



WANTED—Thousands of Freedom Marchers

MEET
at City Hall
(La Salle Street Side)
MARCH
to the Board
of Education

SHOW CHICAGO YOU'RE SICK OF
SEN WILLIAMS AND 2ND RATE
EDUCATION—RIGHT NOW!

Freedom Day OCTOBER 22, is the big day to let Mayor Daley
know that the big job is gone Chicago's Public Schools which
will never serve ALL the people really. So help to show it
and will come to meeting in City Hall and marching with the
thousands who demand ACTION NOW — for a better future
for our children.
This is a "WELL YOU" be sure!

Join the Freedom
March on City Hall

TUES. 22 4
OCT. 22 P.M.

**You Can Help
to do the job**
Call your friends! Help
spread the word about
Freedom Day. Get the
facts and leaflets for
FREE at Headquarters:
Apponax Club
3632 S Parkway
Phone: 285-1282

Fight school segregation!

LET CHICAGO KNOW YOU WANT
EQUAL EDUCATION FOR YOUR
CHILDREN! HIT BACK AT CZAR
SEN WILLIS AND HIS DOORMAT
SCHOOL BOARD!

This is your chance to tell the world how you feel about the
situation in Chicago's Public Schools. Let's show the
SEN WILLIS and Chicago School Board an action that will
not be forgotten.

Help get out the message "equal education" that is
the only answer to the problem of school segregation. It is
Chicago of the 1950's and the school board officials are
knowing that the "sen" WILLIS and his group are not
and that they are not to be forgotten.

**KEEP YOUR
CHILDREN OUT
OF SCHOOL FOR
this one day!**

Let them know you want
a better future for them

**OCT. 22. FREEDOM DAY
SCHOOL BOYCOTT**

Sponsored by Coordinating Council of Community Organizations

Attention Workingmen!

GREAT

MASS MEETING

TO-NIGHT, at 7.30 o'clock,

HAYMARKET, Randolph St., Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest
atrocious act of the police, the shooting of our
fellow-workmen yesterday afternoon.

THE EXECUTIVE COMMITTEE.

Achtung Arbeiter!

Große

Massen-Versammlung

Sente Abend, halb 8 Uhr, auf dem
Heumarkt, Randolph-Strasse, zwischen
Desplaines u. Halsted-Str.

☞ Gute Redner werden den neuesten Schicksalstreich der Polizei,
indem sie gestern Nachmittag unsere Brüder erschossen, gezeihen.

Das Exekutiv-Comite.



Workingmen of Chicago, for votes, Putnam, Kas, & Parsons

Chicago Metro History Fair Rule Book



Welcome

Congratulations! You are about to embark on a journey of historical inquiry—the Chicago Metro History Fair. Each year, more than 15,000 Chicago metro area students complete *papers, websites, documentaries, exhibits, and performances* on topics of their choice for History Fair. Just like your counterparts in National History Day (NHD) programs around the world, you will conduct historical research, craft a historical argument based on evidence, and share it through your final project. If you choose a topic that is interesting and important to you, then you will have fun researching and developing your project. Participating in History Fair will help you become a better researcher, critical thinker, and communicator of your ideas. You will become better prepared for college and for life.

In order to recognize students’ hard work and achievements, the Chicago Metro History Education Center coordinates a series of contests where students’ final projects are shared with the public. History Fair students in grades 6 through 8 participate in the *Junior Division*; students in grades 9 through 12 participate in the *Senior Division*. Your project may be selected for display at the regional History Fair competitions, and may even advance to the state or national competitions.

We hope that you enjoy your History Fair experience this year!

—The History Fair Staff

Table of Contents

Rules for All Categories.....	3
Papers.....	5
Exhibits.....	7
Documentaries.....	11
Performances.....	14
Websites.....	16
History Fair Evaluation.....	21

Rules for All Categories

- ✧ Exhibits, documentaries, websites, and performances may be completed individually or by a group of 2-5 students. Papers are individual only. All students in a group entry must be involved in the research and interpretation of the group’s topic.
- ✧ Topics must connect with Chicago or Illinois history in order to advance to the state contest. Non-Illinois topics are permitted at the regional and finals competitions.
- ✧ Teachers often require integration of the National History Day theme, but the theme is not required by the Chicago Metro History Fair. Projects registered as “NHD eligible” will be assessed on how well their project integrates the NHD theme.
- ✧ Students may research, create, and enter only one project each year. Sharing research in multiple projects is not permitted. Revising or reusing an entry from a previous year—whether one’s own or another student’s—may result in disqualification.
- ✧ Entries submitted for competition must be original and have been researched and developed in the current contest year.
- ✧ Students are responsible for the research, design, and creation of their own project, as well as operating their own equipment and materials. Students may receive advice from adults on the mechanical aspects of creating an entry and/or reasonable help necessary for safety, but the work must be completed by students. Feedback on the student’s work is permissible (help proofreading; suggestions or questions based on the student’s ideas, etc.). Materials created by others specifically for use in the entry violate this rule.
- ✧ Each project is required to have a Summary Statement and Annotated Bibliography. [See “Required Materials” and individual category rules for more details.]



- ✧ Word counts must be provided for exhibits, websites, and papers. Time lengths must be provided for documentaries and performances. *[See individual category rules for more specifics.]*
- ✧ Exhibits, performances, and documentaries will be judged and interviewed at the public competitions. Papers and websites are judged in a separate stream, which may have different deadlines for submission. Paper and website entrants will have an opportunity to share their projects at the competitions.
- ✧ Interviews: Students should not prepare a formal, verbal presentation; however, they should plan to respond to questions posed by judges. The interviews are important to the History Fair experience, but the entry is judged on its merits alone.
- ✧ Plagiarism is unacceptable, and constitutes grounds for disqualification. *[See www.plagiarism.org for further guidance.]*
- ✧ Items potentially dangerous in any way—such as weapons, firearms, animals, etc.—are strictly prohibited.
- ✧ The Fair Use Doctrine allows students to use pre-existing materials (photos, footage, music, etc.) for educational purposes, including student productions like History Fair; therefore, students need not seek formal permissions within the context of the competition. However, if the project is shown in non-educational settings, then permissions should be sought as appropriate.
- ✧ Teachers may have additional rules/restrictions for the History Fair at individual schools. Students should comply with all rules set by their teacher.

Required Materials

All projects must include an **Annotated Bibliography** and **Summary Statement**. In the bibliography, each source should be *annotated* with a short description of how the student used that source. The bibliography must be divided between *primary* sources (sources from the time period or written by someone with firsthand knowledge) and *secondary* sources (sources written after the time period, typically by a historian). Bibliographies must follow either the *Turabian* or *MLA* style format. Include all sources that contributed useful information, perspectives, or visuals, but not necessarily every source consulted. Annotations may

describe why students placed the source as primary/secondary if it is not immediately obvious; and, in the case of web sources, may also describe who sponsors the site. Bundle photos or other materials from the same collection into a single citation. Cite oral history transcripts, questionnaires, or other supplementary materials in the bibliography—do not provide copies of them. Students must acknowledge all sources used in the development of the entry in the Annotated Bibliography in order to avoid plagiarism.

The **Summary Statement** provides the project's thesis, a summary of the argument, and information about the development of the project. The form is available on the History Fair website. Except for websites, the Summary Statement and Annotated Bibliography should be printed on plain, white paper and stapled together. The Annotated Bibliography and Summary Statement are not included in the word count.

CHICAGO METRO HISTORY FAIR
2015 SUMMARY STATEMENT

Attach an annotated bibliography (AB) that is divided between primary and secondary sources. Submit two copies of the SS and AB at the competition. Please type.

Student name(s) _____

Title _____

Check if applicable (and respond to Question 3):
 This project uses the 2015 National History Day theme, "Leadership & Legacy in (Chicago/Wisconsin) History"

Project Category:

<input type="checkbox"/> Exhibit	<input type="checkbox"/> Website	<input type="checkbox"/> Paper	<input type="checkbox"/> Documentary	<input type="checkbox"/> Performance
Student Composed Word Count:	Student Composed Word Count:	Student Composed Word Count:	Time:	Time:

1. THESIS STATEMENT
Present the project's argument or interpretation in two sentences. If you are using the NHID theme, you might want to make it evident in your thesis statement.

2. SUMMARY OF PROJECT
Briefly explain your project and its conclusion. Include: How and why did change happen and what was the impact? Why is it historically significant? What historical meaning or importance can we learn from your findings?

Papers

A History Fair paper is a traditional research paper offering a historical argument with supporting evidence.

Paper Rules

- ✧ Papers are written only by individuals, not groups.
- ✧ Papers are 1,500-2,500 words in length (about 6-10 double-spaced pages). Please note that *all* words or numbers in the text of the paper count toward the word limit. This includes student-composed text as well as quotations from primary or secondary sources. The word limit does not apply to citations, the outline or Summary Statement, the Annotated Bibliography, illustration credits, and appendix material. The word count must be provided on the paper's title page.

- ✧ The paper is preceded by a title page (title, student name, division/category, and word count only), Summary Statement, and outline. It concludes with an Annotated Bibliography, which is divided between primary and secondary sources.
- ✧ Citations must be included as either endnotes, footnotes, or parenthetical citations. Citations should be provided for paraphrased ideas, as well as direct quotations. Both Turabian and MLA styles are acceptable; whatever style is selected, be consistent.
- ✧ Papers are printed (one-sided) on plain white 8.5 x 11 inch paper with one-inch margins on all sides and page numbers. Use an easy-to-read 10 or 12 point font and double-space text in the body of the paper. Staple all materials together—no binders.

[See also: “Rules for All Categories” on p. 3]

Paper Competition Notes

Submit two complete sets to the History Fair office by the contest deadline —note that the paper deadline may be different than the deadline for other categories. Each set includes the following, stapled together:

- ✧ Title page with project title, name, division, category, and word count
- ✧ Summary Statement and outline
- ✧ Research paper
- ✧ Proper citations (footnotes, endnotes, or parenthetical citations)
- ✧ Appendix material (optional)
- ✧ Annotated Bibliography (see rules on pp. 4-5)

PAPER PENALTY POINTS (*High School only*)

High School papers that violate the rules will be subject to penalty point deductions. Junior Division papers will not receive separate penalties.

- ✧ Exceeds word/page limitations: Minus 2 points for each full page over 11 pages (11 pages is the approximate length of a 2,500-page paper)
- ✧ No Summary Statement: Minus 10 points
- ✧ No outline: Minus 5 points
- ✧ Bibliography not annotated: Minus 5 points
- ✧ No citations: Minus 5 points
- ✧ No bibliography: 0 points in sources category

Paper Guidelines

[See “[HF Project Guides](#)” → “*Research Papers*” for further guidance.]

- ✧ Appendices are allowed but not required. If included, appendix material must be referred to within the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and/or graphs that are needed to provide evidence or explanation for a point made in the paper. Oral history transcripts, correspondence, questionnaires, and other primary/secondary materials should be cited in the bibliography but are not typically included as appendices. *Do not send original sources—CMHEC is not responsible for loss of originals.*
- ✧ Brief source credits do not count toward the word count, but interpretive/analytical captions do count.
- ✧ A Summary Statement and outline are required for research papers. History Fair no longer requires a separate thesis page for papers; the thesis should be embedded in the paper’s introduction.
- ✧ The judging process for research papers follows a different evaluation schedule than other History Fair projects. Paper entrants will, however, have an opportunity to share their work at the regional competitions. Papers are eligible for all awards and scholarships.

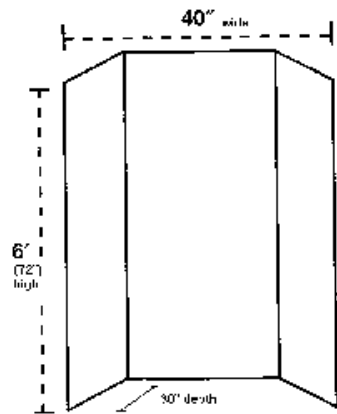
Exhibits

Like exhibits in history museums, History Fair exhibits present a visual and textual interpretation using a combination of student-composed text, quotations, and strong visuals. The project must strike a balance between substantive, brief interpretive text and the visual evidence needed to support the student’s ideas.

Exhibit Rules

- ✧ Exhibits are created by individuals or groups of no more than five students.
- ✧ Size limitations: 6 feet high x 40 inches wide x 30 inches deep.

MAXIMUM DIMENSIONS FOR HISTORY FAIR EXHIBITS



72 INCHES TALL

40 INCHES WIDE

30 INCHES DEPTH

Measurement of the exhibit includes any materials you provide. So long as the exhibit fits within the required dimensions, it may be constructed in any shape. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.

- ✧ Exhibits must be free standing.
- ✧ Media devices (e.g. DVD players, tablets, mp3 players, etc.) used in an exhibit must be limited to a total of no more than three minutes. Viewers and judges must be able to control media devices.
- ✧ Students must provide a brief source credit on the exhibit board for displayed visuals/quotations/material (for example, "Jane Addams, 1908, Hull-House Museum"), with a full citation provided in the bibliography.
- ✧ The exhibit's student-composed word count must be provided on the Summary Statement. This includes the text that students write for titles, subheadings, labels, analytical/explanatory captions, graphs, timelines, media devices, or supplemental materials (e.g. photo albums, scrapbooks, etc.) where students use their own words. Brief source credits (see above) do not count. A date (January 1, 1903) counts as one word. Words such as "a," "the," and "of" should be counted. Each word in a name is counted individually.

[See also: "Rules for All Categories" on p. 3]

Exhibit Competition Notes

Please bring three copies of the following materials to the contest:

- ✧ Summary Statement
- ✧ Annotated Bibliography, divided between primary and secondary sources (see pp. 4-5)

Written materials should be printed on plain white paper and stapled together (no binders). Place the written materials in front of the exhibit. Judges will ask to keep at least one copy of the project's written materials. Exhibit students should expect to be interviewed at the competition following judging.



Exhibit Guidelines

[See "[HF Project Guides](#)" → "Exhibits" for further guidance.]

- ✧ While the History Fair does not observe a formal word limit for exhibits, the program urges students to keep their interpretation concise as brevity is both a good skill for students to learn and best practice for exhibits. History Fair exhibits should not be a "book on a board." Consider using no more or less than 750-1,000 student-composed words.
- ✧ Exhibits should have a logical flow: People reading the display should know where to begin and end, and in what order they should read the text and view the evidence. Use of clearly defined subheadings to guide the reader is highly encouraged.
- ✧ Exhibits should use visual evidence such as photographs, cartoons, maps, and graphs. Quotations, both from primary and secondary sources, are also appropriate forms of evidence, but should be used strategically.
- ✧ There are different types of exhibit text. *Subheadings* identify the

major sections of the exhibit and help the viewer understand how to navigate the display. *Labels* synthesize multiple pieces of historical evidence to present the historical interpretation for a particular section of an exhibit. Labels are typically 50-75 words, supported by 2-4 pieces of historical evidence drawn from primary and secondary sources. Labels are preceded and followed by a longer introduction (with a thesis) and a conclusion. *Captions* are usually shorter and may analyze a single source. Avoid heavy use of captions that begin with “This is an image of...” Instead, students should focus on their ideas and argument and let the visuals stand as evidence for the project’s claims. *Credits* are brief and identify (as opposed to analyzing or explaining) the source of an image or quote (e.g. “Jane Addams, 1908, Hull-House Museum”).

- ❖ History Fair is not responsible for media equipment or artifacts that are lost or damaged in the course of History Fair; students are responsible for the safety and security of their displays.
- ❖ Timelines help sequence events but have limited effectiveness for conveying knowledge and analysis. While they are helpful to students during the research phase, timelines are *not* required nor encouraged as a component of the exhibit.
- ❖ Exhibits are evaluated based on the historical quality of the display, the Summary Statement, and Annotated Bibliography. Supplemental models, artifacts, binders, electronic devices, and other supporting materials should only be used when they forward the project’s historical interpretation. Extravagant elements neither enhance nor detract from a project’s overall evaluation.

EXHIBIT PENALTY POINTS (*High School only*)

High School exhibits that violate the rules will be subject to penalty point deductions. Junior Division exhibits will not receive separate penalties.

- ❖ Exceeds size limits: Minus 3 points
- ❖ No Summary Statement: Minus 10 points
- ❖ Bibliography not annotated: Minus 5 points
- ❖ No bibliography: 0 points in source category

Documentaries

Documentaries allow students to communicate their ideas through visuals (photographs, video footage, etc.) and pre-recorded narration. Similar to the documentaries one may see on television, historical documentaries allow students to communicate an argument through a script and support it with visual evidence drawn from primary and secondary sources. Documentaries are presented from a DVD player. To produce a documentary, students must have access to editing equipment and be able to operate it.



Documentary Rules

- ❖ Documentaries are created by individuals or groups of no more than five students.
- ❖ Documentaries may not exceed ten minutes in length. Time begins when the first image or sound appears and ends after the last visual/sound concludes. The length of the documentary must be provided on the Summary Statement.
- ❖ Documentaries must be researched, created, narrated, and produced by the students registered (e.g. no external narrators). Students must operate all equipment used in the production of the project. Only those students listed as entrants may participate in the documentary’s production.
- ❖ Students may use *pre-existing* photographs, video excerpts, music, etc. in their film with proper acknowledgment in the credits and Annotated Bibliography. However, students may not use material created by others specifically for their History Fair project (for example, an adult could not craft a musical or visual piece specifically to be used in the student’s project; “actors” should not provide dramatization).

- ❖ Documentaries conclude with a list of credits for major audio and visual sources only. Credits should be brief—not full bibliographic citations. The Annotated Bibliography and Summary Statement must be printed for the judges and do not appear on the documentary. All sources used in the documentary must be properly cited in the bibliography.
- ❖ Documentaries are self-running. Live narration and other comments before or during the project are not permitted. PowerPoint projects, podcasts, and “performances on film” are not appropriate in the documentary category.
- ❖ Students are allowed five minutes to set up and five minutes to remove equipment. Students should operate the equipment independently. Adults should not assist with set up of equipment. Students should use set-up time to prepare the documentary for presentation (adjust volume, etc.).

[See also: “Rules for All Categories” on p. 3]

DOCUMENTARY PENALTY POINTS (High School only)

High School documentaries that violate the rules will be subject to penalty point deductions. Junior Division documentaries will not receive separate penalties.

- ❖ Exceeds time limit: Minus 2 points for exceeding ten minutes, plus 2 points for each full minute thereafter (10 point maximum penalty)
- ❖ Bibliography not annotated: Minus 5 points
- ❖ No Summary Statement: Minus 10 points
- ❖ No bibliography: 0 points in the sources category

Documentary Competition Notes

Each project submitted to History Fair must be accompanied by the Documentary Entry Form at the time of registration. **The best final format for a documentary is a MP4, AVI, or WMV file, published and burned to a DVD.** Due to multiple standards for DVD players, DVDs do not play on all devices, therefore, students should test their DVD on a number of players or bring their own laptop to the competition. Flash drives may be used as back-up. Multiple entries from the same school should not share

presentation equipment, as entries may be assigned at concurrent times. **Internet access is generally not available at the competitions, so do not plan to present your documentary from YouTube or other online storage.**

When presenting at competition, students should announce only their name(s) and title of their project (not school) prior to showing their film.

Please bring three copies of the following materials to the contest:

- ❖ Summary Statement
- ❖ Annotated Bibliography, separated between primary and secondary sources (see pp. 4-5)



Written materials should be printed on plain white paper and stapled together (no binders). Judges will ask to keep at least one copy of the written materials. Students may be asked to leave a copy of their film with the judges for History Fair purposes, but it is not required. The presentation concludes with a short interview with the judges.

Documentary Guidelines

[See “[HF Project Guides](#)” → “Documentaries” for further guidance.]

- ❖ Spend time watching and analyzing the types of documentaries available on PBS, the History Channel, and public access television. Pay attention to the elements, narrative, and structure of these documentaries to see how the professionals successfully communicate their ideas through this medium.
- ❖ A documentary uses visual evidence such as photographs, maps, film clips, interviews, and other graphic images. Text is used minimally. Subtitles, quotations, and other highlights are appropriate, but the presentation should not rely heavily on printed text. While technical and creative quality are important, they do not outweigh the need for solid historical knowledge and analysis.

- ✧ Clips from existing documentaries should be used sparingly. Overuse or long segments of footage from a professional production are discouraged. Most importantly, History Fair documentaries should present students' own interpretations.
- ✧ Audio can be a mix of student narration, interviews, and music. Narrators will be more successful if they enunciate and speak in measured tones. Soundtracks are best when relevant to content, and volume does not distract from the voiceover. When using interviews that are hard to understand, students may consider subtitles. Ask different people to listen to the documentary to make sure all types of people can understand the audio so that adjustments may be made before the final version.
- ✧ There are no penalties for being under 10 minutes in length. If the documentary is significantly shorter, however, the judges may determine that the project needed more knowledge and analysis.

Performances

Performances allow students to communicate their ideas through a short dramatic and/or humorous play of their own creation. Performances can be an excellent match for students who like to express their ideas verbally.

Performance Rules

- ✧ Performances are created by individuals or groups of no more than five students. Only those students listed as entrants may participate in the production.
- ✧ Performances may not exceed ten minutes. The length of the performance must be provided on the Summary Statement.
- ✧ Dramatic performances and props/scenery must be created and performed entirely by the students registered.



- ✧ Students are allowed five minutes to set up and five minutes to remove props. Students should operate all equipment independently. Adults should not assist with set up of props unless necessary for safety.
- ✧ Use of audiovisual equipment within the performance is permitted. Students must provide and run all audiovisual enhancements independently. Remember: the student's own analysis and interpretation should take precedence, not fancy effects.

[See also: "Rules for All Categories" on p. 3]

PERFORMANCE PENALTY POINTS (*High School only*)

High School performances that violate the rules will be subject to penalty point deductions. Junior Division performances will not receive separate penalties.

- ✧ Exceeds time limit: Minus 2 points for exceeding ten minutes, plus 2 points for each full minute thereafter (10 point maximum penalty)
- ✧ No Summary Statement: Minus 10 points
- ✧ Bibliography not annotated: Minus 5 points
- ✧ No bibliography: 0 points in source category

Performance Competition Notes

Performance students perform their plays live at the competition. When presenting at competition, students should announce *only* their name(s) and title of their project (not school) prior to performing.

Please bring three copies of the following materials to the contest:

- ✧ Summary Statement
- ✧ Annotated Bibliography, separated between primary and secondary sources (see pp. 4-5)

Written materials should be printed on plain white paper and stapled together (no binders). Judges will ask to keep at least one copy of the written materials. Performances are followed by a brief interview with the judges.

Performance Guidelines

[See "[HF Project Guides](#)" → "Performances" for further guidance.]

- ✧ A performance should clearly state a thesis and develop an argument just as any other category. The script should integrate or allude to historical evidence drawn from sources. Theatrical quality is important but, at the same time, historical analysis and interpretation outweigh dramatic flair. History Fair strongly recommends that students seek their History Fair advisor's feedback on the historical knowledge and analysis in the draft script before committing to memorization.
- ✧ The title of the entry and the names of the participants must be the first and only announcements prior to the start of the performance.
- ✧ There are no penalties for being under 10 minutes in length. If the performance is significantly shorter, however, the judges may determine that the project needed more knowledge and analysis.
- ✧ The script need not be presented to the judges.

Websites

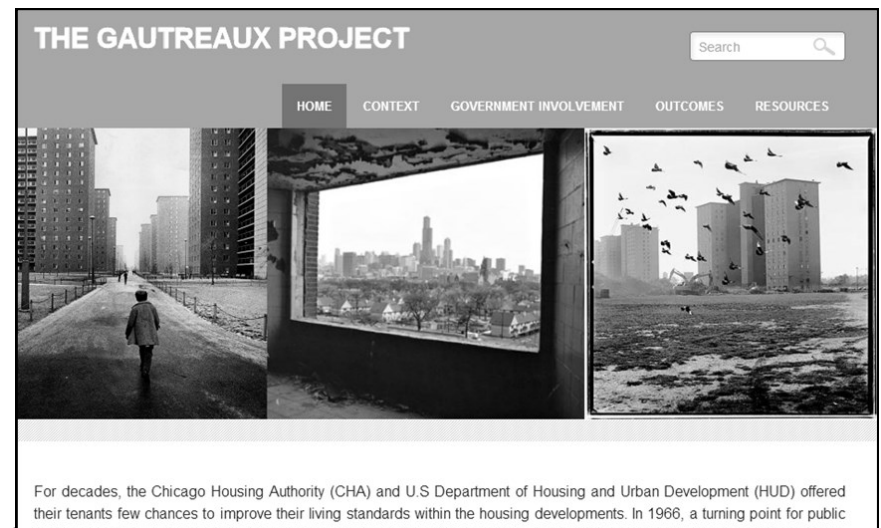
The website category is the most interactive History Fair category. Using the NHD Website Editor platform, students build a series of interconnected web pages that convey a historical argument supported by multimedia evidence. Students need consistent access to a computer with an Internet connection to complete a History Fair website.

Website Rules

- ✧ Websites are created by individuals or groups of no more than five students.
- ✧ All entries must be constructed through the [NHD Website Editor](#) or they will NOT be eligible to participate in History Fair. The URL must begin with eight numbers (for example, <http://12345678.nhd.weebly.com>).
- ✧ Website entries may contain no more than 1,200 student-composed words. Students must state the number of student-composed words on the home page.

The following do not count toward the word limit: quotations; brief credits identifying the source of visuals or quotations; recurring menus, titles, and navigation instructions; required word count notification; words within primary documents and artifacts; and the Summary Statement and Annotated Bibliography, which must be integrated into the site. All other text written by students, including explanatory or analytical captions, do count.

- ✧ Students may use pre-existing photos, videos, music, etc., within the site with proper credit (such as, "Photo from Addie Wyatt Papers, Harsh Collection, Chicago Public Library"). Using objects or content created by others for specific use in your entry violates this rule. For example, using a graphic that others produced at your request is not permitted.
- ✧ Students must operate all equipment (computers, cameras, etc.) and software (NHD website editor, photo or video editing software, etc.) used in the development of the website. Students may receive help and advice from others on the mechanical aspects of creating an entry, but the work must be the students' own.
- ✧ The first page of the site must serve as the "home page." It must include the student name(s), entry title, division, number of student-composed words, and the main menu. Including the thesis or a short introduction on the home page is strongly recommended, but not required.



- ✧ The website may contain multimedia clips (audio, visual, or both) that total no more than four minutes (i.e. use one four-minute clip, four one-minute clips, etc.). Music is included in the four-minute total. Students may record quotations and primary source materials for dramatic effect, but may not narrate their own competitions or explanatory material. If students use any media that requires a specific software to view (e.g. Flash, QuickTime, RealPlayer), they must provide a link to an Internet site where the software is available as a free, secure, and legal download. You may not use embedded material or link to external websites, except for software plug-ins. The entire site, including all media, must be no more than 100 MB.
- ✧ Entries may not link to live or external sites, except to direct viewers to software plug-ins.
- ✧ The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed. Pages must be interconnected with hyperlinks. Automatic redirects are not permitted.
- ✧ Crediting sources: All quotations from written sources, visuals, and closely paraphrased accounts must be credited within the website. Brief, source credits (for example, “Jane Addams, 1908”) do not count toward the student-composed word limit. All sources must be completely, properly cited in the Annotated Bibliography.
- ✧ The navigational menu (organization of the website) must include a “References” tab that holds the Summary Statement and Annotated Bibliography. Materials should be posted as PDF files (see “Website Competition Notes”).
- ✧ The pages that comprise the site must be viewable in a standard web browser (e.g. Internet Explorer, Firefox, Safari, Chrome). Students are responsible for ensuring that the entry is viewable in multiple web browsers.
- ✧ Students may not edit their site during judging—the site will be locked. Advancing projects are given another opportunity for revision.

[See also: “Rules for All Categories” on p. 3]

WEBSITE PENALTY POINTS (High School only)

High School websites that violate the rules will be subject to penalty point deductions. Junior Division websites will not receive separate penalties.

- ✧ Exceeds student-composed word limit: Minus 2 points for each 100 words beyond 1,200 (10 point maximum penalty)
- ✧ Exceeds multimedia time limit: Minus 1 point for each 15 seconds over (10 point maximum penalty)
- ✧ Links to sites outside the website: Minus 5 points per site (Exceptions: Plug-ins — Flash, QuickTime, etc. — that one must download to view website content)
- ✧ No Summary Statement : Minus 10 points
- ✧ Bibliography not annotated: Minus 5 points
- ✧ No bibliography: 0 points in the sources category

Website Competition Notes

The following materials should be posted on the website under a navigational tab titled “References.” Post these files as PDF files—do not use Google Drive or Scribd.

- ✧ Summary Statement
- ✧ Annotated Bibliography, separated between primary and secondary sources (see pp. 4-5)

The website **must** be created within the [NHD Website Editor](#) beginning at the school level. Do NOT attempt to create a site elsewhere and transfer it. The editing system gives students a URL that looks something like <http://12345678.nhd.weebly.com>—projects that are not created within the NHD Website Editor will be disqualified. Teachers must submit the URL, student email address, username, and password for each project advancing to the History Fair by the deadline.

EXTREMELY IMPORTANT! When you have completed your entry, make sure that you hit PUBLISH to ensure that your most recent revisions are visible to the viewer. You will see saved changes on your editing screen, but they are not visible to the viewer until you **publish** the site. You will be blocked from editing your site during judging. The editor will reopen after judging is complete to allow advancing projects an opportunity for revision.

Website Guidelines

[See "[HF Project Guides](#)" → "Websites," and "[Digi-telling History](#)" for further guidance.]

- ✧ Students should not hide the thesis and introduction. The home page is the first encounter that judges have with the project. The home page should provide a "road map" for the project by introducing the argument.
- ✧ History Fair websites should be interactive. Consider integrating clips from a variety of media (video footage, interview excerpts, etc.), pop-ups that permit detailed viewing of sources, music, interactive timelines or maps, etc. Remember: interactive features should *enhance* your historical argument, not distract from it.
- ✧ Student-composed text should offer a historical interpretation or argument. Quotations, visuals, and multimedia elements are evidence for the argument you are trying to convey.
- ✧ **Remember to PUBLISH all changes to your site so they become visible to the viewer!**
- ✧ Spend time considering the overall organization of the website and how to best construct the navigational menu. Organize on paper before touching a keyboard.
- ✧ Upload the Summary Statement and Annotated Bibliography as PDF files. Judges cannot open files stored in Google Drive and may have difficulty reading files stored in Scribd.
- ✧ Remember to preview the website on several different computers and in several different browsers.

How is my project evaluated?

Student projects are given a numerical score by multiple judges. Following a judging orientation and using a common evaluation [rubric](#), these volunteers will assess student work on the quality of the project's Historical Knowledge, Analysis, Source Material, and Presentation. Judges confer with each other before scoring the projects. Judges are encouraged to provide substantive written comments to help students understand what they might improve in the future. Students who advance in the competition will be given an opportunity to revise their projects.

History Fair Judging Criteria

Historical Knowledge (30% Senior Division; 35% Junior Division)

- ✧ Is the project *historically accurate*? Are the facts gathered by the student appropriate and relevant to the thesis, demonstrating a mastery of historical content on this topic?
- ✧ Does the project demonstrate an extensive use of knowledge? Is the information presented *thorough* and *balanced*?
- ✧ Is the conclusion based on *historical* research? Did most of the events described in the project take place at least 25 years ago?
- ✧ Does the project place the topic into *historical context*?

Analysis (30% Senior Division; 25% Junior Division)

- ✧ Does the project clearly present a historical argument with a *thesis* and *evidence*?
- ✧ Does the project begin with a question or problem and proceed to find an answer, make a point, and draw a conclusion?
- ✧ Does the project demonstrate *change over time* or *cause and effect*?
- ✧ Is the *impact* or *historical significance* of the topic clearly demonstrated?

- ✧ Has the student related local history to larger historical themes or made a link to state, national, or world history?
- ✧ Does the project go beyond a collection of facts and show evidence of analysis or interpretation?

Quality of Source Material (20%)

- ✧ Has the student used a *depth, range, and variety of primary and secondary sources* to address the question/problem posed by the thesis?
- ✧ Is it evident that the sources in the bibliography have actually been *used* in the project?
- ✧ What is the *quality* of the sources? Is there heavy and unnecessary reliance on Internet sources? Is there evidence that the student has evaluated the credibility of the Internet source?

Quality of Presentation (20%)

- ✧ Is the project *well-organized and coherent*? Does the project flow logically from beginning to end?
- ✧ Does the project tell a story (have a narrative structure)?
- ✧ Does the project use the *category medium* effectively?
- ✧ Does the physical appearance show *attention to detail* in terms of neatness, proofreading, subheadings?
- ✧ Does the project reflect creativity and imagination without relying on elaborate or expensive ornamentation?

Integration of the National History Day (NHD) Theme

In addition to the numerical score given to the project, judges will also assess the degree to which students integrate the annual NHD theme into the analysis presented in their project. Judges will evaluate the project’s use of the theme as *superior, excellent, good, or not applicable* (if the student chose not to use the theme at all).

Chicago Metro History Fair PROJECT EVALUATION—Junior Division	
Criteria	Points Awarded
KNOWLEDGE (35%) 35-32 31-28 27-25 24-21 Supr Excl Good Fair <ul style="list-style-type: none"> Shows factual accuracy Uses thorough, balanced, relevant knowledge Places topic in historical context 	
ANALYSIS (25%) 25-23 22-20 19-18 17-15 Supr Excl Good Fair <ul style="list-style-type: none"> Offers an interpretation or argument Uses evidence to prove a conclusion Demonstrates historical significance Explains impact Shows change over time Shows cause and effect 	
USE OF NHD THEME S = Fully integrates theme into analysis E = Topic is solidly based on theme G = Shows little relation to theme N/A = Not applicable	
SOURCES (20%) 20-19 18-17 16-15 14-13 Supr Excl Good Fair <ul style="list-style-type: none"> Uses depth & range of available primary sources Uses depth & range of secondary sources Effective use of sources 	
PRESENTATION (20%) 20-19 18-17 16-15 14-13 Supr Excl Good Fair <ul style="list-style-type: none"> Tells a coherent, well-organized story Uses chosen medium effectively Shows attention to detail and makes impact 	
SUBTOTAL	
RULES COMPLIANCE • Summary Statement Form: YES NO • Bibliography attached: YES NO • Bibliography is annotated: YES NO <i>Project specific compliance</i>	
TOTAL	

ENTRY # _____

STUDENT(S) _____

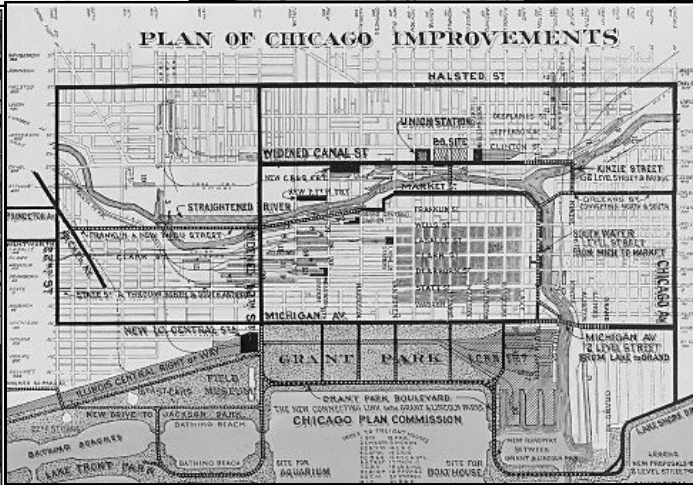
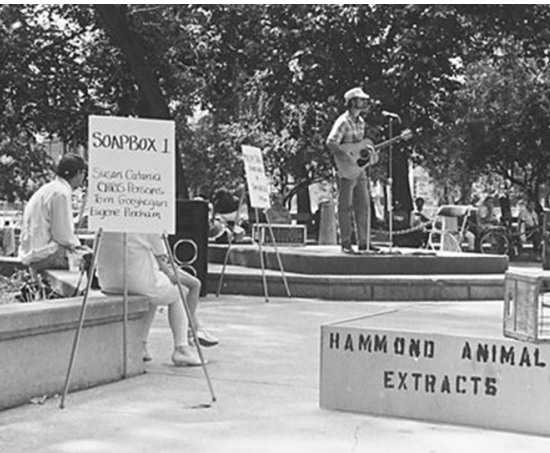
TITLE _____

Strengths Demonstrated & Areas for Improvement

JUDGE _____
(Print)

[Available at www.chicagohistoryfair.org]





Chicago Metro History Fair Rule Book 2014-2015

CMHEC • 60 W Walton • Chicago, IL 60610

Ph: 312.255.3661; Fax: 312.266.8223

www.chicagohistoryfair.org

info@chicagohistoryfair.org

