a PDF format.
- ☐ Project includes a properly formatted annotated bibliography integrated into the website in a PDF format.

Website Rules

- ☐ My/our website is an original production, reflecting my/our ability to use website design software and technology to communicate a historical argument.
- ☐ This project contains no more than 1,200 visible words. The word count includes all text that I/we have written for the website (not the bibliography or process paper). The word count appears on the home page.
- ☐ I/we have access to the internet, as well as the equipment needed to create a NHD website.
- ☐ My/our website is constructed using the NHD WebCentral editor.
- ☐ I/we have provided brief source credits for all materials (pictures, primary sources, multimedia) where they are placed throughout the website and provided full citations for all sources in the annotated bibliography.
- ☐ I/we operated all software and equipment used in the development of the website.
- ☐ All pages connect by clicking links. I/we have checked all of the links to make sure that they work.
- ☐ My/our website contains no materials created by non-participants specifically for this project.
- ☐ I/we have no more than three minutes of multimedia (music, audio, video) in the entire website, including any music that plays when a page loads.
- ☐ The website contains no spoken narration or explanatory materials by participants. It may contain recorded quotes or primary materials.
- ☐ If the website includes multimedia that requires software to view (e.g., Flash, QuickTime, RealPlayer), I/we provide a link on the same page to an internet site where the software is available as a free, secure, and legal download.
- ☐ All images, primary sources, multimedia, etc. are integrated into the website. There are no external links, except to the software plug-ins described above.
- ☐ I/we understand that extensive supplementary materials are inappropriate.

- ☐ The content and appearance of my/our webpages do not change. I/we have not used random text or image generators.
- ☐ I/we know the website can be viewed on multiple browsers (Firefox, Google Chrome, etc.)
- ☐ My/our website contains a home page with all the following elements listed:
 - ▶ Title of website
 - ▶ My/our name(s)
 - ▶ Junior or Senior division
 - ▶ Individual or Group website
 - ▶ Number of visible, student-composed words throughout the website
 - ▶ Total length of any multimedia
 - ▶ Number of words in the process paper
 - ▶ A navigational menu to access the other parts of the website
 - ▶ **do not** include the name of your teacher or school.

WORKSHEET:
ORGANIZE YOUR RESEARCH

Regardless of the category you enter for History Day—documentary, exhibit, paper, performance, or website—you need to pause and organize all of your research. This research organizer will help you strategize the most important information to include in your project. The basic structure of any project will be: 1. an introduction that sets the scene, states the importance of the topic, lays out the thesis, and explains important background information; 2. claims that are supported with evidence, each supporting the thesis; and 3. the conclusion which re-states the thesis and explains the aftermath of the topic and why it is still important today. Do this step with your notes close at hand. You’ll want to refer to them to include important evidence to support your thesis.

Research Topic: _____

Research Question: _____

Thesis Statement: _____

Define the connection to the theme: _____

What background is needed to understand your topic: _____

You can have as many claims as you need to support your thesis. Due to word limits set by History Day, three to five is recommended. Each claim can have more than one piece of evidence so long as they are all connected.

Claim to support your thesis: _____

Evidence to support the claim (use bullet points for now): _____

How the evidence supports the claim and thesis: _____

Are there any counterclaims that can be made against your argument? If so, it’s important to explain how you plan to acknowledge and refute them: _____

Your conclusion pulls all the pieces of the project together. While you want to restate the importance of the topic and summarize your evidence you also want to leave the reader with a strong last impression. The conclusion is where you explain the aftermath of the topic and why it is still important today. You should go over new perspectives, changes and transformations, and any other effects or impact your topic may have had.

Restate your thesis statement in different words: _____

Summarize your main evidence: _____

Explain the Aftermath...

New Perspectives: _____

Change and transformation: _____

Effects and Impact: _____

CITATION

Be sure students understand the purpose of a citation. A citation is a note to let the viewer know where you got your information from. Citing is important for many reasons. Plagiarism is when you do not cite your sources and are stealing someone else’s work and ideas. To avoid plagiarizing you need to give credit to the source of the information. You must cite direct quotes, but also ideas and information. Citations also allow other researchers to look at the same sources you did and check to see if they agree with your analysis and interpretation, or maybe find out more information that is interesting to them.

NHD allows MLA or Chicago style citation. This guide will mainly focus on MLA. Teachers and students can choose either one, but be consistent!

Students must cite the sources quoted or directly referenced or paraphrased in their project. Images and videos need to be cited next to their use. The NHD Bibliography guide will help understand how to cite sources depending on the category of project. bklynlib.org/annotated-bibliography

Note: MLA uses in-text or parenthetical citations, and Chicago uses footnotes. The NHD guide describes footnotes for use in a paper. If you choose to use MLA and want to use in text citation the standard is (Author Last Name – if it was not used in the paragraph, page number). Easy Bib has a helpful page describing different options for in-text citations: bklynlib.org/in-text-citations



ANNOTATED BIBLIOGRAPHY

Every project will need to have an annotated bibliography as part of their required written materials. This will list every source you quoted, referenced, or used to guide your project.

ALL sources must be cited in the Annotated Bibliography. Each source should be accompanied by a two or three-sentence annotation explaining how the student used the source and how the source helped them to understand the topic. Annotations should not include a description or any quotes.

For either style, the section will start with “Annotated Bibliography” centered at the top of the first page. DO NOT label this section as Bibliography, Works Cited, etc.

For NHD, the citations must be divided into TWO sections: primary sources and secondary sources. Within those two sections sources should be organized alphabetically. DO NOT sort sources any other way (for example, do not create sections for newspapers, photos, and interviews. All these sources should be included together likely under the “primary source” section.)

Words like “a,” “an,” or “the” (these are called *articles*) are not included when considering how to alphabetize a source. However, in MLA and Chicago, they are still included in the text.

Citations are formatted with a “Hanging indent.” This is the inverse of a usual paragraph with the first line of the paragraph lining up with the margin and all additional lines indented.

For MLA, the citation should begin all the way to the left margin. Any additional lines of the citation should be indented 0.5 inches from the left margin. The annotation should start on a new line and the whole annotation should be indented 1 inch from the left margin.

To create a hanging indent in Microsoft word, highlight the text of the citation. Click the arrow in the bottom right of the *Paragraph* tab of the *Home* section to get to *Paragraph Settings*. Under the *Special* dropdown menu in the *Indentation* section select “Hanging” and set it to 0.5 inches (0.5”). You can also use the keyboard shortcut **Ctrl + T**. The annotation can be formatted by highlighting the text and going to *Paragraph Settings* and keeping *Special* as “none” and selection 1 inch (1.0”) for the left indentation.

Chicago will be cited similarly with the citation beginning all the way to the left of the page. Any additional lines of the citation should be indented 0.5 inches (0.5”) from the left margin. The annotation should be on a new line and also indented 0.5 inches (0.5”) from the left. When formatting the annotation, be sure to keep left indent at 0.5 inches (0.5”) and *Special* at “none.”

To create a Hanging Indent in Google Docs, you will want to make sure the ruler is visible (Click *View* and check *Show Ruler*). Select the citation or annotation. On the ruler drag the light blue triangle (left indent marker) to the right until it is half an inch from the margin. Move ONLY the light blue rectangle back to the left margin. You can also change the margins with the ruler in Microsoft Word.

Depending on the kind of source, the citation will look slightly different. However, a general rule of thumb you will want to have the following elements:

- ▶ Author
- ▶ Title of source
- ▶ Title of container (the website, encyclopedia, organization it came from, etc.)
- ▶ Publisher
- ▶ Publication date
- ▶ Publication location

BASIC MLA CITATION FORMATS

BOOKS

Author’s last name, First name. *Book Title*. Publisher, Year published

Book Chapter, Article, Section (incl. anthologies & compilations)

Author last name, First name. “Title of Chapter.” *Book Title*, edited by Editor name, publisher, year, page number(s) OR DOI/permalink/URL when applicable (without http:// or https://)

Chapter or Article in an edited book found online or in database

Author last name, First name. “Title of Chapter.” *Book Title*, edited by Editor name, publisher, publication date, page number(s). Name of database, URL or DOI. Access date (supplemental).

Chapter in an Encyclopedia

Author last name, First name (if available). “Title of Chapter.” *Encyclopedia Name*, publisher, publication date, page number(s) OR DOI/permalink/URL when applicable (without http:// or https://). Access date (supplemental).

Book found on a website or in a database

Author last name, First name. *Book Title*. publisher, year published. Title of website or database, URL.

eBook

Author last name, First name. *Title of the eBook*, E-book ed., Publisher, Year published. Name of e-reader device.

Entry in a Dictionary

“Title of Entry.” *Dictionary Title*, edition (if applicable), Publisher, Date published, page number or URL.

Translated or Edited Book

Author’s Last name, First name. *Title of the Book*. Translated by OR Edited by First name Last name, Publisher, Year published.

WEBSITES

Author’s last name, First name. “Title of Article or Individual Page.” *Title of Website*, Name of publisher, date of publication in day month year format, URL.

Website with no author

“Title of Web page.” *Website Title*, Publisher, date published in day month year format, URL.

Website without a formal title

Description of web page. *Website Title*, Publisher, day published in day month year format, URL.

ART & IMAGES

Digital image on a web page or online article

Image creator’s last name, First name. “Image Title.” *Website Name*, day month year published, URL.

Photograph/image from a book

Image creator’s last name, First name. *Image Title*. Year created. *Book Title*, by Book Author’s first last name, Publisher, year published, p. page(s).

Photograph/image from a database

Image creator’s last name, First name. *Image Title*. Year created. *Database Name*, Numbers (if applicable), URL.

Photograph/image from a museum or institution, viewed online

Image creator’s last name, First name. *Image Title*. Year created. Website Name, Numbers (if applicable), URL.

Photograph/image from a museum or institution, viewed in-person

Image creator’s last name, First name. *Image Title*. Year created. Museum or institution name, Location.

Photograph you took (“Personal Collection”)

Your last name, First name. *Image Description or image title*. Day Month Year taken. Author’s personal collection.

JOURNALS, MAGAZINES AND NEWSPAPERS

Journal article form database

Author last name, First name. “Article Title.” *Journal Name*, vol. #, issue #, publication date, page number(s). *Database Title*, DOI (if available) or URL (without http:// or https://) or Permalink. Access Date (supplemental).

Journal article with no known author

“Article Title.” *Journal Name*, vol. #, issue #, publication date, page number(s). *Database Title*, DOI (if available) or URL (without http:// or https://) or Permalink. Access Date (supplemental).

Magazine article online

Author last name, First name. “Article Title.” *Magazine Title*, day month year published, URL.

Magazine article in print

Author last name, First name. “Article Title.” *Magazine Title*, vol #, No. (issue number), date published, page number(s).

Newspaper article found in a database

Author last name, First name. “Article Title.” *Newspaper Title* [City], Day month year published, section name (if applicable), p. page number. Database name, URL. Accessed day month year.

Newspaper article online

Author last name, First name. “Article Title.” *Newspaper Title* [City], Day month year published, URL. Accessed day month year.

Newspaper article in print

Author last name, First name. “Article Title.” *Newspaper Title* [City], section name (if applicable), p. page number.

Journal article, online (not from a database)

Author last name, First name. “Article Title.” *Journal Title*, vol #, issue #, publication date, page number(s). Website Name, URL. Accessed day month year (supplemental).

Journal article, in-print

Author last name, First name. “Article Title.” *Journal Title*, vol #, issue #, publication date, page number(s).

INTERVIEWS

Interview in Print

Interviewee Last name, First name. “Interview Title.” Interview by First name Last name. *Magazine Name*, Date Month Year, pp. page number(s). (or website if applicable)

Personal Interview (An Interview You Conducted)

Interviewee Last name, First name. Type of Interview (Personal Interview, Phone Interview, Skype Interview, etc.). Date.

AUDIO RECORDINGS

Musical Recording (album)

Group name or Performer’s Last name, First name. *Album Title*. Edition (if applicable), Publisher, Year of publication.

Musical Recording (online song)

Group name or Performer’s Last name, First name. “Song Title.” *Album Title*. Edition (if applicable), Publisher, Year of publication. URL or App Name.

Musical Recording (song accessed on physical media)

“Song Title.” *Album Title*, written/performed/conducted by First Last name, Edition (if applicable), Publisher, Year of publication. CD/MP3/MIDI/Cassette/Vinyl.

Podcast

Host’s Last name, First name. “Episode Title.” *Program Title*, Additional contributors (if applicable), Publisher, Date. Website where podcast was streamed, url (if applicable).

SOCIAL MEDIA

X (Twitter)

Account holder’s last name, First name [username]. “Tweet message.” X, date posted, URL.

Instagram

Account holder’s last name, First name [username]. “Photo title” or description. *Instagram*, other contributors, date posted, URL.

Facebook

Account holder’s last name, First name [username]. “Title or caption of post” or description. *Facebook*, date posted, URL.

YouTube

“Title of Video.” YouTube, uploaded by Username, date posted, URL.

OTHER

Monument or memorial

Author’s last name, First name. “Inscription Title” or description of inscription (if applicable). *Monument Title*, Year unveiled, City/State

Movie

Director’s last name, First name. *Title*. Distributor/Studio, Year.

Television show

“Episode Title.” Series Title. Contributor names (if applicable), Season #, Episode #, Network, date published/aired

OTHER NOTES

Two authors

1st last name, first name, and 2nd first name, last name.

Three or more authors

1st last name, first name, et al.

When to use italics

Titles and Containers should be italicized. A Container is where something is housed or located, ie: a museum would be the container for a painting, a collection would be the container for a poem.

Citation Format

Author’s Last name, First name. “Title of Article or Individual Page.”
Title of Website, Publisher name, Publication date in day month year format, URL.

Your annotation should be no more than three sentences. You should focus on how you used the source and how the source helped you to understand the topic. You do not need to include a description and you should not include any quotes.

WORKSHEET:
ANNOTATED BIBLIOGRAPHY

Source type: ☐ Primary ☐ Secondary

Title: _____

Author: _____

Publisher: _____ Date published: _____

Website: _____

Website accessed: _____

Source category: (this will help determine what additional information you need for the citation)

- ☐ Book
- ☐ Website
- ☐ Image
- ☐ Newspaper
- ☐ Journal
- ☐ Interview
- ☐ Other: _____

Write out your full source citation:

ANNOTATION

How did you use the source in your project? (one sentence) _____

How did the source help you understand you topic? (one sentence) _____

Your History Day annotations should not exceed three sentences.
They should not be used to provide more information on your topic.

PROCESS PAPER

Every NHD project must include a process paper. It can be no more than 500 words. The process paper cannot include quotes, images, or captions.

The process paper should be a description of the research and project development process. Students should touch on how they chose and developed their topic and the steps they took to find sources and create their project. Students should also use the process paper as an opportunity to explain the relationship between the topic and the annual theme, “Innovation in History: Impact, Influence, Change.”

NHD suggests touching on the following questions in your process paper:

1. How did you choose your topic and how does it relate to the annual theme?
2. How did you conduct your research?
3. How did you create your project?
4. What is your historical argument?
5. In what ways is your topic significant in history?

LAST STEPS EDITING AND REVISING

Use the category guidelines and rubrics to help with this step. Students and group can swap projects for peer-editing. What questions arise? Is there anything confusing? Keep an eye out for grammar and spelling mistakes. Encourage students to read their project out loud to help find mistakes in the writing. Encourage students to review their own projects looking for the following:

- Are you saying as much as possible in your own words?
- Where can you cut down on your word count?
- Do your claims and evidence really support your thesis?

Having a school contest is also a way to give students external feedback before they submit their project to the NYC contest.

SCHOOL CONTEST

1. Choose a date for the school contest, based on when projects will need to be submitted to the regional contest. NYC registration closes February 3, 2027, projects must be submitted by this date. We recommend holding the in-school contest no later than Wednesday, January 20, 2027.
2. Start to recruit judges early (parents, teachers, alumni, community members). You will need at least two, ideally three judges per category. If your school has projects from all the categories you will need between 18 and 27 judges.
3. Make sure you have spaces set aside for the contest in your school. A large space with tables to hold the exhibits, a quiet classroom with computers for websites and one for papers, a room with a video screen or projector for documentaries (make sure the sound is working), and a classroom or theater/auditorium for performances. Depending on how many projects you may need more than one room to divide individual and group.
4. It’s a nice touch to provide students with award certificates. If you would like a template, or to arrange for certificates to come from the Center for Brooklyn History, please reach out to nychd@bklynlibrary.org before December 18, 2026.
5. Once you know how many students are presenting and in which categories, create a presentation schedule so students and judges know what to expect.
6. Print NHD judge ranking forms for each category (available in the appendix). These are the same ones used at all levels of the contest.
7. Make any edits or changes to the provided judge training slides (available on the google drive and flash drive).



The Minnesota Historical Society, host of Minnesota History Day Affiliate Contest, has a wonderful page on their website dedicated to helping teachers host school contests. For more resources including template letters for judges, “to do” lists, etc. visit: bklynlib.org/minn-school-contests

REGISTRATION INFORMATION

Who must complete registration?

Competing students, accompanied by their parents or guardians. Students need the permission waivers signed by a parent or guardian to be fully registered. Each student in a group must register and be connected using the group project key for the entry to be evaluated. Parents and Guardians do not register independently.

Teachers of competing students. Teachers must register prior to their students. More than one teacher per school can register, and up to two teachers can be listed as the advisor for each student. Registering will enable teachers to review student evaluations following the contest.

Before you register, have the following information ready:

ALL REGISTRANTS: Phone number, mailing address, email.

STUDENTS ONLY: Parent/guardian name, email, phone number, teacher name and school, entry category, division, title of project (the title can be changed until the registration deadline), description of entry (description can be changed until the registration deadline)

When is registration?

Registration opens on January 6, 2027 for students and judges. Registration closes and all projects must be submitted by February 3, 2027 at 10 pm. We highly recommend submitting by January 29 in case of technical issues.

Do I need to attend NYC History Day?

Students participating in Documentary, Exhibit, or Performance categories need to present their projects in- person on Sunday, February 28, 2027 at Brooklyn Public Library’s Central Library at Grand Army Plaza. Teachers do not need to be present for their students to present. Paper and Website category projects will be judged remotely.

Why do you need parent/guardian information?

Parents/guardians must assist students in completing the account creation and registration process. This includes agreeing to several waivers and authorizations within the system. You must provide contact information for at least one parent/guardian during the registration process. Parents do not need to create their own account.

How do I register group projects?

If you’re working on a group project, choose one person to register first. They’ll create the entry and share the project key with everyone else. The project key will show up on the first student’s registration confirmation screen and in their profile. Other group members use this key when creating their account—it links everyone together under the same project.

What email should I use?

We recommend using a personal email address as many school emails block outside messages. It is necessary for you to be able to receive email from Brooklyn Public Library and the zFairs registration system to compete in History Day. It is also vital that students provide their own email and provide an email for their parent/chaperone.

I can’t log back into my account!

If you have trouble logging in and cannot reset your password, please contact nychd@bklynlibrary.org before creating a new profile.

TEACHER REGISTRATION

Creating a Teacher account:

You must register before your students. Accounts from previous years have been removed, even if you have participated before you will need to create a new account.

1. Go to ny-nycrc.nhd.org
2. Enter your username, name and email; then click “*save and continue.*”
3. Check your email for confirmation link to proceed.
4. You will complete the following pages in registration. Click “*save and continue*” after each section to move forward.
 - ▶ Personal information
 - ▶ Additional questions
 - ▶ Permissions and waivers
 - ▶ You can log back in any time before the deadline to edit any information.

NOTE: if you do not see your school listed, please contact nychd@bklynlibrary.org to have it added. In your email, please include the following information to speed up the process: Your name and position at the school, school’s official name, school address and phone number, name of principal or head of school, what grades does the school include, is the school public, charter, or private/ independent, does the school qualify for title I funding (if known)?

STUDENT REGISTRATION

Creating a Student account:

1. Go to ny-nycrc.nhd.org
2. Select “Create Account” from the navigation menu at the top of the page to open a drop-down menu. Select, “student.” You will be prompted to enter a username, full name, and email.
3. 3. Check your email for confirmation link to proceed.

4. You will continue to fill out your profile information by adding a password, parent/ guardian name and information.
5. You will be prompted to select “Start a new entry” or “link to existing entry.” If you are the first student in a group to register, or you are registering for an individual project you will select, “start a new entry.” See below for more information about registering a group project.
6. Follow the registration steps to the “School” page and enter the information for your school, teacher, and grade. Your teacher must already be registered before you create your account.
7. On the “Entry” page you will enter the title, category, description of your project, and any relevant links. This information can be changed later if needed. You do not need to have your project completed by this step. If your project is a group project you will click “Will this be a Team Project” check box.
8. The final page of questions will be permissions that need to be gone over with your parent/guardian. Once you submit the permissions you will be registered. You can make changes to your project and registration by logging-in any time before the February 4th registration deadline.

GROUP PROJECT REGISTRATION

If you are the first student to register a group project you will be given a project key and a group link. Write these down so that the other members in your group can link their accounts with yours.

If you are registering for a group project that has been started, you will follow the same instructions as above but select, “link to existing entry” at step three. Here you will enter the project key that the first student to register will have received.

Each student in a group project needs to create their own account and have their parent/guardian read over the permissions.

CATEGORY SUBMISSION

Project submission:

1. Go to the contest website and login to your student account. You will need the username and password you created when you registered. If you are participating as a group, only one group member needs to upload the project.
2. Click on your name on the top right—click **my profile**.
3. Upload your project files or your website key.
4. Double check that your file and/or the link show up in the field
5. Click save at the bottom of the profile box.

Documentary & Performance:

1. In your registration profile, upload a single PDF with Written Materials. Your required written materials must be combined into a single PDF file with sections in the following order:
 - ▶ Title page
 - ▶ Process paper
 - ▶ Annotated bibliography
2. Upload an .MP4 video file of your documentary or performance. If you need help sharing your video, email nychd@bklynlibrary.org *BEFORE* the contest deadline so we have enough time to assist you. This does not need to be the final version, just a draft.

Exhibit:

1. In your registration profile, upload a single PDF with Written Materials. Your required written materials must be combined into a single PDF file with sections in the following order:
 - ▶ Title page
 - ▶ Process paper
 - ▶ Annotated bibliography
2. Upload an .JPG, .PNG, or .PDF file with a photograph of your exhibit. If you need help, email nychd@bklynlibrary.org *BEFORE* the contest deadline so we have enough time to assist you. This does not need to be the final version, just a draft.

Paper:

1. In your registration profile, upload a single PDF with Written Materials and paper. Your final version of these materials is due at the registration deadline. Your required written materials must be combined into a single PDF file with sections in the following order:
 - ▶ Title page
 - ▶ Process paper
 - ▶ Historical paper
 - ▶ Annotated bibliography

Website:

1. Insert your 8-digit NHDWebCentral Site Key and URL to the website to your registration profile. You will not be able to make changes to your website after the registration deadline. Your written materials should be included as the last page of your website.

For more category specific information, see the Submission Guidelines on the NYCHD website.

MORE RESOURCES

CONTACT INFORMATION:

Please reach out if you have any questions related to teaching NHD, creating and submitting projects, or field trips to the Center for Brooklyn History to help NHD students understand primary source research. Sonya Ochshorn—New York City History Day Coordinator nychd@bklynlibrary.org

REGISTRATION:

Registration opens for Teachers on Monday, December 7, 2026. General registration for Teachers, Students, and Judges will open Monday, January 7, 2027. Registration closes at 10 pm on Wednesday, February 3, 2027.

WEBSITES:

New York City History Day: Information and guides to entering the NYC Regional History Day Contest bklynlib.org/history-day

New York City History Day Registration: Website to register Teachers, Students, and Judges for the contest. This is also the portal that projects must be submitted. ny-nycrc.nhd.org

National History Day: Information on National History Day and resources for Students and Teachers on creating an NHD project. 1st and 2nd place winners from the NY State affiliate contest move on to the national History Day contest held between June 14—June 18, 2026 at the University of Maryland in College Park, MD. nhd.org

New York State History Day: Information on the New York State History Day contest. 1st and 2nd place winners from the NYC regional contest move on to the NYS affiliate contest held on April 25, 2027 at SUNY Oneonta in Oneonta, NY. nyshistoryday.com

NHD Theme Guide:

Understand the 2027 theme, “Innovation in History: Impact, Influence, Change.” Find a theme overview video, information book, graphic organizer, and topic inspiration. nhd.org/theme

NHD Contest Rules and Evaluation:

Learn about History Day rules and evaluation criteria with the NHD rule book and category evaluation forms. New York City follows the same rules as laid out by the National Contest. nhd.org/contest-rules

NHD WebCentral:

All website submissions must be created in NHDWebCentral. Google, weebly, or other website hosting platforms with not be accepted. website.nhd.org

New York City History Day is generously supported by the Morris and Alma Schapiro Fund.

WASHINGTON’S RETREAT ON LONG ISLAND



CITATION:

Wageman, Michael Angelo and James Charles Armytage. Washington’s retreat at Long Island. 1860?. Lefferts family papers, Brooklyn Public Library, Center for Brooklyn History, bklynlibrary.org/digitalcollections/item/4c8e278c-6068-43e4-9c45-bc62d2771db4

WIKIPEDIA: **RELIABLE SOURCES**

SECTION 1 OVERVIEW

Articles should be based on reliable, independent, published sources with a reputation for fact-checking and accuracy. This means that we publish only the analysis, views, and opinions of reliable authors, and not those of Wikipedians, who have read and interpreted primary source material for themselves. The following examples cover only some of the possible types of reliable sources and source reliability issues, and are not intended to be exhaustive. Proper sourcing always depends on context; common sense and editorial judgment are an indispensable part of the process.

Source reliability falls on a spectrum: No source is 'always reliable' or 'always unreliable' for everything. However, some sources provide stronger or weaker support for a given statement. Editors must use their judgment to draw the line between usable and inappropriate sources for each statement.

SECTION 2 DEFINITION OF A SOURCE

A *source* is where the material comes from. For example, a source could be a book or a webpage. A source can be reliable or unreliable for the material it is meant to support. Some sources, such as unpublished texts and an editor's own personal experience, are prohibited.

When editors talk about sources that are being cited on Wikipedia, they might be referring to any one of these four concepts:

- ▶ The piece of work itself (the article, book)
- ▶ The creator of the work (the writer, journalist)
- ▶ The publication that contains the work (the journal, newspaper)
- ▶ The publisher of the work (for example, Random House or Cambridge University Press)

Any of the four can affect reliability. Reliable sources may be published materials with a reliable publication process, authors who are regarded as authoritative in relation to the subject, or both. These qualifications should be demonstrable to other people.

SECTION 3 CONTEXT MATTERS

The reliability of a source depends on context. Each source must be carefully weighed to judge whether it is reliable for the statement being made in the Wikipedia article and is an appropriate source for that content.

In general, the more people engaged in checking facts, analyzing legal issues, and scrutinizing the writing, the more reliable the publication. Sources should directly support the information as it is presented in the Wikipedia article.

Information provided in passing by an otherwise reliable source or information that is not related to the principal topics of the publication may not be reliable; editors should cite sources focused on the topic at hand where possible. For example, a publisher's web site is likely to be reliable for an author's identity, date of publication, etc., but not necessarily for a critical, artistic, or commercial evaluation of the work.

SECTION 4 QUESTIONABLE SOURCES

Questionable sources are those that have a poor reputation for checking the facts, lack meaningful editorial oversight, or have an apparent conflict of interest. Such sources include content farms, websites and publications expressing views that are widely acknowledged as extremist, that are promotional in nature, or that rely heavily on rumors and personal opinions. Questionable sources are generally unsuitable for citing contentious claims about third parties, which includes claims against institutions, persons living or dead, as well as more ill-defined entities. The proper uses of a questionable source are very limited.

Beware of sources that sound reliable but do not have the reputation for fact-checking and accuracy that this guideline requires. The Journal of 100% Reliable Factual Information might have a reputation for "predatory" behavior, which includes questionable business practices and/or peer-review processes that raise concerns about the reliability of their journal articles.

- ▶ Sponsored Content
- ▶ Self-Published Sources
- ▶ User-Generated Content
- ▶ Sources produced by machine learning (Generative Artificial Intelligence and Large Language Models)

CITATION:
“Wikipedia:Reliable sources.” *Wikipedia*, Wikimedia Foundation, Inc., 28 February 2005, https://en.wikipedia.org/wiki/Wikipedia:Reliable_sources. 16 July 2026.

HOW TO DO IT: PRIMARY SOURCE PHOTO



Geller, Jules. How to do it. 1954. *Brooklyn Daily Eagle* photographs, Brooklyn Public Library, Center for Brooklyn History. bklynlibrary.org/digitalcollections/item/16c3d0db-45d1-48b0-a33b-d796c2f49534

Adapted from “Meet Ruth Goring” By Alice Griffin, Center for Brooklyn History

RUTH GORING

Meet Ruth Goring: Brooklynite, healthcare worker, assembly district leader, and co-founder of the Unity Democratic Club, a progressive, interracial political club based in Crown Heights in the early 1960s.

Ms. Goring was born on July 19, 1919 in in Harlem. Her parents were from Barbados; her father worked as a contractor and her mother was a homemaker. She was their second daughter and had two younger brothers. Goring said her mother was "mother of the block," everyone came to her for advice; and her father knew all the "would-be Black politicians in Harlem." After marrying and having her own children, Goring moved to Crown Heights, Brooklyn in 1947 and worked as a public health nurse for the Visiting Nurse Association and lived on St. Marks Avenue across from the Brooklyn Children's Museum. Goring described her community in Crown Heights as a mixed area of young Black families, many of whom were veterans, and white Jewish middle class people. There were active block and tenants' associations; parents worked together to get school crossing guards and libraries for the community.

In 1958 or 1959, Goring's sister and brother-in-law invited her to a meeting with Thomas Russell Jones, a lawyer and family friend. They were involved in the Bedford-Stuyvesant Political League. Goring balked at the invitation; she worked full-time and was attending school, when would she have the time to be involved in a political club? But she agreed to attend and out of this fateful meeting, the Unity Democratic Club (Unity) was formed. Something must have convinced Goring in these early meetings because not only was she a founding member, but also the first president. What's more, the club immediately went to work on a campaign to elect Goring and Jones to positions in district leadership. They lost in 1960, but beat white politicians Samuel Berman and Carrie Lark in 1962. Another member of the Unity Democratic Club was Shirley Chisholm.

Goring saw Unity as "extending the opportunity of Blacks to get into political office and to fight locally

for the kind of things that you thought needed to be done." Unity held regular meetings, and their office was open for the community to walk in. They published a newspaper and position papers regarding their stance on political issues. Unity led a boycott and protest of Ebinger's Bakery on Kingston Avenue after they refused to hire Black people. The boycott cost the business over \$4,000 and Ebinger's closed instead of conceding to the protesters' demands.

Goring reports that Unity began to fracture in 1964. First, Jones accepted a judgeship instead of running for New York State Assemblymember as the Unity membership wanted. Then, Chisholm's departure from the club added to its growing ineffectiveness. Chisholm backed Anthony Travia for Democratic Party leader of Kings County. On a phone call with Goring, Chisholm explained she was voting her conscience. Goring responded harshly: "You will regret it because even though you gave Travia the vote, he will never respect you." Goring asserts this is why Chisholm was ostracized as a New York State assemblymember: "She was the loneliest person in Albany." Chisholm ran for New York State Assembly seat in 1964 with the Unity Democratic Club's endorsement, but they did not back her in the 1968 Congressional run.

In addition to her work with Unity, Goring volunteered with the Central Brooklyn Coordinating Council and organized parents to buy a former church building to form a new neighborhood school with affordable tuition. Goring raised objections against inequality in her workplace, arguing that New York City public schools were not hiring Black women as school nurses. In retaliation, she was moved to a different supervisor position in the Bushwick office, thus siloing Goring to a position with fewer responsibilities and less influence.

While in the Bushwick office, Goring learned that her Polish co-worker was receiving a scholarship from their employer for school. The Visiting Nurse

Association stonewalled her, claiming Goring was taking too many credits while working full-time. Eventually they paid her to take six credits. In true Ruth Goring fashion, she finished with straight As: “I sent them a copy of my credits and said ‘I know what is best for me and what I can do. But thank you for your six credits anyhow.’ I get rude sometimes.” Shortly thereafter in November 1964, Goring gladly accepted a job as aide to Brooklyn Borough President Abe Stark.

Goring continued to be active in local politics throughout her life. In 1971, she was Community Health Planner for the Borough of Brooklyn, a smart

CITATION

Griffin, Alice. “Meet Ruth Goring.” Brooklynology, Brooklyn Public Library – Center for Brooklyn History, May 1, 2025, bklynlibrary.org/blog/2025/05/01/meet-ruth-goring. Accessed May 28, 2026.

match between her community activism, nursing background, and political acumen. Ruth Goring died in 2006. She may not be as well-known as her distinguished contemporaries, such as Shirley Chisholm, but Goring made her mark on the Crown Heights community. Far from being rude, Goring held strong views about what changes should be made to make her life and the lives of other people in Central Brooklyn better. She was realistic about what could be accomplished while always demanding more. As Goring said: “Power concedes nothing. You have to reach for it and get a grasp on it, even if you don't pull it away, that shows them the time has come.”

A FAIR SHARE OF DEMOCRACY FOR ALL!

Support the Candidates of the Unity Democratic Club



THOMAS R. JONES
Assembly & State Committee
Dir., B'klyn NAACP; Elder, Siloam Presbyterian Church; Counsel, Local 4355, United Steelworkers of America; Dir., B'klyn & L.I. Lawyers Assn.

Endorsed by

MRS. ELEANOR ROOSEVELT
Reform Democratic Movement
REV. GARDNER C. TAYLOR
LOCAL 1199, Hospital Workers
REV. MILTON A. GALAMISON
CLEVELAND ROBINSON
Secretary-Treasurer,
District 65, RWDSU
CARLOS RIOS
District Leader (10th A.D. N.,
Manhattan)

★

**17th Assembly District
DEMOCRATIC PARTY
PRIMARY**
Thurs., Sept. 6, 1962
3 P.M. to 10 P.M.



RUTH G. GORING
State Committee
Registered Nurse; Supervisor, Visiting Nurses Association; Member, St. Marks Episcopal Church; Leader and Officer, Girl Scouts of America.

★

END BOSS-RULED PLANTATION POLITICS!

★

[Jones/Goring campaign mailer], 1962; Box 6, Folder 2, Jeffrey Gerson Brooklyn politics research collection, 2013.021; Brooklyn Public Library, Center for Brooklyn History.

Mrs. R.G. Goring Speaks At Bethany Church

On Sunday, May 19, Mrs. Ruth G. Goring, co-leader of the 17th A.D., Brooklyn, and president of Unity Democratic Club, spoke at the Woman's Day Ceremonies

Group Holds Luncheon

A Mother-Daughter Luncheon to benefit the Brooklyn Association for Mental Health will be held by the Grandmothers' Group of the organization Thursday, May 23, at the Ambassador Restaurant, 644 Flatbush Ave.

Proceeds of the benefit, according to Mrs. Harry L. Moak, president of the Grandmothers' Group, will be used to help support the BAMH's pioneer Grace Bachrach Rehabilitation Program for mental patients who are on the road to recovery.

During the luncheon Mrs. Frank Orlando, one of the first to join the mental health unit when it was founded four years ago, will be honored for outstanding services to the Grandmothers' Group.

Officers of the Group will serve as hostesses at the luncheon, with Mrs. Moak. They are Mrs. Irving Rosenthal, vice-president; Mrs. Beatrice Krum, secretary; Mrs. Joseph Weisglass, treasurer and Mrs. Samuel Simon, assistant treasurer.

In addition to its rehabilitation effort, the Brooklyn Association for Mental Health also sponsors programs of education, research,

at Bethany Baptist Church, 460 Sumner Ave., at 2:00 p.m.

Mrs. Goring was one of a panel who discussed the general topic, "The Christian Woman and the Crisis in the Home." She emphasized the fact that many of the stresses on the family require political action to alleviate them.

"Day Care Centers, for instance, would greatly relieve the pressure on many a home, by allowing a mother who must work to leave her children in a place where she knows they will be well cared for. This would enable her to work with peace of mind and would help her children develop in healthy, constructive fashion," said Mrs. Goring. "This is one of the issues our club has been active in."

CITATION

"Mrs. R.G. Goring Speaks At Bethany Church." *The Brooklyn Daily Eagle* [New York], 20 May 1963, Society News and Fashion, p.4. Brooklyn Newsstand, <https://bklyn.newspapers.com/article/brooklyn-eagle-goring-1/201149142/>. 7 July, 2026.

Queens Civics Hail High-Speed Aluminum Train as Innovation

Queens south side civic leaders hailed as a revolutionary innovation the placing of the new aluminum high-speed, multi-section train on the Fulton St. L which began yesterday. The car is operated during the midday hours as an extra unit of service between Lefferts Ave. terminal in Richmond Hill South and the Park Row terminal in Manhattan. According to the schedule, the car will reduce the running time between the two points by 12 minutes.

Upon leaving each terminal the new train departs just a head of a regular train. Because of its greater acceleration, the multi-section car when it reaches the Atlantic Ave. station catches up with the regular train preceding it. At this station the aluminum car is sent ahead of the regular train.

The new car will be operated for several weeks on the Fulton St. line and then will be transferred to the 14th St.-Canarsie line so that tests of its performance in local service on both L and subway may be made.

CITATION

"Queens Civics Hail High-Speed Aluminum Train as Innovation." *The Brooklyn Daily Eagle* [New York], 24 July 1934, p. 4. Brooklyn Newsstand, bklyn.newspapers.com/image/686021087/?clipping_id=201681393. 15 July, 2026.

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
AUDIO AND VISUALS	☐ Audio is consistently appropriate and easy to understand. ☐ Visuals are consistently appropriate and support the narrative.	☐ Audio is mostly appropriate and easy to understand. ☐ Visuals are mostly appropriate and support the narrative.	☐ Audio is somewhat appropriate and easy to understand. ☐ Visuals are somewhat appropriate and support the narrative.	☐ Audio is appropriate in limited instances or impedes understanding. ☐ Visuals are appropriate in limited instances.	☐ ☐
TECHNICAL	☐ Narration is consistently free of mechanical or grammatical errors. ☐ Volume of audio components is consistently even.	☐ Narration is mostly free of mechanical or grammatical errors. ☐ Volume of audio components is mostly even.	☐ Narration is somewhat free of mechanical or grammatical errors. ☐ Volume of audio components is somewhat even.	☐ Narration contains major grammatical or mechanical errors that impede understanding. ☐ Volume of audio components is mostly uneven.	☐ ☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Time is $\leq$ ten minutes.

☐ Yes ☐ No

Entry is student-produced.

☐ Yes ☐ No

Entry includes source credits at the end.

☐ Yes ☐ No

Process Paper is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources.

☐ Yes ☐ No

Annotations do not exceed two to three sentences.

☐ Yes ☐ No

STRENGTHS & AREAS FOR IMPROVEMENT

[illegible]

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Exhibit is consistently clear in structure and organization.	☐ Exhibit is mostly clear in structure and organization.	☐ Exhibit is somewhat clear in structure and organization.	☐ Exhibit has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.	☐ Yes	☐ No	
Exhibit contains no more than 500 student-composed words.	☐ Yes	☐ No	
Visuals and quotes are credited on the exhibit.	☐ Yes	☐ No	
Media devices (optional) total run time is ≤ two minutes.	☐ Yes	☐ No	☐ Not applicable
Process Paper is submitted.	☐ Yes	☐ No	
Process Paper word count is listed on the Title Page.	☐ Yes	☐ No	
Annotated Bibliography is submitted.	☐ Yes	☐ No	
Annotated Bibliography is separated into primary and secondary sources.	☐ Yes	☐ No	
Annotations do not exceed two to three sentences.	☐ Yes	☐ No	

[illegible]

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
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PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
TECHNICAL	☐ Citations are consistently written in an NHD-approved format. ☐ Citations consistently credit quotations and paraphrased information.	☐ Citations are mostly written in an NHD-approved format. ☐ Citations mostly credit quotations and paraphrased information.	☐ Citations are sometimes written in an NHD-approved format. ☐ Citations sometimes credit quotations and paraphrased information.	☐ Citations are not written in an NHD-approved format. ☐ Citations rarely credit quotations and paraphrased information.	☐ ☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Paper is 1,500 to 2,500 words.

☐ Yes ☐ No

Entry includes citations.

☐ Yes ☐ No

Process Paper is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources.

☐ Yes ☐ No

Annotations do not exceed two to three sentences.

☐ Yes ☐ No

Any included appendices are cited in the body of the paper; appendices are limited.

☐ Yes ☐ No ☐ Not applicable

STRENGTHS & AREAS FOR IMPROVEMENT

[illegible]

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
PERFORMANCE	☐ Dramatic arc consistently advances the historical argument. ☐ Characters and scenes are consistently developed and connected to the historical argument.	☐ Dramatic arc mostly advances the historical argument. ☐ Characters and scenes are mostly developed and connected to the historical argument.	☐ Dramatic arc somewhat advances the historical argument. ☐ Characters and scenes are somewhat developed and connected to the historical argument.	☐ Dramatic arc has limited connection to the historical argument. ☐ Characters and scenes are limited in development and connection to the historical argument.	☐ ☐
TECHNICAL	☐ Speech is consistently clear, effective, expressive, and appropriately paced.	☐ Speech is mostly clear, effective, expressive, and appropriately paced.	☐ Speech is somewhat clear, effective, expressive, and appropriately paced.	☐ Speech is limited in clarity, effectiveness, expressiveness, and pacing.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Time is $\leq$ ten minutes.

☐ Yes ☐ No

Media devices (optional) are student operated.

☐ Yes ☐ No ☐ Not applicable

Process Paper is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources.

☐ Yes ☐ No

Annotations do not exceed two to three sentences.

☐ Yes ☐ No

STRENGTHS & AREAS FOR IMPROVEMENT

[illegible]

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.	☐
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	☐
WIDE RESEARCH	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐
PRIMARY SOURCES	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Relevant connections to the topic's time and place are limited.	☐
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.	☐
HISTORICAL ACCURACY	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	☐
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	☐

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Website is consistently clear in structure and organization.	☐ Website is mostly clear in structure and organization.	☐ Website is somewhat clear in structure and organization.	☐ Website has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.	☐
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	☐

Website contains no more than 1,200 student-composed words.

☐ Yes ☐ No

Multimedia (optional) total run time is $\leq$ three minutes.

☐ Yes ☐ No ☐ Not applicable

Visuals and quotes are credited on the website.

☐ Yes ☐ No

Website contains no links to external content (exempting the Annotated Bibliography).

☐ Yes ☐ No

Process Paper is integrated into the website as a PDF.

☐ Yes ☐ No

Annotated Bibliography is integrated into the website as a PDF.

☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources.

☐ Yes ☐ No

Annotations do not exceed two to three sentences.

☐ Yes ☐ No

Home page contains required information.

☐ Yes ☐ No

STRENGTHS & AREAS FOR IMPROVEMENT

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NOTES:



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