

**NEW YORK CITY
HISTORY DAY
2027**

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FOR
BROOKLYN
HISTORY



INNOVATION IN HISTORY: IMPACT, INFLUENCE, CHANGE

**NEW YORK CITY HISTORY DAY
STUDENT WORKBOOK**

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 local: 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

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 (1863)
- ▶ 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)

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)

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

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)

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)

KINDS OF SOURCES

Research projects include information from many different sources. Explore the list of primary and secondary sources 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.

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. _____ | 3. _____ |
| 2. _____ | 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?

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.

WORKSHEET: TAKING NOTES

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?

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

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 serifed 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

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 from 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. 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 will not be accepted. website.nhd.org

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

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

This image shows a full page of blank handwriting practice paper. It features ten sets of horizontal lines across the page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the entire width of the page, providing a guide for letter height and placement. There is no text or other markings on the page.

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.	☐
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NOTES: