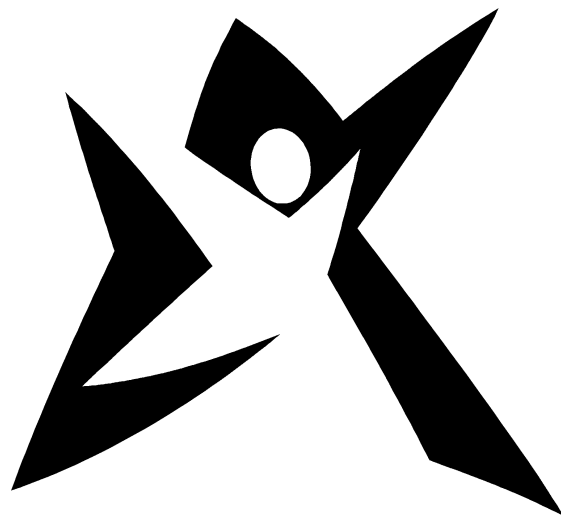


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History Day in California



2009-2010

STUDENT RULEBOOK

IN CONJUNCTION WITH



This Student Rulebook was adapted from the National History Day Student Contest Guide. It contains rules that you must follow to compete in History Day in California. Failure to comply with every rule contained in this booklet may result in disqualification of your entry or revocation of your award. Before you begin working on your entry, you, your teacher, and your parents should carefully read this *entire* booklet. More information on the annual theme, topics, sources, and deadlines is available from your district or county History Day Coordinator; or you may visit the History Day in California web page at: www.crf-usa.org/history_day/HistoryDay.html. You may also contact History Day in California at HD-CRF, 601 S. Kingsley Drive, Los Angeles, CA 90005. Phone: 213-316-2125; fax: 213-386-0459; e-mail: Lourdes@crf-usa.org.

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PROGRAM OVERVIEW

THEME & TOPICS

Each year, National History Day designates a broad theme for the History Day competition. You may select any topic from local, regional, national, or world history on which to do your entry so long as it relates to the overall theme. **ADHERENCE TO THEME** is an important criterion that judges evaluate during the competition. You should have a clear understanding of the theme **before** choosing your topic.

When selecting a topic, it is recommended that you choose a topic that expands upon something relating to your current history-social science coursework. Be mindful of limiting the scope of your topic so that the research, interpretations, and conclusions will be manageable and you can clearly present your topic and conclusions within the category limits of size and time. It is recommended that you select a topic area or areas that you find interesting, then research these areas more to narrow your topic down. In addition, it is highly recommended that the topic chosen should be at least 25 years old. Remember to always consider your topic idea in relation to the annual theme.

RESEARCH, BALANCE, & YOUR ANNOTATED BIBLIOGRAPHY

To develop a History Day entry, you must do a great deal of research. A successful History Day entry includes more than a description or report on a topic. Rather, a successful History Day entry includes *thorough analysis and interpretation* of a topic. Once you have narrowed your topic, focus your efforts on learning as much about your topic as possible, including its **historical context** (the social, cultural, intellectual, physical, political, and economic climate/setting in which an event takes place), the differing **perspectives**, the **causes and effects**, and what **impact** your topic had in history.

By asking yourself questions about your topic's development over time and its impact in history, you will better be able to draw conclusions about your topic's significance in history. Some sample questions are:

- Why is my topic important in history? What changes did it make?
- How does my topic relate to the annual theme?
- What were the causes and effects of my topic?
- How did the events and atmosphere of the time period influence my topic?
- How did my topic influence the events and atmosphere of the time period?
- What are the differing perspectives/viewpoints on my topic?

When evaluating your entry, judges will look to see if your research is **balanced**. This means that your research must show an awareness that there is more than one perspective on your topic and that there are different interpretations of what caused an event to happen and what effects that event had in history.

In addition, judges will look for balance in the type of resources you used to research. All research should include use of libraries, including a number of kinds of materials available there, such as books, articles, newspapers, public records, atlases, and in some cases, special collections or archives. University libraries are especially rich in materials. Depending on your topic, you may also be able to access materials in other ways, such as going on site visits, examining public records, interviewing participants, searching on the internet, or visiting historical societies. By obtaining information from multiple sources, you can **corroborate** the facts you have found, and your conclusions will be better supported.

As you research, you will find that all your informational sources are either **primary** or **secondary** sources. Participation in History Day requires that you summarize all of your research in an **annotated bibliography**. Your annotated bibliography should indicate which of your sources are primary and which are secondary.

A **primary source** is any piece of historical information that provides direct evidence of the period being studied. The majority of primary sources are in written form, such as personal diaries and letters written by persons from the time period, which relate facts about the social, cultural, economic, or political climate of their times. Other written primary sources include newspaper reports, treaties, proclamations, chronicles, or tax and legal records. Plays, religious writings, and other literature can also be used as a primary source to the extent that they relate facts about the time period in which they were written. Some non-written primary sources include photographs and videos taken during that time period, buildings and artifacts, and works of art. Oral histories of actual eyewitnesses or participants of an event or time period are another fine primary source. Note that all oral histories are not primary sources. An oral interview of someone who happened to be alive at the time an event occurred (e.g., a parent who was alive when President John F. Kennedy was shot) is not a primary source just because they were alive then. The interview can be a primary source if the person can convey actual factual knowledge about the event or time period.

A **secondary source** is usually an interpretation or synthesis of primary sources. For instance, textbooks and encyclopedias are the most commonly used secondary sources. The distinction between primary and secondary sources is often difficult to make. Sometimes something that may seem to be a primary source is really not one; for example, a book written long ago such as Plutarch's "Lives" is not a primary source because the book was written long after the events it describes.

It is important that you use your annotated bibliography to show that you understand the difference between a primary and secondary source. For example, if you use the text of the U.S. Constitution from an excerpt reprinted in your textbook, you should cite it as a primary source because it is an exact replication of the original. In this case, the original, handwritten document is no more authoritative in what it says because it is reprinted *word for word* in the textbook. If, however, you were studying handwriting styles or something that only the authentic document can reveal, then a textbook reprint would be a secondary source. Furthermore, keep in mind that articles or textbooks in which the author paraphrases a historical fact or event is not a primary source because the author has put things in his or her own words and changed the meaning of the original in doing so.

Remember, the emphasis in History Day in California is not on the number of primary sources used, but rather the quality of historical research done. You should have an understanding of what primary sources are available, if any, for the topic you have selected, then make efforts to utilize as many as you can.

PARTICIPATION GUIDELINES

The History Day program is structured in a competitive format, but winning is not what is most important about History Day. Rather, the most important rewards gained from participating in this program are the skills and new knowledge that you will acquire, which will help you in all your academic endeavors. Research, writing, and communication skills will be valuable assets no matter what direction your life takes, especially if you plan to go to college. By participating in History Day, you will gain self-confidence and a sense of accomplishment, and you will have fun in the process.

History Day in California is open to all students and teachers. History Day in California does not discriminate against or limit participation by physically challenged students. History Day in California staff and coordinators will make every effort to accommodate students with special needs.

To participate in History Day in California, you must adhere to all specified deadlines and registration requirements for each level of competition. Such information can be obtained through your local, district, or county History Day Coordinator. (If you do not know who your coordinator is, contact the

History Day in California office). Competition dates, structure, and registration may vary from county to county. In addition, county competition rules may also vary from those published in this Rulebook.

At each level of competition, outstanding achievements may be recognized through certificates, medals, trophies, monetary awards, or special prizes that may vary from year to year.

CATEGORIES & DIVISIONS

At the state level, the History Day in California competition has three divisions based on school grade:

- 4th/5th Grade (California-Only Poster Category)
- Junior Division - grades 6, 7, and 8
- Senior Division - grades 9, 10, 11, and 12

Entries in each division are judged separately at all levels of competition. At the state level, group entries may be comprised of students from multiple grade levels so long as they are within the same division limits. (Note: if an entry contains any senior division students, that entry must be judged in the senior division.)

You may enter History Day in California in one of six categories:

- Historical Paper: a traditional research paper (individual only)
- Exhibit: a museum-type exhibit
- Performance: a dramatic presentation
- Documentary: a production presented through visual technology such as video, slides, or computers
- Poster: a historical representation designed by younger participants
- Web site: an internet display of graphics and information

Students may enter categories individually or as part of a group from 2 to 5 students (**except for Historical Papers**). In addition, all categories have a Junior and Senior Division, except for 4th/5th Grade Posters.

When choosing a category, you should consider your own special abilities and interests as well as the availability of necessary equipment and technological resources. You should also consider the best category in which to present your research and conclusions about your topic. For example, a topic that does not lend itself to many graphics or pictures may be better presented in a Historical Paper than in a Documentary. A topic that has many different aspects may be better presented through an Exhibit than a Performance.

IMPORTANT NOTICES

- All History Day in California competitions are held in public places. You are responsible for the security and safety of your own equipment and artifacts.
- The History Day committees and sponsors will not be responsible for the loss of or damage to exhibits, equipment, or personal belongings during the program activities.
- It is the responsibility of all students participating in History Day in California competitions to be aware of registration requirements and applicable due dates.
- Each county is limited to ***no more than 2 entries per category in the 4th/5th Grade and Junior Division and no more than 3 entries per category in the Senior Division*** to the state competition. Ties at the county contests **must** be resolved at the county level. Disposition of extraordinary circumstances at the county level are within the discretion of state contest officials.
- If your county does not offer a competition for a particular category (i.e. Web site) or a particular level of a category (i.e. there is a county competition for juniors but not seniors), it is the sole discretion of the county coordinator as to whether entries will advance to the state competition.

GENERAL CATEGORY RULES

These rules apply to every category. A list of specific rules for each category is included in this rulebook.

HD-1: Your entry must be clearly related to the annual theme and explain your topic's significance in history.

HD-2: A student may participate in the research, preparation, and production of only one History Day in California entry per year.

HD-3: You (and/or the members of your group) are responsible for all aspects of the research, development, and production of your History Day in California entry. You may receive help and advice from teachers and parents only on the mechanical (not substantive) aspects of creating your entry. For instance, an adult may:

- (a) help type your work, but may not edit it;
- (b) provide guidance as you research and analyze your material (for clarification or explanation of unclear information), but you must draw your own conclusions about the information;
- (c) aid in the development of your pictures (i.e., take the film to be developed), but an adult may not take a photograph specifically for use in your entry;
- (d) provide transportation and/or access to research and production facilities; and
- (e) operate machinery or equipment that requires adult (non-student) operation. For example, if a saw is needed to cut wood, an adult should operate the equipment while student(s) give direction.

Note: This provision is only to be exercised when necessary to protect student safety or adhere to organizational rules and restrictions and is only to be used in limited amounts. If production and development of an entry requires a large amount of adult participation, you should choose another category in which to enter.

HD-4: A History Day in California entry must be the result of one student for an individual entry, or 2-5 students for a group entry. *Use of another student's or any other person's work (current or from a previous year) in either the bibliography or text of a History Day in California entry is unethical, unacceptable, and will result in automatic disqualification.*

PLAGIARISM: The use of text or ideas of others in ways that give the impression that these are your own (e.g., copying information word-for-word without using quotations and footnotes; paraphrasing an author's ideas, or using illustrations or photographs without giving proper credit.)

HD-5: A History Day in California entry must be researched and developed during the current contest year that begins following the National History Day contest held in June. *Revising or reusing an entry (either bibliography or text) from a previous year is unethical, unacceptable, and will result in automatic disqualification.*

HD-6: Each History Day in California entry must include a **Title Page** as the first page of written material in each category. The Title Page must include **only** the title of your entry, the student(s) name(s), the contest division, and the contest category. *(Do not include pictures, graphics, borders, school name, location, or grade.)*

HD-7: Each History Day in California entry must include a **Process Paper (except for the Historical Paper category)**. This is a description of no more than 500 words that explains:

- (1) how you chose your topic;
- (2) how you conducted your research;
- (3) how you selected your category and created your project; and
- (4) how your project relates the annual theme.

The Process Paper **is not** an opportunity to continue your presentation and/or make conclusions regarding your research.

HD-8: You must include an **annotated** bibliography with your entry indicating which sources you used in the development of your entry. Include all sources that provided usable information in preparing your entry. Each source and illustrative material used in your entry must be properly credited or acknowledged in your annotated bibliography and/or foot/end notes. *Failure to credit sources is plagiarism and will result in immediate disqualification.* Each citation should be in correct form and should be annotated with a brief description of how each source was used and how it helped you understand your topic. **(NOTE: Make sure to include only resources that were actually used in the development of your entry.)**

Citations must be used to credit the sources of specific ideas and direct quotations. Style for citations and bibliographic references must follow in the principles in one of the following style guides:

- (1) Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America, 2003.
- (2) Turabian, Kate L. *A Manual For Writers of Term Papers, Theses and Dissertations*. Chicago: The University of Chicago Press, 1996.

You are allowed to choose either of these style guides for your citations. Once you choose a style, however, you must adhere to that style throughout your entry and your bibliography. Links to sites featuring these styles guides are available on the History Day in California web site.

Your annotated bibliography should be separated into **primary** and **secondary** sources. (Refer to page 3 of this rulebook for a thorough description of primary and secondary sources). The following is a sample of an annotated citation:

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962
Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the people involved.

HD-9: Each History Day in California entry must provide 4 copies (Except the Historical Papers) of the written material items listed above in the following order: Title Page; Process Paper; and annotated bibliography. These materials must typed or neatly printed on plain white paper and stapled together in the top left hand corner. **Please do not enclose them in a cover or binder.**

HD-10: At each contest level, you must register (either online or by submitting paper entry forms) and meet specific deadlines and procedures established by the contest coordinator. It is your responsibility to know the registration requirements for each level of competition.

HD-11: You should be prepared to answer judges' questions about the content and development of your entry, but you may not give a formal, prepared introduction, narration, or conclusion.

HD-12: You are not allowed to wear any costumes that are related to the focus of your entry during judging. (Except in the Performance category.)

HD-13: Items potentially dangerous in any way, such as weapons, working firearms, animals, organisms, etc., are strictly prohibited.

HD-14: You must provide **your own props and equipment** at each level of competition. At the state level, CRF will provide a VCR/DVD player, a TV monitor, and a screen **only** for the Documentary Category. CRF will provide electrical outlets for the Performance and Exhibit categories. CRF will provide computers for the Website Category. Inquire with your local county coordinators prior to the county History Day to find out what equipment will be provided.

HD-15: History Day entries are sometimes duplicated, published, distributed and/or displayed by contest officials and/or CRF; such permission is a requirement to participate in the state finals.

Citations Page

The following are **examples of bibliographic citations** based on the Turabian and MLA style guides:

MLA Style:

A Book by a Single Author

Fukuyama, Francis. Our Posthuman Future: Consequences of the Biotechnology Revolution. New York: Farrar, 2002.

An Article in a Scholarly Journal with Continuous Pagination

Trumpener, Katie. "Memories Carved in Granite: Great Memorials and Everyday Life." PMLA 115 (2000): 1096-103.

An Article in a Newspaper

Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." New York Times 13 July 2002, New England ed.: A13+.

A Specific Song

Holiday, Billie. "God Bless the Child." Rec. 9 May 1941. The Essence of Billie Holiday. Columbia, 1991.

An Interview You Conducted

Poussaint, Alvin F. Telephone interview. 10 Dec. 1998

A Document From an Internet Site

Zeki, Semir. "Artistic Creativity and the Brain." Science 6 July 2001: 51-51. Science Magazine. 2002. Amer. Assn. for the Advancement of Science. 24 Sept. 2002
<<http://www.sciencemag.org/cgi/content/full/292/5527/51>>.

Turabian Style:

A Book by a Single Author

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

An Article in a Journal

Jackson, Richard. "Running down the Up Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175-84.

An Article in a Magazine

Weber, Bruce. "The Myth Maker: The Creative Mind of Novelist E. L. Doctorow." *New York Times Magazine*, 20 October 1985, 42.

A Published Musical Score

Mozart, Wolfgang Amadeus. *Don Giovanni*. Libretto by Lorenzo da Ponte, English version by W. H. Auden and Chester Kallman. New York and London: G. Schirmer, 1961.

A Document from an Internet Site

Kramer, Heinz. *A Changing Turkey: The Challenge to Europe and the United States*. Washington, DC: Brookings Press, 2000. <http://brookings.nap.edu/books/0815750234/html/index.html>.

IMPORTANT NOTE **REGARDING RULE VIOLATIONS AND DISQUALIFICATION**

It is important to note that most rule violations do not result in the disqualification of a History Day in California entry. The only rule violations that **WILL RESULT** in disqualification are:

- (1) Plagiarism;
- (2) Using another student's entry as your own; and
- (3) Reusing of an entry from a previous year.

All other rules violations (for example exceeding word or time limit) are taken into account during judging. The violation is weighed against the quality of the entry and the significance of the violation.

History Day in California adheres to the following definition regarding copyright law and violations.

United States Copyright Law protects original works such as writings, music, motion pictures, videos, photographs, and illustrations. In general, copyright law forbids the use of such material without the permission of the person or entity owning the copyright. If a student entry uses such materials, the student is responsible for providing appropriate citations and securing written permission from the copyright owner.

However, students may make "fair use" of copyrighted materials for the purposes of criticism, scholarship or research. To determine whether the use of copyrighted material is a "fair use" requires the weighing and balancing of various factors:

- 1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- 2) the nature of the copyrighted work (creative works are afforded greater protection than factual works);
- 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- 4) the effect of the use upon the potential market for the value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of "fair use" if such finding is made upon consideration of all the above factors

U.S. Code Title 17, Section 107

As the legal analysis of "fair use" is complicated and violations are decided on a case-by-case basis, it is best to minimize the use of copyrighted material or obtain written permission from the owner.

CATEGORY RULES -- HISTORICAL PAPERS (HP)

A Historical Paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but they must conform to all rules for the category. Your paper should be grammatically correct and well written.

All general category rules apply to the Historical Paper category (except the Process Paper.) The following are rules that are specific to the Historical Papers.

HISTORICAL PAPER REQUIREMENTS:

HP-1: LENGTH REQUIREMENT: The text of your Historical Paper must be **no less than 1,500 and no more than 2,500 words in length**. Each word or number in the text of the paper counts as one word. Foot/end notes, annotated bibliography, and illustration captions do not count in that total.

HP-2: CITATIONS: Citations –footnotes, endnotes or internal documentation— are required. Citations must be used to credit the sources of specific ideas and direct quotations. Style for citations and bibliographic references are mentioned in the general rules for all categories. Please note that an extensively annotated footnote should not be used to circumnavigate the word limit.

HP-3: PREPARATION REQUIREMENTS: Your Historical Paper must be typed with 1 inch margins on all sides. An unnumbered Title Page (as described in the general category rules) is required as the first page of your paper. Pages must be numbered consecutively and double-spaced with font size of no more than 12 characters per inch or no less than 10-point type.

COMPETITION RULES:

HP-4: SUBMITTING ENTRY FOR JUDGING: Your final Historical Paper and annotated bibliography as one document, preferably in PDF format, must be submitted **via e-mail** by the established contest deadline (check the History Day in California web page at <http://www.crf-usa.org/history-day-in-california/> for more details). Note that the deadline for submission of Historical Papers is usually set for a date well in advance of the competition dates so that judges will have time to thoroughly read and evaluate your work. Historical Papers are sometimes duplicated, published, distributed and/or displayed by contest officials and/or CRF; such permission is a requirement to participate in the state finals. *It is recommended to bring a hard copy of your final Historical Paper (stapled in the top left corner and should not be enclosed in any cover or binder) with you to the competition.*

CHECK LIST – HISTORICAL PAPER

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- Title page includes title of entry, name, division (Junior or Senior) and category (Historical Paper) only
- 1,500 – 2,500 words, excluding notes, annotated bibliography and title page
- Annotated bibliography, separated into primary and secondary sources
- Submitted via e-mail by established contest deadline
- Has followed copyright laws

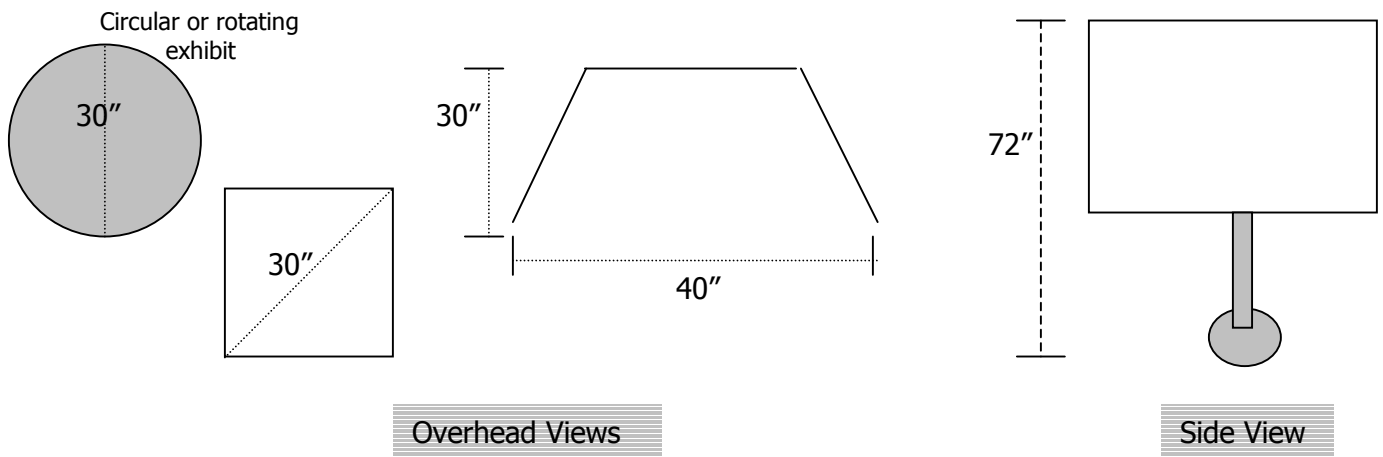
Category Rules -- EXHIBITS (EX)

An Exhibit is a visual representation of your research and interpretation of a topic's significance in history. They are like small museum exhibits. Your analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your Exhibit.

All general category rules apply to the Exhibit category. The following are rules that are specific to Exhibits.

EXHIBIT REQUIREMENTS:

EX-1: SIZE REQUIREMENTS: The overall size of your Exhibit when displayed for judging must be **no larger than 40 inches wide, 30 inches deep, and 6 feet high**. Measurement of your Exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes you use. Circular or rotating Exhibits must be no more than 30 inches in diameter.



EX-2: MEDIA DEVICES: Media devices (i.e., tape recorders, projectors, video monitors, computers) can be incorporated into your Exhibit. However, the device cannot run for more than a total of 3 minutes. Viewers and judges must be able to control the media devices. Any media device must fit within the size limits of the Exhibit. Any media device used should be integral to the Exhibit, not just a device to bypass the prohibition against live student involvement. Any student-composed words used in a media device display (visual or verbal) will be included in the 500-word limit described in Rule EX-3 below. For example, a brief excerpt from a taped student-conducted oral interview or a dramatic reading might be acceptable, but taped student commentary or analysis would not be.

EX-3: WORD LIMIT: Student-composed written materials included on an Exhibit must contain no more than 500 words. This means that all materials created and written by the student(s) (i.e., titles, subtitles, captions, descriptions, analysis, commentary, and timeline) whether printed or included through a media device must be fewer than 500 words total. This *does not include* any documents, oral history quotations, artifacts with writing, or your title page, Process Paper or annotated bibliography. It is required to have brief citations crediting the sources of illustrations or quotations included on the exhibit, these do not count toward the 500-word limit.

EX-4: SUPPLEMENTAL MATERIALS: Binders, photo albums, and excess materials that are not an *integral part* of your Exhibit are not appropriate. The message of your Exhibit should be clear and contained on the Exhibit itself.

COMPETITION RULES:

EX-5: SETTING UP: Adults will be allowed to assist you in carrying oversized or heavy items into the exhibit room but it is your responsibility to set up the exhibit.

EX-6: BREAKDOWN: Students may take down their exhibits only during scheduled exhibit breakdown times.

CHECK LIST – EXHIBIT

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- No larger than 40 inches wide, 30 inches deep, and 6 feet high when displayed
- Title is clear and visible
- Labels, captions, and titles include no more than 500 student-composed words
- Brief citations crediting the sources of illustrations or quotations included on the exhibit
- Has visual impact and shows interpretation
- You must set up your exhibit, adults may assist you in carrying heavy or oversized items only
- Title page includes title of entry, names, division (Junior or Senior), and category (Exhibit) only
- Process paper is no more than 500 words
- Annotated bibliography, separated into primary and secondary sources
- Title page, Process Paper, and annotated bibliography stapled at the top left corner
- Has followed copyright laws

Category Rules -- **PERFORMANCES (PE)**

A Performance is a dramatic portrayal of your research and conclusions of a topic's significance in history. Your analysis and interpretation of your topic must be clear and evident to the viewer.

All general category rules apply to the Performance category (except Rule HD-11). The following are rules that are specific to Performances.

PERFORMANCE REQUIREMENTS:

PE-1: TIME LIMITATIONS: A Performance may not exceed **10 minutes** in length. Timing begins after the announcement of the title and student introductions at the start of the formal Performance (see rule PE-2). Any other introductory remarks will be considered part of the Performance and will be counted in the overall time. There will be a 5-minute preparatory period prior to judging for you to set up your props and prepare for your Performance. After you finish, you have another 5-minute period to clear your props and prepare to be interviewed by the judges. You are responsible for setting up and clearing away props from the stage area yourselves. When staging and practicing your Performance, you should allow for several empty seconds to account for unplanned pauses (i.e., applause, forgotten lines, etc.). History Day in California does not provide any props or furniture for the Performance category. You should come prepared with all props that you need.

PE-2: INTRODUCTION: The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

PE-3: MEDIA DEVICES: Use of slides, tape recorders, computers, or other media with your Performance is permissible. You must run all equipment and carry out any special lighting effects yourself. History Day in California does not provide any media or audio-visual needs for the Performance Category, except for an electrical outlet. You should come prepared with any audio-visual equipment you may need. History Day in California is not responsible for damage or loss of equipment.

PE-4: SCRIPT: The script for your Performance should **not** be included with the written materials presented to the judges.

CHECK LIST – PERFORMANCE

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- 10 minute maximum for performance
- All props and equipment is student supplied
- Only student entrants run equipment and are involved in performance
- Title page includes title of entry, names, division (Junior or Senior), and category (Performance) only
- Process paper is no more than 500 words
- Annotated bibliography, separated into primary and secondary sources
- Title page, Process Paper, and annotated bibliography stapled at the top left corner
- Has followed copyright laws

Category Rules -- DOCUMENTARIES (DO)

A Documentary should reflect your ability to use visual media to communicate your topic's significance, much like a professional documentary. Your entry can incorporate a variety of primary and secondary sources, such as photographs, film, video, audiotapes, and graphic presentations; however, the final product must be an original composition. You must have access to and be able to operate all equipment needed to produce your entry.

All general category rules apply to the Documentary category. The following are rules that are specific to Documentaries.

DOCUMENTARY REQUIREMENTS:

DO-1: TIME REQUIREMENTS: A Documentary may not exceed **10 minutes** in length. After the announcement of the title and student introductions (see rule DO-2), timing begins when the first visual image appears and/or the first sound is heard. Timing will end when the last visual image or sound of the production concludes (this includes credits). There will be a 5-minute preparatory time period prior to judging during which you can set up your equipment and prepare for your presentation. At the end of the Documentary, another 5 minutes will be allowed to clear your equipment and prepare to be interviewed by the judges. When practicing your Documentary, you should allow for several empty seconds to account for unplanned pauses (i.e., mechanical difficulties, lead time on tapes, etc.).

DO-2: INTRODUCTION: You must announce only the title of your presentation and names of participants. **Live narration or comments prior to or during the presentation are prohibited**

DO-3: STUDENT INVOLVEMENT & PRODUCTION: All entries must be original and student-produced. You must operate all equipment used in the **preparation** of your Documentary. Actors in dramatizations, narrators, or voice-overs are limited to the voice(s) of the student(s) creating and submitting the entry. You must conduct any narration in the audio portions of your Presentation except, for example, when using an oral history excerpt. You are responsible for running all equipment and carrying out any special lighting effects yourself. Students are permitted to operate any equipment during their presentations, such as slide projects or computer keyboards.

DO-4: ENTRY COMPOSITION: Your entry must be an original composition. You may use professional photographs, film, slides, recorded, music, etc., in your Presentation, but such items must be integrated into your Presentation and properly credited within your annotated bibliography. You must conduct any narration in the audio portions of your Presentation except, for example, when using an oral history excerpt. Photos and slides may be professionally developed. **You must operate any editing equipment used in the production of your presentation.**

DO-5: COMPUTER ENTRIES: A student-composed computer program is an acceptable entry. You must be able to run the program within the 10-minute time limit. Programs requiring live narration are not acceptable; judges are not permitted to participate in your presentation by operating any equipment. Students must provide their own computers in this category.

DO-6: CREDITS: At the conclusion of the documentary, a general list of acknowledgements and credits for any featured images, music, film/media clips, interviews, or other sources should be included. These credits should be a brief list and not full bibliographic citations. All sources used in the making of the documentary should be properly cited in the annotated bibliography.

DO-7: EQUIPMENT: You must provide **your own equipment** at each level of competition. At the state level, CRF will provide a VCR/DVD player, a TV monitor, and a screen **only** for the Documentary Category. Inquire with your local county coordinators prior to the county History Day to find out what equipment will be provided.

DO-8: History Day Documentaries are sometimes duplicated, published, distributed and/or displayed by contest officials and/or CRF; such permission is a requirement to participate in the state finals.

Note on DVD entries: Most new DVD players built after mid-2004 support both DVD+R and DVD-R formats. However, there can be several DVD players that have trouble reading *burned* copies. To help increase compatibility with many DVD players, here are a few recommendations to follow when writing (burning) a documentary onto a recordable media.

Recommendations:

1. Use *Write-Once* DVD media such as DVD+R's or DVD-R. Avoid +RW and -RW (re-writable) DVD's. Not all DVD players support re-writable media.
2. If the writing software supports it, modify the *BookType** (*also known as bitsetting*) on DVD+R media and change it DVD-ROM. Note, some writing software automatically change the BookType to DVD-ROM. Consult your software or device manual for more information. *BookType/Bitsetting applies only to DVD+R media.
3. Write the DVD at a slower speed for stability. For example, if a DVD writer supports 16x media, write at 12x or 8x. At times, a DVD writer requires data faster than a workstation can provide. Burning at a maximum speed can sometimes generate errors.
4. Avoid all forms of labels as these can cause the DVD to rotate unevenly in the player. If a label is needed, use a Sharpe[®] pen or a Lightscribe burner.
5. Do not run multiple tasks in the background of the workstation when writing to a DVD.
6. Always test burned DVD's on at least two stand-alone DVD players (not your computer). View the documentary for video and audio stability. Be sure to verify duplicate copies as well.

CHECK LIST – DOCUMENTARY

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- 10 minute maximum for presentation
- Credits listed at the end of the documentary
- Live student involvement limited to giving name and title and operating equipment
- Title page includes title of entry, names, division (Junior or Senior), and category (Documentary) only
- Process paper is no more than 500 words
- Annotated bibliography, separated into primary and secondary sources
- Title page, Process Paper, and annotated bibliography stapled at the top left corner
- Has followed copyright laws

Category Rules -- HISTORICAL WEB SITES (WS)

A Historical Web Site entry should reflect your ability to use web site design software and computer technology to communicate your topic's significance in history. The historical quality, analysis, and interpretation of your topic must be clear and evident to the viewer. Web Sites are the most interactive of all categories. In designing your entry, you should include elements that actively engage your audience in learning about your topic. These elements do not have to be technologically complex, but they should let the audience participate in exploring the topic, rather than passively viewing information. Your presentation should include primary materials, but must also be an original production. To produce a web site, you must have access to appropriate software and equipment and be able to operate it.

All general category rules apply to the Historical Web Site category. The following are rules that are specific to Historical Web Sites.

WEB SITE REQUIREMENTS:

WS-1: ENTRY PRODUCTION: All entries must be original productions constructed using the NHD web site editor beginning at the school level. Students may use professional photographs, graphics, video, recorded music, etc. within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. All students are reminded of copyright laws. Any such item can only be used with the permission of the owner. **Students must operate all software and equipment in the development of the web site.**

NOTE: Using objects created by others specifically for use in your entry violates this rule, but using graphics, multimedia clips, etc. that already exist is acceptable.

WS-2: SIZE REQUIREMENTS: Web site entries may contain no more than **1,200** visible, student-composed words. Citations, code used to build the site, and alternate text tags on images do not count toward the word limit. The word limit does not include words found in materials used for illustration, such as documents, artifacts or graphs not created by the students, or to quotations from primary sources such as oral history interviews, letters, or diaries, photos of artifacts with writing, or other illustrative materials that are used as an integral part of the web site. Brief citations crediting the sources of illustrations or quotations included on the web site do not count toward the 1,200-word limit. The entire site, including all multimedia, may use up to **100MB** of file space only.

WS-3: NAVIGATION: One page of your web site must serve as the "home page." The home page must include your name, the title of your entry, your division, and a main menu that directs viewers to the various sections of your site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

WS-4: MULTIMEDIA: More than one multimedia clip may be used; however, a single multimedia clip may not last more than 45 seconds and may not include student-composed narration. If an entry uses any form of multimedia requiring a plug-in (for example, Flash, QuickTime or Real Player), the student must provide on the same page a link to an Internet site where the plug-in is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

WS-5: CITATIONS: Citations--footnotes, endnotes or internal documentation--are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to "General Category Rules," for citation styles.

WS-6: STABLE CONTENT: The content and appearance of a page may not change when the page is refreshed in the browser. Random text or image generators are not allowed.

WS-7: VIEWING FILES: The pages that comprise the site must be viewable on a standard browser like Microsoft Internet Explorer. It is highly recommended to test web site on different browsers. Entries may not link to live or external sites, except to direct viewers to plug-ins.

WS-8: SUBMITTING ENTRY FOR JUDGING: Note that the deadline for completion of Web Site entry is usually set for a date well in advance of the competition dates so that judges will have time to thoroughly read and evaluate your work. For your county level procedure requirements check with your local county coordinator. At the state level, students must e-mail in advance their process paper and annotated bibliography by the established contest deadline (check the History Day in California web page at <http://www.crf-usa.org/history-day-in-california/> for more details). It is **recommended** to bring a hard copy of your final web site, process paper, and annotated bibliography with you to the competition.

***Note:** At the national level, the web site category is a combined category, where the individual entries and group entries are judged together. To accommodate this at the state level, **only the top individual entry and top group entry** in each division will move on to the national level.

CHECK LIST – WEB SITE

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- All entries must be original productions constructed using the NHD web site editor beginning at the school level.
- No more that 1,200 student generated words
- 100 MB size limit
- 45 second multimedia limit with no student narration
- Site does not include live or external links (except for software downloads needed to view site)
- Upload their final web site entry along with links to their process paper and annotated bibliography by the established contest deadline
- Title page includes title of entry, names, division (Junior or Senior), and category (Web Site) only
- Bring a print out copy of your final web site with you to the competition
- Copyright laws prohibit the use of materials without the permission of the owner
- Process paper is no more than 500 words
- Annotated bibliography, separated into primary and secondary sources
- Has followed copyright laws



New Historical Web Site Category Procedure

Beginning the 2009-2010 school year, **History Day will require** web site projects to be created using the **NHD web site editor**. Students must go to www.nhd.org through the NHD portal to access the NHD web site editor to build their sites on NHD's Web Portal at all levels. This means from the first inception of the project. Below is some basic information about the NHD web site editor. Also, please check the student rulebook for the web site category rules.

A full suite of site-building tools will be available with the NHD web site editor. While third-party tools may be used to develop objects and components for an entry, the final code must be uploaded with the NHD web site editor. All objects or components constructed with third-party tools (e.g. Dreamweaver, iWeb, MS Expression) must be portable to and function correctly with the NHD web site editor.

All hosting will be performed by NHD servers. The 100 MB size restriction on entries will remain. **Students are free to begin building their entries as early as September, and will work on the same NHD web site as they advance through levels of competition.** With the NHD Web Portal, students are free to access and work on their sites at any time other than judging periods, periods during which their sites will be closed to any editing.

At the state level, students must e-mail their process paper and annotated bibliography to lourdes@crf-usa.org by April 9, 2010.

CALIFORNIA-ONLY CATEGORY: 4/5th Grade POSTERS

Since its inception in 1984, the number of students participating in History Day in California has grown steadily. While the four traditional History Day categories have provided students with the opportunity to creatively demonstrate their knowledge and understanding of historical topics/issues, in recent years grade limits and technological restrictions have precluded many other interested students from participating. In 2000, two California-Only Categories (poster and web site) were created to expand the scope of History Day and encourage participation by even more California students.

The Historical Web Site category is now an official National History Day category. However at the national level, the web site category is a combined category, where the individual entries and group entries are judged together. To accommodate this, at the state level, only the top individual entry and the top group entry in each division will move on to the national level.

The 4th/5th Grade Poster category is open to California's 4th and 5th Grade students. The requirements are similar in nature to the Exhibit category, but with more age/grade appropriate rules. However, availability of the California-Only Category for competition at the county level may vary. Competition categories at the State Finals will be available only to those students entering through their counties. In order to participate at the State level, students should check with their county coordinators for registration information and deadlines. At the state level, student entries in the California-Only 4/5th Grade Poster Category will be recognized as state champions and will receive medals and cash awards at the state finals. **Unfortunately, the poster category is not an official category at the national level and participants in the poster category will not be able to attend the National History Day Finals.**

IMPORTANT NOTICES REGARDING THE HISTORY DAY CALIFORNIA-ONLY 4/5th GRADE POSTER CATEGORY

1. County coordinators are not required to include the California-Only Category as part of the county History Day competitions. County competitions are run independently, and the California-Only Category is optional at the discretion of the county coordinators.
2. Student and teachers wishing to participate in the California-Only category at the state level must submit all required registration materials by the appointed due date.

Category Rules -- 4th/5th GRADE POSTERS (PO)

A Poster is a visual representation of a student's research and interpretation of a topic's significance in history, **presented in a poster format**. The Poster should show that the student(s) have a clear understanding of the topic. Labels and captions should be used creatively with visual images to enhance the message of the Poster.

All general category rules apply to the Poster category. The following are rules that are specific to Posters.

POSTER REQUIREMENTS:

PO-1: SIZE REQUIREMENTS: Poster size is limited to 30" x 40" portrait or landscape. **All contents on the poster must lie flat without any protruding (no 3-D) or interactive attachments.** You may use different color paper with photographs, written materials, labels, etc. as background but you may not use items like mat board, Styrofoam, cardboard, etc. A collage format on the poster is acceptable.

PO-2: WORD LIMIT: Student-composed written materials that are used on a Poster display must not exceed a total of **350** words. This limit does include captions, timelines, and other students-composed words. This limit does not apply to documents, oral history quotations, artifacts with writing, brief citations crediting the sources of illustrations or quotations, or other illustration materials that are an integral part of the display. The title page, summary description, and annotated bibliography are not a part of this word limit.

CHECK LIST – POSTER

- Historically accurate
- Shows interpretation and analysis
- Places topic in historical context
- Shows wide research and use of primary sources
- Provides evidence of balanced research
- Clearly links topic to theme
- Demonstrates significance of topic in history
- Presentation of topic is creative, original and well organized
- Poster must lie flat without any protruding attachments – no 3-D
- Poster display must not exceed a total of 350 words
- Title page includes title of entry, names, division (4/5th Grade), and category (Poster) only
- Process paper is no more than 500 words
- Annotated bibliography, separated into primary and secondary sources
- Title page, Process Paper, and annotated bibliography stapled at the top left corner
- Has followed copyright laws

THE JUDGING PROCESS

THE JUDGES

History Day in California utilizes volunteer educators, historians, and other professionals as judges in all its competitions. Every year History Day in California seeks out new judges to add to the judging pool, including History Day alumni (former History Day students). History Day judges volunteer their time and effort to support the program and make it an enriching educational experience for all History Day students.

THE SYSTEM

JUDGING TEAMS: a team of two-to-three judges usually judges each separate History Day division and category. Judging teams may be put together based on a variety of factors, including experience, conflict of interest, gender, background, and judges' preference.

JUDGING BY HEATS: In competitions where large numbers of entries impose time constraints, such as at the state competition, it may be necessary for entries in a single category to be judged by several teams (heats) of judges. Although this means different entries in the same category are judged by different teams, all judges go through a thorough orientation and are given the same standards to use to ensure consistent judging throughout the competition. The number of entries selected per heat and procedures for heat judging may vary by category and are totally within the discretion of contest officials.

CONSENSUS JUDGING: At the state level, judges are required to reach a consensus (all three judges in agreement) on the finalists or winners they are selecting. At the judge's orientation, judges are strongly encouraged to question students and to write comments on the judging forms.

JUDGING IS SUBJECTIVE: Judges must evaluate certain aspects of your entry that are objective. For example, they may look to see if primary sources are used; or if the written material is grammatically correct. Those aspects of judging are clear. But judges must also evaluate *subjective* aspects of your entry. These things are open to interpretation, for example, the quality of analysis and your conclusions about the historical data; or the effectiveness of your presentation. Because every individual person has a different viewpoint, **the judging process is inherently subjective.**

EVALUATION VARIATIONS: Also, since different judges evaluate entries at each contest level, ratings can vary greatly from one level to another. As your entry progresses through contest levels, judges at higher levels may use higher standards and award lower ratings in order to differentiate among outstanding entries at that level of competition. **At every level of the History Day in California competition, the decision of the judges is final.**

HISTORICAL PAPER & HISTORICAL WEB SITE Categories: Due to the unique nature of these categories, Historical Papers and Historical Web Sites are judged with a different system than that used for the other History Day categories. In order to thoroughly evaluate these entries, they are first evaluated prior to the competition, with the interviews taking place at the competition itself.

JUDGING CRITERIA

The following criteria are the things the judges will look for in your History Day entry. Note that **HISTORICAL QUALITY** is the most important aspect, accounting for 60% of your overall rating.

ELEMENTS OF HISTORICAL QUALITY (60%):

- ❑ Is the entry historically accurate?
- ❑ Does the annotated bibliography show how sources contributed to the understanding of the topic?
- ❑ Does the annotated bibliography show a clear understanding and proper distinction of primary v. secondary sources?
- ❑ Does the entry show analysis and interpretation, not just description of the topic?
- ❑ Does the entry place the topic in historical context?
- ❑ Does the entry demonstrate evidence of balanced research?
- ❑ Does the entry/annotated bibliography show awareness of different viewpoints?
- ❑ Does the entry/annotated bibliography show wide research and use of primary sources when available?

ELEMENTS OF ADHERENCE TO THEME (20%):

- ❑ Does the entry clearly link the topic to the annual theme?
- ❑ Does the entry demonstrate the topic's significance in history?

ELEMENTS OF QUALITY OF PRESENTATION (20%):

- ❑ Does the entry stay within applicable time and rule limits?
- ❑ Was the presentation of the topic creative and original?
- ❑ Was the presentation of the topic well organized?
- ❑ Were the written materials clear, correct, and articulate?
- ❑ (Performance) Did the students display good stage presence?
- ❑ (Performance) Was the use of costumes and props appropriate?
- ❑ Did the students understand and properly operate all equipment?
- ❑ Did the presentation have visual impact?

GUIDELINES FOR THE HISTORY DAY IN CALIFORNIA STATE FINALS

The following are requirements for participation in the History Day in California State Finals. Many of these requirements are also applicable to your county or local competitions. Check with your county or local coordinators to find out which of these requirements must be fulfilled at each level of competition. **All students participating in the History Day in California State Finals must:**

- register online and pay registration fees by the due date.
- agree to a **Code of Ethics Statement**, which affirms that your entry was researched and developed during the current school year and that all research, design, development, and production for the entry was done by the students who are entering the competition.
- agree to grant CRF permission and rights to use all or part of your History Day entry, entries are sometimes duplicated, published, distributed and/or displayed by CRF.
- complete a **Record of Prior Participation** which records general information regarding all previous participation in History Day. This requirement is to allow the History Day staff to keep records of what topics and categories each student has done and how many years each student has participated in the program.
- turn in a signed parental/guardian **Permission Slip** prior to participating in the competition.

ATTENDANCE AT THE STATE COMPETITION

All students participating in the History Day in California State Finals must be present at the state contest to be eligible for evaluation. Students that are not able to attend the State Finals **CANNOT** be replaced by another student. Similar attendance is required for those advancing to the National History Day competition.

NOTE: The above requirements are specifically for the History Day in California State Finals. You should check with your local/county coordinators to see which of these requirements, if any, are applicable at each level of competition.