2016 History Fair Packet - 3rd Quarter Project

Theme: Encounter, Exploration, Exchange in Illinois/Chicago

The History Fair serves 17,000 students and 350 teachers in 200 area schools who participate in school, regional, state, and national history contests. Students will spend two months creating a research project in local, family, and community history. While the theme must connect to Chicago and/or Illinois, students should also think about national and global impacts. Students will produce a research paper as well as an exhibit, a media documentary, or a topic website.

In the process of participating in the History Fair, students learn reading, writing, thinking, interviewing and presentation skills. In discovering their own community history, they will confront questions of significance, validity, point of view, change over time, and cause and effect. They will learn how decisions are made in the social, cultural, economic, and political realms that impact their lives. Not only will they "become historians," but they will also become better citizens.

All students **must do the research paper**. We will be working on this in class. Students may then choose between the display board, media documentary, or topic website for their 3rd quarter project. Skinner North will not be doing dramatic interpretations this year. All checkins will be posted on the homework site and on the individual NoodleTools accounts. NoodleTools is the program we will be using to track research and write the papers. It’s a great tool that allows students access to their materials at any time, while getting rid of those horrible note cards.

The rules for each type of presentation can be found here:

<http://www.chicagohistoryfair.org/history-fair/history-fair-rules-a-guidelines.html>

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| **Due Dates/**  **Work Days** | **What’s New or Due** | **Special Notes** |
| Monday, January 11 | Topic selection worksheet | Typed proposal includes 3 parts (theme analysis, topic ideas overview, and project proposal). |
| Monday, February 1 | Due: Draft of Annotated  Bibliography | Typed draft includes 1 page overview of argument and analysis, and annotated bibliography with a minimum of 15 sources. **Sources must be organized using NoodleTools.** *If NoodleTools is not used for research, the project will be disqualified from competition.* |
| Friday, February 15 | Due: Final Rough Draft of Paper w/Annotated Bibliography | Each individual must turn in an Annotated Bibliography, with 20-30 sources. |
| Week of February 19th – 22nd | Peer Reviews | Peers will edit and analyze sources. |
| Friday, February 26 | Due: Final Paper | Complete paper with Annotated Bibliography |
| Friday, March 4 | Due: Mock-up/Revised History Fair Project | Requirements for Mock-up will vary depending on the type of project. |
| Thursday, March 10 | Due: FINAL HISTORY FAIR PROJECT; Presentations Begin in Class | All projects will be checked in and exhibited today in class. |
| Thursday, March 17 | History Fair in School - Library | Completed electronic registration for ALL projects is March 22 for City competition. |
| For projects moving on to competition: | Competition Deadlines: | Final Competition Papers must be submitted by March 28.  Websites are locked down for judging on March 25. |
| Saturday, April 9 | History Fair at City | Competition will be from 1:00 – 5:00 at Lane Tech |
| Thursday, May 5 | History Fair at State | Springfield, IL  \*Only people required to attend are display board winners. All other projects are mailed in ahead of time. |

There will be a separate procedure document and rubric for each step in this process. Grades for the entire project will be divided between social studies and language arts in the grade book. While we are working on these projects, students will continue to work on reading units in class.

[**Parent Involvement**](http://www.chicagohistoryfair.org/images/stories/pdfs/cmhf_rule_book_2015_for_stapled_printing.pdf)

One of our parents asked a really good question during conferences: How much should I be helping my student? What is too much? Here is a list of things that you can do to help, and a few things that are not allowed.

Help with research: There will be many opportunities to research during class time, but research must be done at home as well. A trip to the Chicago Public Library or the National Archives at Chicago<http://www.archives.gov/chicago/archives/use.html> could be extremely helpful and fun. We have access to a program called NoodleTools which will help students keep their sources organized and develop their annotated bibliography.

Deadlines: Parents can also help students stay on top of the deadlines. The due dates will be posted on the homework calendar. Asking that quick question: “What’s due this week?” will help your student a lot. **Please note, projects that skip the established deadlines will not be allowed to compete in the school competition.** One of the goals for this project is to learn how to do credible academic research, and that means meeting deadlines.

Assembly: Helping your student acquire all the materials for their presentations in a timely manner will be really helpful. The student, however, is responsible for putting the presentations together. Don’t be tempted to pick up that glue stick! The website and the documentary options can be pretty complicated. Luckily, our students are quite computer savvy. Reviewing their projects and giving them positive feedback is a great way to help your student be successful. Beware of the pitfall! It is very tempting to make the corrections ourselves (I do it, too!). Students should be doing all the typing, recording, writing, editing, taping, gluing etc. without help from adults.

**Plagiarism**

This is taken directly from the Chicago History Fair website:

# What is Plagiarism and How to Avoid It

Plagiarism, the use of other peoples' work without credit, is an activity that History Fair students should avoid at all costs. It is a form a cheating that can result in a failing grade in a class or disqualification of a History Fair project. Sometimes plagiarism occurs because people just do not know better or engage in sloppy note-taking. Innocence, however is no excuse. Frankly, it is embarrassing to get caught-and in some cases, can affect a student's career.

We will be doing several activities in class that will help students learn how to paraphrase correctly and cite their sources correctly. However, plagiarism will result in a failing grade in both social studies and writing.

**What type of project can I create and how do I choose?**

## HISTORICAL PAPER (REQUIRED)

History papers present information and analyze an event, person, place or idea from the past in writing. Although you might attach a map, chart or photograph that you refer to in your paper, you will rely mainly on words. Writing a paper is a chance to tell what you know and what you think about a part of the past.

## How is a Paper Different from Other Categories?

[A paper](http://www.nhd.org/images/uploads/paperrules.pdf) is a highly personal and individual effort. Papers depend almost entirely on words to tell the story, and you can usually include more information in a paper than in some of the other categories.

HISTORICAL EXHIBIT

Historical exhibition presents information about an event, person, place, or idea from the past by physically displaying documents, images, or objects. We often see such exhibits at museums, but they are also presented at many other places such as archives, historic sites, park visitor centers, classrooms, and even airports and train stations. For your National History Day project, you will tell the story of your research through historic photographs, maps, drawings and other interesting objects.

## How is an Exhibit Different from Other Categories?

The [exhibit category](http://www.nhd.org/images/uploads/exhibitrules.pdf) is three dimensional and is displayed on a physical structure. Exhibits use color, images, documents, objects, graphics, and design, as well as words, to tell your story. Exhibits can be interactive experiences by asking viewers to play music, solve a puzzle, look at a video, or open a door or window to see more documents or photos.

## HISTORICAL DOCUMENTARY

NHD documentaries present information about an event, person, place or idea from the past through a ten minute presentation that showcases documents, images, photographs, and actual footage of the topic you are researching. Your documentary needs to have both primary and secondary research but also be an original production.

## How is a Documentary Different from Other Categories?

[Creating a documentary](http://www.nhd.org/images/uploads/docrules.pdf) is different from other categories because of the technology necessary. Before deciding to create a documentary, you should ask yourself the following questions:

* Am I interested in using computers, cameras, and other technologies?
* Can I conduct and record interviews (for the purpose of including film clips in the documentary)?
* Can I find film clips to use in my documentary?
* Are there enough still photographs related to my topic and that I can use in my documentary?
* Do I have access to equipment that will be needed to make a documentary?
* Is creating a documentary the best way to show off my topic?

## HISTORICAL WEBSITE

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| A historical web site is a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. Your web site should be an accumulation of research and argument that incorporates textual and non-textual (photographs, maps, music, etc.) description, interpretation, and multimedia sources to engage and inform viewers about your chosen historical topic. |  |

## How is a Web Site Different from Other Categories?

Web sites can display materials online, your own historical analysis as well as primary and secondary sources. These can be photographs, maps, documents, or audio and video files. Web sites are interactive experiences where viewers can play music, solve a puzzle, or look at a video or click on different links. Viewers can move through the web site in various undirected ways. Web sites use color, images, fonts, documents, objects, graphics and design, as well as words, to tell your story.

**\*\*\*All types of projects MUST have an annotated bibliography\*\*\***

**What kind of content do I need? What kind of information should I include?**

All information used should be historically accurate and from a variety of solid sources. You MUST have at least 3 primary sources.

### **Primary Sources**

A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant in or a contemporary of a historical moment. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help you to interpret what happened and why it happened.

Examples of primary sources include documents, artifacts, historic sites, songs, or other written and tangible items created during the historical period you are studying.

### **Secondary Sources**

A secondary source is a source that was not created first-hand by someone who participated in the historical era. Secondary sources are usually created by historians, but based on the historian's reading of primary sources. Secondary sources are usually written decades, if not centuries, after the event occurred by people who did not live through or participate in the event or issue. The purpose of a secondary source is to help build the story of your research from multiple perspectives and to give your research historical context.

An example of a secondary source is *Battle Cry of Freedom: The Civil War Era* by James M. McPherson, published in 1988. They are a great starting point in helping you see the big picture. Understanding the context of your topic will help you make sense of the primary sources that you find. The primary and secondary sources McPherson used are listed in the bibliography. Another researcher might consult these same primary sources and reach a different conclusion.

### **Tertiary Sources**

Tertiary sources are based on a collection of primary and secondary sources and may or may not be written by an expert. Tertiary sources should never appear in your bibliography but are only used as exploratory sources, to give you ideas about what to research. **Wikipedia is a tertiary source and should not appear in your bibliography. However, it is a good way for you to decide if the subject is interesting to you. Wikipedia has value, just not as a formal research tool!**

Examples are dictionaries, encyclopedias, fact books, and guidebooks.

**What are some great things to add to your project?**

Maps Paintings

Charts Photographs

Graphs Timelines

You should be using these sources to demonstrate your analysis and evaluation of your topic as it relates to leadership and legacy in history.

**Where can I find my primary and secondary sources?**

**Chicago Public Schools Library:**

Direct link: <http://www2.youseemore.com/cps/>

Encyclopedias, Non-fiction literature, internet, EBSCO, library media resources.

**Public Library:**

Direct link:<http://www.chipublib.org/>

Reference books, video documentaries, internet, historical novels, newspaper clipping files, magazines and academic journals.

**The Internet:**

Library of Congress www.loc.gov

The Smithsonian Institute www.si.edu

U.S. Holocaust Museum

Colonial Williamsburg

National Archives [www.archives.gov](http://www.archives.gov/)

U.S. Census Bureau [www.census.gov](http://www.census.gov/)

Encyclopedia Britannica [www.britannica.com](http://www.britannica.com/)

eLibrary Research [www.elibrary.com](http://www.elibrary.com/)

iTools Research [www.itools.com](http://www.itools.com/)

U.S. Department of Labor [http://stats.bls.gov](http://stats.bls.gov/)

[www.authentichistory.com](http://www.authentichistory.com/)

[www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)

[www.historymatters.gmu.edu](http://www.historymatters.gmu.edu/)

[www.historynow.org](http://www.historynow.org/)

<http://memory.loc.gov/ammem/index.html>

[www.history.com](http://www.history.com/)

[www.historynet.com](http://www.historynet.com/)

[www.besthistorysites.net](http://www.besthistorysites.net/)

[http://historicaltextarchive.com](http://historicaltextarchive.com/)

**How are our projects judged for the regional and state competitions?**

The judging for regional and state fair will be based on the following:

20% Relation to Theme: Clearly related topic to theme and demonstrates significance in history

20% Clarity of Presentation: Written material is clear, appropriate and organized. Exhibit’s have visual impact, correctly use maps, photos, etc.

60% Historical Quality: Historically accurate, shows analysis & interpretation, topic is in historical context, shows wide research, uses available primary sources, research is balanced.

**When can students use their own words in their projects?**

Titles Graphs

Subtitles Timelines

Captions Media Devices

Most information included in this packet came from the History Fair website. You are encouraged to visit the website for additional information including specific competition rules for each entry category. [www.nhd.org](http://www.nhd.org/)