6th Grade
Southwest Asia/Middle East Research Project
Fulmore Middle School
Language Arts & World Cultures

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Project Overview

Project Goals/Description

All 6th grade students must complete a research project relating to the Middle East during their first semester of the school year. The goals of this project include teaching students to

- Form and revise questions
- Use text organizers to locate and organize information
- Use multiple sources to locate information relevant to a selected topic
- Interpret and utilize graphic sources of information such as maps and timelines to address research question.
- Summarize and organize information from multiple sources by taking notes, outline ideas and making charts
- Produce research projects and/or reports in effective formats for various audiences
- Draw conclusions from information gathered from multiple sources.
- Use compiled information to push further scholarly inquiry
- Present organized statement, reports and speeches using visuals or media to support message

For the next 8 weeks, students will focus their energies both in and out of class learning the skills necessary to achieve the above goals. Along with fulfilling the required TEKS, this project has also been developed by the social studies and language arts faculty of Fulmore to coincide with the goals of the National History Day Project, a national contest designed to promote the appreciation of history among secondary students in the United States.

All Fulmore 6th graders must complete a written project that will be evaluated by both their language arts and social studies teachers but they may also choose to submit their papers in the national competition or to develop a secondary project relating to their topic for the purpose of submission. Most students will complete this project independently but some classes may work as teams to conduct and develop research. Regardless of the method employed by particular teachers, considerable time outside of class will be required of all students.

General Criteria

- Final Copy and all Research materials are due on Monday, November 21
- Papers should be 1500-2500 words in length
- A minimum of 10 sources must be consulted in research with 4 of those being primary sources and 6 being secondary sources
- At least 4 of your sources must be a magazine or journal article or a book resource.
- All papers must be typed
- Students should make two copies of final drafts, one for submission to Language Arts teacher and one for World Cultures teacher.
- Outlines, note cards , rough drafts and annotated bibliographies must be submitted on Monday, Nov. 21 with Final Draft.
- Students should bring all research materials including this packet, note cards and USB key with them to class everyday for the next 8 weeks.
Level 1 vs. Level 2

Fulmore students have two options for completing their research projects

Level 1
Student who choose this option, will strive to attain the minimum criteria as stated in both the language arts and social studies rubrics. Projects will be evaluated based on organization, writing style and content. Level 1 projects will require students to consult at least 10 primary and secondary sources and to have at least 60 to 75 note cards documenting their research. Many of the final papers will be the equivalent of high school junior and senior level papers.

Level 2
Student selecting this option have their minds set on entering the National History Day Competition. Research for this project will require that you consult a minimum of 30 primary and secondary sources and that you have between 120 to 180 note cards documenting your research. Those students interested in a Level 2 project may be asked to spend additional time after school and on Saturdays to further their research skills and receive additional instruction from their language arts and social studies teachers.

Optional Website Project
Along with writing a formal paper students may also elect to translate their research into a website for submission to the National History Day Competition. Please remember that the creation of a website can only be done in addition to the writing of the traditional paper. Students can elect to submit their research paper into the competition or may choose to translate the paper into a website for judging consideration. Students will find detailed rules and expectations for this optional activity at the end of this research project packet with other National History Day information.
Evaluation Rubrics

Students will receive 2 major grades for this project, one in language arts and one in world cultures. Teachers will use the following rubrics to evaluate student work. Please review these rubrics carefully before beginning research as well as during the research and writing stage of your project.

Language Arts Evaluation Rubric - Organization

46-50 pts
The work contains ideas clearly presented with a logical sequence of development. An organizational strategy is evident and transitions between ideas are smooth. A fluent writing style is evident. Final essay follows the format established in the outline which has a clear structure. (Main Point, Sub Point, Sub-sub points, etc). Ideas are supported with strong elaboration on a consistent level throughout the paper. Outline and rough drafts are submitted with final copy and the development of ideas can be clearly traced from one item to the next.

36-45 pts
The development of the writing is generally smooth and controlled. The ideas are clear the links between ideas are logical. Minor problems do not take away from the readability of the paper. An outline is included in project packet and final essay follows the outline. Majority of ideas are supported by strong level of elaboration. The outline is structured appropriately. Development of ideas can be traced from outline to rough draft to final copy.

25-35 pts
The progression of ideas in paper is choppy or not logical. Wordiness and/or repetition are present and cloud meaning of writing. Essay is loosely organized but a main idea is clearly present. Support of ideas is limited. Transitions between ideas are present throughout the paper but are often misused by writing contributing to confusion of message. An outline is included but contains flaws or errors in sequencing. Development of the majority of ideas in paper can be traced from outline to rough draft to final copy.

0-24 pts
The logical progression of thought is not present in paper. There is no evidence of any organizational strategy. Ideas are presented randomly and are disconnected from the main topic. Elaboration of ideas is minimal and confusing. Transitions between ideas are not present or are present but not used appropriately. Outline does not show a strong flow of ideas and/or outline is missing. Rough Draft is not submitted with final paper.

Language Arts Evaluation Rubric - Mechanics and Usage

46-50 pts
The essay demonstrates a strong command of spelling, punctuation, capitalization and proper grammatical usage. Sentence structure is varied and is effectively used by writer to maintain reader’s interest. Final copy of paper is typed and free of all typing errors.

36-45 pts
The essay displays a strong command of spelling, punctuation, capitalization and proper grammatical usage. Sentence structure is varied and used somewhat effectively by writer. Minor errors in mechanics and usage though present do not interrupt the fluency of the essay. Final copy of paper is either typed or handwritten and is free of errors for the most part.

26-35 pts
Essay contains frequent errors of spelling, punctuation, capitalization and grammatical usage making the writing unclear and confusing for the reader. Errors limit the overall communication of ideas. Sentence structure is limited and words/phrases are not always used appropriately.

0-25 pts
There is no attention given to any of the writing conventions, i.e., spelling, punctuation, capitalization and grammar. Errors are so frequent that the overall communication of the paper is seriously impaired.
World Cultures Evaluation Rubric—Content

46-50 pts A strong thesis statement is presented and subsequent paragraphs of paper prove/support thesis. A wide variety of both primary and secondary sources has been utilized by the writer. (more than 10 primary and/or secondary sources have been utilized in research) Essay presents insightful observations and details about the topic selected. Data is appropriately documented in paper via footnotes/endnotes/parenthetical citation. Conclusions about topic are original and interesting. Note cards are included in final project packet and support research presented in paper.

36-45 pts Thesis statement is present and supported in subsequent paragraphs. Data is appropriately documented via footnotes/endnotes/parenthetical citation in the majority of instances. Research includes a minimum of 10 primary and secondary sources. Data cards are included in final packet and support research presented in paper.

25-35 pts Thesis statement is presented but subsequent paragraphs do not always support argument. Not all data/evidence/ is documented via footnotes/endnotes/parenthetical citation. Citation format is consistently flawed. Research is evident but lacking in full elaboration, details and support. Data cards are included in final packet but demonstrate a limited amount of research on topic.

0-24 pts Paper does not contain a thesis statement but rather a statement of a general topic. Topic is poorly developed and/or work lacks details, support and substance. No attempt to document evidence via footnotes/endnotes/parenthetical citation is made. Data cards are not included in final submission.

World Culture Evaluation Rubric—Annotated Bibliography

46-50 pts AB lists only those sources that contributed to the development of essay. Visual and oral sources documented according to MLA standards. Each source provided with a written explanation of how it was used by researcher and/or helped with understanding of topic. Primary and secondary sources listed separately. All citations (print, visual and electronic) follow MLA standards. 11 to 30 sources included in bibliography and used in paper documentation.

36-45 pts AB lists only those sources that contributed to the development of essay. Visual and oral sources documented according to MLA standards. Each source provided with a written explanation of how it was used by researcher and/or helped with researcher’s understanding of topic. Primary and secondary sources listed separately. All citations (print, visual and electronic) follow MLA standards. 10 sources included in bibliography and used in paper documentation.

25-36 pts AB lists a mixture of sources not all of which were used in the development of the essay. Not all of the visual and oral sources presented in paper were properly cited according to MLA standards. Primary and Secondary sources are listed separately. Some sources missing written explanation of how it was used by researcher and/or helped with researcher’s understanding of topic. Citations for print, visual and electronic sources were incomplete or incorrectly done. 10 to 9 sources were consulted and but relation to final essay not clear.

0-25 pts AB lists only a few sources that might be useful to research topic. Little or no variety in sources present. Explanation of how the source was used by researcher is poorly developed and/or confusing. Primary and secondary sources are mixed on bibliography. MLA standards are not followed for citations in a consistent manner. 8 or less sources are listed and/or sources listed do not relate to research topic.

Research Project Timeline and Check Off Sheet
(Parents or Guardians should initial boxes as student completes tasks)

6
### Saturday, Sept. 24
**Begin Research:** select 2 or 3 topics to investigate; decide if you want to go level 1 or level 2; create personal research time table for next six weeks

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<th>Task Description</th>
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<tr>
<td>Tuesday Oct. 27</td>
<td>Complete Topic Development Worksheet; 2 bibliography cards completed; 10 data note cards finished</td>
</tr>
<tr>
<td>Tuesday Oct. 4</td>
<td>4 bibliography cards done; 25 data note cards completed</td>
</tr>
<tr>
<td>Saturday Oct. 8</td>
<td>Saturday School—<em>Students should bring all research materials with them.</em></td>
</tr>
<tr>
<td>Tuesday Oct. 11</td>
<td>6 bibliography cards completed; 40 data note cards completed</td>
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<tr>
<td>Tuesday Oct. 18</td>
<td>8 bibliography note cards completed and 50 data note cards completed</td>
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<tr>
<td>Tuesday Oct. 25</td>
<td>10 bibliography note cards completed and 60 data note cards completed</td>
</tr>
<tr>
<td>Saturday Oct. 29</td>
<td>Possible Research Day at Fulmore (check with Language Arts teacher)</td>
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<tr>
<th>Date</th>
<th>Task Description</th>
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<tr>
<td>Tuesday Nov. 1</td>
<td>Organize note cards and <strong>write a topical outline</strong> (bring all materials to class for teacher review)</td>
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<tr>
<td>Tuesday Nov. 1</td>
<td>Turn your bibliography cards into a <strong>rough draft Annotated Bibliography</strong> following MLA standards for citations and separating primary and secondary sources.</td>
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<tr>
<td>Saturday Nov. 5</td>
<td><strong>Possible Research Day at Fulmore</strong> (check with Language Arts teacher)</td>
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<tr>
<td>Tuesday Nov. 8</td>
<td>Using your topical outline you should have your <strong>first draft completed</strong>; (remember to use parenthetical citation to credit sources; first drafts can be handwritten)</td>
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<tr>
<td>Tuesday Nov. 15</td>
<td>Bring <strong>completed typed second draft</strong> to language arts class (remember to use in paper citation for working drafts)</td>
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<tr>
<td>Tuesday Nov. 15</td>
<td>Create a first draft of <strong>Work Cited</strong> page and bring to language arts class for review</td>
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<tr>
<td>Wednesday Nov. 16</td>
<td>Double check all parenthetical citations in paper or turn in paper citations into footnotes or endnotes if you choose to do so.</td>
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<tr>
<td>Thursday-Sunday Nov. 17-20</td>
<td>Type final draft of paper including the cover sheet and <strong>Works Cited List</strong></td>
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<tr>
<td>Monday Nov. 21</td>
<td>Collect outline, note cards, drafts and final paper into a large manila envelope. Include this sheet with parent’s initials. Write your first name and last name along with the paper topic on the front of the envelope. Also include the names and period of your language arts teacher and world cultures teacher</td>
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**Selecting the Topic**
All research projects for 6th graders must relate to the Middle East and should be historical in nature. If you are hoping to submit your paper into the National History Day competition then your topic must fit into the theme of the competition. Whether you plan to submit the final paper into the competition or not, here are some preliminary questions you should consider in selecting your topic.

**Can you analyze your topic?**—Though every event and action that occurred in the past is now part of history, some events were simply part of history while others helped to shape history. Your topic selection needs to focus on those significant events that shaped history. You not only want to relate what happened but how it happened and why the event is important.

**Is your topic too small?**—The answer to this question will almost entirely be based on the number of available resources. Often we don’t realize a topic is too narrow into we have done some preliminary research. Don’t panic if you have trouble finding multiple sources. Talk with your teacher or parent and ask for help in expanding your original idea.

**Is your topic too large?**—This is the most common problem that new researchers have. If your topic is too broad then there are too many resources to read. You would spend all of your time summarizing the event rather than analyzing why it was important.

**Are there primary sources available for your topic?**—A primary source is a description or artifact created at the time of the event being investigated. Good historians use lots of primary sources to develop their conclusions. If you are planning to compete in the history fair project you want to make sure that you use an abundance of primary sources in your research.

**Will you enjoy researching and learning about this topic?**—History should be fun to learn. If you dislike your topic before you start, you are certainly not going to like it as you immerse yourself in the research for the next 6 weeks. Pick a topic that interests you not what you think your teacher or parents will like!

**Winning Strategies for Topic Development**

**Strategy #1**
- Select a significant person or event from history. (Be careful not to choose obscure or cliché topics. Go for the unusual or unique)
- Select a topic of personal interest and then do your best to identify its historical importance or significance. (Be prepared to shift focus if importance to the big picture of history is limited)

**Strategy #2**
- Find a person of influence and read his or her biography
- Look for an influential event that was a turning point in his or her life
- Report on that event-then include famous person in conclusion

**Strategy #3**
- Choose a lesser known event or person
- Make a convincing argument why that event or person is significant to history
- Warning this road will involve a great deal of time and original thought!
MY REPORT IS ON BATS... AGAIN...

"DUH! WITH A CREEPY, TINGLING SENSATION, TOO MEAN THE FLUTTERING OF LEAFY WINGS! BATS WITH SHINING RED EYES AND CROAKING TRILLS, THESE UNSPEAKABLE GIANT BUGS STRAY ONTO...

BATS AREN'T BUGS!!

LOOK WHO'S GIVING THE REPORT TO THE COMMUNITY... OR AM I?

CALVIN, I'D LIKE TO SEE YOU A MOMENT...
Topic Development Worksheet

Brainstorm at least 6 possible topics that you might be interested in developing for your project.

What is your final topic selection?

Why did you select this topic?

What questions do you have about your topic?

How does your topic fit into the National History Day theme?

What are some key words, dates or people related to your topic that will help you find information in a database, encyclopedia, card catalog or internet search?

What types of primary sources might exist for your topic?

Make a list of people that you might interview for your project who have some connection to your topic?
Phases of Research

There are three phases or stages for working on this project.

Phase I: Collecting Data

- Selecting Preliminary Topics
- Narrowing Topic
- Formulating research questions about topic
- Collecting sources to answer research questions
- Formulating a Thesis Statement
- Collection of Data

Phase II: Organizing

- Organizing the data cards
- Creating a topic outline for paper
- Selecting key quotes, facts and details that you want to include in paper

Phase III: Writing

- Writing a first draft of paper following the topic outline created in Phase II
- Revising ideas and writing a second draft of the paper
- Editing the second draft for mechanics and usage errors
- Typing the final copy for submission
Secondary vs. Primary Sources

What Is A Secondary Source?
A secondary source is an account of the period in questions written after the events have taken place. Often based on primary sources, secondary sources are the books, articles, essays and lectures through which we learn most of the history we know. Historians have taken the raw data found in primary sources and transformed it into the written histories that attempt to explain how and why things happened as they did.

What should I do when I examine a secondary source?
The most important first step when examining a secondary source is determining its thesis. Don't confuse the topic of a [source] with the thesis. The topic refers to the specific subject matter the source covers. The topic is what the author is writing about. The thesis refers to the distinctive argument the author is making about the topic—i.e., the interpretation. Many authors have written on the causes of the American Civil War, but they have presented different theses about the cause or mix of causes that led to the conflict. To some the war was fought over slavery, to others it grew out of economic differences...and still others [argue that it] ...was caused by a conflict over the issue of states' rights.

Here are a list of possible questions to ask when determining the validity and usefulness of any type of secondary sources

• Does the book or source reflect a bias or point of view?

• How might this bias effect the conclusions drawn by the author?

• How does the author approach the subject? Most authors choose to to emphasize certain aspects of the historical experience: e.g., economic relationships, politics, individuals, roles of groups, ideas, war, diplomacy, everyday life. The approach an author takes reflects a conscious choice... and you should always be aware of that choice.

• How does the author organize the book?

• What are the author's sources?

• Who is the author or creator of the site/source?

• When was the work created?

• Could the period it was created or written influence its conclusions
Remember that a secondary source is a historian’s interpretation based on the study of primary sources of a particular historical event.

What is a Primary Source?
A primary source is a piece of evidence written or created during the period under investigation. Primary sources are the records of contemporaries who participated in, witnessed, or commented on the events you are studying. They are the documents and artifacts that make the writing and study of history possible. A note of caution: even though an eyewitness or participant writes down memories many years after the event, the commentary is still a primary source.

Remember that a primary source is something that came into existence during the period that the historian is studying.
Here is a list of possible type of sources

laws
tapes of tv shows,
court records,
police records,
railroad schedules,
works of art
newspapers
census data

time statistics
diaries
letters
political speeches
magazines
advertisements
maps
wills

poetry
blueprints
photographs
oral histories
folk songs
furniture
telephone books

What do I do with the source once I have located it?
Here are some possible questions to ask when reviewing primary sources. Not all documents or sources will lend themselves to answering all of these questions but good historians attempt to find answers to as many as possible.

 What exactly does the document mean?

 When, how and to whom was the report made?

 Is there bias that must be accounted for?

 What specialized information is needed to interpret the source?

 Do the reported actions seem probable in the light of informed common sense?

 Do other primary sources support the conclusions of this source?

Using primary sources and secondary sources in the collection of your data, you will learn to...

 Interpret, clarify, analyze and evaluate various types of information

 Recognize bias and points of view

 Separate fact and fiction how it relates establishing a historical record

 Formulate opinions, draw conclusion and understand the possibility of multiple interpretations.

 Show cause and effect

 Analyze and interpret raw data

 Apply generalizations and theories from books, television and other media while recognizing the limitations of those media
- Recognize your own personal biases and prejudices and how these might influence your interpretation of historical events.
Thesis Statements

Writing a Thesis Statement

A thesis statement is a sentence (or sentences) that expresses the main ideas of your paper and answers the question or questions posed by your paper. It offers your readers a quick and easy to follow summary of what the paper will be discussing and what you as a writer are setting out to tell them. The kind of thesis that your paper will have will depend on the purpose of your writing. This handout will cover general thesis statement tips, explain some of the different types of thesis statements, and provide some links to other resources about writing thesis statements.

General Thesis Statement Tips

• A thesis statement generally consists of two parts: your topic, and then the analysis, explanation(s), or assertion(s) that you're making about the topic. The kind of thesis statement you write will depend on what kind of paper you're writing.

• In some kinds of writing, such as narratives or descriptions, a thesis statement is less important, but you may still want to provide some kind of statement in your first paragraph that helps to guide your reader through your paper.

• A thesis statement is a very specific statement -- it should cover only what you want to discuss in your paper, and be supported with specific evidence. The scope of your paper will be determined by the length of your paper and any other requirements that might be in place.

• Generally, a thesis statement appears at the end of the first paragraph of an essay, so that readers will have a clear idea of what to expect as they read.

• You can think of your thesis as a map or a guide both for yourself and your audience, so it might be helpful to draw a chart or picture of your ideas and how they're connected to help you get started.

• As you write and revise your paper, it's okay to change your thesis statement -- sometimes you don't discover what you really want to say about a topic until you've started (or finished) writing! Just make sure that your "final" thesis statement accurately shows what will happen in your paper.

Analytical Thesis Statements

In an analytical paper, you are breaking down an issue or an idea into its component parts, evaluating the issue or idea, and presenting this breakdown and evaluation to your audience. An analytical thesis statement will explain:

• what you are analyzing

• the parts of your analysis

• the order in which you will be presenting your analysis

Example: An analysis of barn owl flight behavior reveals two kinds of flight patterns: patterns related to hunting prey and patterns related to courtship.

Questions to ask yourself when writing an analytical thesis statement:
• What did I analyze?

• What did I discover in my analysis?

• How can I categorize my discoveries?

• In what order should I present my discoveries?

Expository (Explanatory) Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

• what you are going to explain to them

• the categories you are using to organize your explanation

• the order in which you will be presenting your categories

Example: The lifestyles of barn owls include hunting for insects and animals, building nests, and raising their young.

Questions to ask yourself when writing an expository thesis statement:

• What am I trying to explain?

• How can I categorize my explanation into different parts?

• In what order should I present the different parts of my explanation?

Argumentative Thesis Statements

In an argumentative paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. However, this claim must be a statement that people could possibly disagree with, because the goal of your paper is to convince your audience that your claim is true based on your presentation of your reasons and evidence. An argumentative thesis statement will tell your audience:

• your claim or assertion

• the reasons/evidence that support this claim

• the order in which you will be presenting your reasons and evidence

Example: Barn owls’ nests should not be eliminated from barns because barn owls help farmers by eliminating insect and rodent pests.

Questions to ask yourself when writing an argumentative thesis statement:

• What is my claim or assertion?
• What are the reasons I have to support my claim or assertion?

• In what order should I present my reasons?
Data Collection

There are 4 types of note cards used for research

- Bibliography
- Quotation
- Fact
- Paraphrase

What follows is an explanation and example of each type.

**Bibliography Note Cards** - The order of information for a bibliography card depends upon the type of source you are documenting. Formats for citing a book differ from those used for newspapers or magazines. Sources that have multiple authors or use an editor also have unique rules for citations. Often the rules that you must follow for a citation of a source depends upon the field in which you are doing research. For example, historians often use Turabian for documenting sources while in the field of English, MLA or Modern Language Association format is used more often. **For this project students will use the MLA format for citing all sources.**

**Quotation Note Cards** - A quotation from a book is when you copy the exact words from a source on to your note card. You should always use quotation marks around the sentence or phrase to remind you that these are someone else's words and as such should be noted in your paper. Using a quotation but not using quotation marks or not citing the source is considered plagiarism.

**Paraphrasing Note Cards** - Paraphrasing from a source is when you take the ideas of your source and you explain them using your own words. Paraphrasing is important for you to have on your note cards as this is the first step in processing your research. If your paraphrase statement uses 3 exact words in the order in which they appear in a source then you should put quotation marks around those words or it will be considered plagiarism. Here are examples of each type of information note card from the book that was listed on the bibliography card on the previous page.

**Quotation Card**

1


Achievements

Some of the ancient Egypt’s most remarkable achievements were in architecture and engineering, especially in designing and building the great pyramids.

Students should number each bibliography card. It is this number that is referred to when writing subsequent data cards. **ALWAYS CREATE A BIBLIOGRAPHY CARD BEFORE COLLECTING DATA FROM A SOURCE.** If you don’t know the name of your source, the great quote or a unique fact you wrote on your card cannot be used!

Once you have created a bibliography card for your source, you can then begin to review the source and collect notes from it that might be helpful to you in answering the questions you formulated about your topic. There are 3 common types of information collected on data cards - quotations, facts or paraphrasing. Typically you should write all three types of note cards for each of your sources.
FACT CARD

1

Definition

Pharaoh means ‘great or royal house’

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PARAPHRASE CARD

1

Geography

In this dry environment, many years can go by before it rains. The days are intensely not but the nights are very cold.

Page 10
Paraphrasing not Plagiarizing

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Some examples to compare

The original passage:
Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted material. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:
In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:
Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:
Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.
Creating an Outline

Once you have completed the data collection, it is time to organize your note cards into a topic outline. This topical outline will be used to guide your writing of the drafts and final copy of your paper. Most of this outline will consist of single words or phrases rather than complete sentences. It is a way for you to check that your ideas are organized clearly. The first step is to group all of your note cards by their subject headings. (this is when labeling the note cards as you go will come in handy) If you have note cards that do not have a subject heading on them, you should take a moment to review the information and to decide where it might logically fit into your existing headings.

Here is a sample outline based on the Ancient Egypt example:

I. Introduction
   A. Thesis Statement
   B. anecdote or interesting example relating to thesis
II. Construction of Pyramids
   A. Materials Used
   B. Builders
III. Location of Pyramids
   A. Ancient Egypt
   B. Yucatan
IV. Purpose of Pyramids
   A. Religious
   B. Pharaohs
V. Preservation and Use of Pyramids Today
VI. Conclusion

You may find that not all of your note cards relate to the final outline. Be careful about including data that does not relate to your final organization of the topic. You might also find after developing your outline that there is an area or section that needs more research in order for you to have a strong balanced report. This is why it is important to stop early in the data collection process and create a working outline like the one above to help you stay focused on your research.

Having a working outline will also help you later when you create the final draft of the organizational outline. The outline step is a crucial step in the research and writing process and must be included in your final project packet.
### Draft Outline Worksheet

Use this page to develop a draft outline to guide your research after reviewing two of your sources and developing a thesis statement. Each Roman Numeral can represent either a paragraph or a section of the paper depending on the intended length of your paper.

I. INTRODUCTION

A. 

B. 

C. 

II. 

A. 

B. 

C. 

III. 

A. 

B. 

C. 

IV. 

A. 

B. 

C. 

V. CONCLUSION

A. 

B. 

C. 

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MLA Standards/Guidelines

MLA style also specifies guidelines for formatting manuscripts and using the English language in writing and also provides a writers with a system for cross-referencing their sources—from their parenthetical references to their works cited page. This cross-referencing system allows readers to locate the publication information of source material. This is of great value for researchers who may want to locate your sources for their own research projects. The proper use of MLA style also shows the credibility of writers; such writers show accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism—the purposeful or accidental use of source material by other writers without giving appropriate credit.

All guidelines for MLA style are in the MLA Manual and Guide to Scholarly Publishing (2nd edition). If you are asked to use MLA format for a research paper, the book to consult is MLA Handbook for Writers of Research Papers (6th edition). Information presented in the following pages should be sufficient for completing this project but if you have a question that is not answered on these handouts you will wants to consult the hard copy or online versions of the MLA Handbook. (see works cited page for this packet for online resources)

Basic Paper Format
Here are some basic guidelines for formatting your final copy in MLA style.

General Guidelines

- Type your paper or write it on a computer and print it out on standard-sized paper (8.5 X 11 inches).
- Double-space your paper.
- Set the margins of your document to 1 inch on all sides.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor or whoever is reading the manuscript may ask that you omit the number on your first page. Always follow their guidelines.)
- Use either underlining or italics throughout your essay for highlighting the titles of longer works and providing emphasis.

Your Works Cited List

The works cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and be able to read any sources you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in your text. Here are some general guidelines for preparing your works cited list.

List Format

- Begin your works cited list on a separate page from the text of the essay under the label Works Cited (with no quotation marks, underlining, etc.), which should be centered at the top of the page.
- Make the first line of each entry in your list flush left with the margin. Subsequent lines in each entry should be indented one-half inch. This is known as a hanging indent.
- Double space all entries, with no skipped spaces between entries.
- Keep in mind that underlining and italics are equivalent; you should select one or the other to use throughout your essay.
- Alphabetize the list of works cited by the first word in each entry (usually the author's last name),

Basic Rules for Citations on a Works Cited List

- Authors' names are inverted (last name first); if a work has more than one author, invert only the
first author's name, follow it with a comma, then continue listing the rest of the authors.

- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.
- Underline or italicize titles of books, journals, magazines, newspapers, and films.
- Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.

- List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access).
Citing Sources

While your final research product should reflect your original analysis and understanding of the topic, an important goal for all research is to share data from a variety of both primary and secondary sources that support and/or elaborate on your topic.

In MLA style, in-text citations, called *parenthetical citations*, are used to document any external sources used within a document (unless the material cited is considered general knowledge). The parenthetical citations direct readers to the full bibliographic citations listed in the Works Cited, located at the end of the document. In most cases, the parenthetical citations include the author’s last name and the specific page number for the information cited but there are variations depending on the number of authors and the type of source. Other options for citing sources include using footnotes or endnotes but for the purpose of this project all students will use parenthetical citations. (Leo)

Placement of Citations

- Place a citation as close to the quoted or paraphrased material as possible without disrupting the sentence.
- When material from one source and the same page numbers is used throughout a paragraph, use one citation at the end of the paragraph rather than a citation at the end of each sentence.
- Parenthetical citations usually appear after the final quotation mark and before the period. An exception occurs, however, in quotes of four or more lines since these quotes are presented as block quotes: that is, they are indented and use no quotation marks. In such cases, the parenthetical citation goes after the period.

Guidelines for Use of Author’s Names

Always mention the author’s name—either in the text itself or in the parenthetical citation—unless no author is provided.

If the author's name is mentioned in the text

If the author's name is used in the text introducing the source material, then cite the page number(s) in parentheses:

Branscomb argues that "it's a good idea to lurk … for a few weeks, to ensure that you don't break any of the rules of etiquette" (7) when joining a listserv.

If the author's name is not mentioned in the text

If the author's name is not used in the sentence introducing the source material, then include the author’s last name in the parenthetical citation before the page number(s). Note that no comma appears between the author’s name and the page number(s).

The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: “Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another” (Bateson 97).
If there is more than one work by the same author
If a document uses more than one work by an individual author, include an abbreviated form of the title of the work in addition to the author's name and relevant page number(s). Separate the author's name and the title with a comma:

Hypertextuality makes text borderless as it "redefines not only beginning and endings of the text but also its borders—its sides, as it were" (Landow, Hypertext 2.0 79).

If two authors have the same last name
If the document uses two sources by authors with the same last name, include the author's first name in the text or the parenthetical citation:

Tom Peters talks about a company that facilitates employees' renewal by shutting down its factory for several hours per week while teams work through readings on current business topics (57).

If source has two or three authors names
If a single source has two authors, then you should include both authors' last names in the parenthesis along with the page number.

Psychologists hold that no two children are alike (Gisell and Lig 68).

If source has more than three authors
If a source has more than three authors, you should cite the first author’s last name and then use the phrase et al. to indicate that there are multiple authors.

Studies show that the ozone layer is getting thinner and thinner every generation. (Rosenberg et al. 14)

Source with no author
If a source does not have an author listed, then you will need to use the first word of the title as listed on your Works Cited page.

Random testing for use of steroids by athletes is facing strong opposition by owners of several of these teams. (“Steroids” 22).
If the source has a corporate author
If a source has a corporate author, include the author's name and the page(s). If the corporate author's name is long, it should be included in the text rather than the parentheses:

According to the Centre for Development and Population Activities, interest in gender roles and responsibilities over the past decade has been "driven by the realization that women often do not benefit from development activities and in some cases become even poorer and more marginalized" (3).

If no author is identified
If a source does not include an author's name, substitute for the author's name the title or an abbreviated title in the text or parenthetical citation. Underline the title if the source is a book; if the source is an article, use quotation marks:

The use of Customer Relationship Management (CRM) systems has grown substantially over the past five years as companies attempt to adapt to customer needs and to improve their profitability ("Making CRM Work").

If you use a quote or paraphrase a quote from a source that originally appeared in a different source
If you use a quote that is listed as a quote in one of your sources, then you must indicate to the reader where you found your quote by using the phrase qtd in

Bacon observed “that is hardly possible at once to admire an author and go beyond him” (qtd in Guibroy 113).

Paraphrasing
If you paraphrase information from a source and that information is unique or original to that source, then you need to provide a citation within your paper so your reader knows that this is not your original conclusion or generalization. You should always attribute the idea within the writing of your paper by using the author(s) last name or name of study. Follow the paraphrasing with the page number where the idea can be found.

According to Brown, every time you read an essay, you are preparing to write one. Therefore you should pay careful attention to content and form (9).

Citing Websites
When quoting or paraphrasing from a webpage, you should site the name of the author or the first word of the webpage title. If the site provides you with page numbers you should include those as well.

To identify the source of a quotation, paraphrase or summary, place the author's last name in parentheses after the cited material (Hammack and Kleppinger).

Block Quotations
If your quotation is five lines or longer you should consider creating a block quotation. When using the block format, you do NOT use quotation marks but instead must indent the quote using the paragraph format option in your word processing package. For example:

No one is really certain about the origins of the term “Dust Bowl”;
Formatting the Works Cited Page

All research papers should include a Works Cited page at the end of their papers. This page lists all of the sources that you have used in the writing of your research paper. The Works Cited page is extremely important as it allows your reader to double check your evidence or to find out more about information presented in the paper. In general the information needed for a bibliography citation of a source includes author’s name, title of work, publication source, date of publication and page numbers if item is a part of a larger work. Pay close attention to the use of punctuation on all of these examples. The examples on these two pages are single spaced but when you do your actual Works Cited page, you will need to double space each line on the page. Here is a list of common formats for the variety of sources you might use in your project.

Book with 1 Author


Book with Multiple Authors


Dictionary/Encyclopedia Entry (with no author listed)


Magazine Article (with known author)


Magazine Article from Online (with known author)


Newspaper Article


Newspaper Article from Online


First Date is date of article and then second date is date you accessed the item online.

No period or comma after date access is listed.

If source is a book or encyclopedia put a period after title but if it is a magazine or newspaper leave the period off.
Government Websites


Scholarly Website


Professional Website


Private/Personal Website


Pamphlet with No Author


Personal Interview

Annotated Bibliography

What is an Annotated Bibliography?
A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

**Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

**Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?

**Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

What is the Purpose on an Annotated Bibliography?

**To learn about your topic:** Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you’re forced to read each source more carefully. You begin to read more critically instead of just collecting information.

**To help you formulate a thesis:** Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers:** Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.
How do I format my annotated bibliography?

The format for the bibliography part of this assignment should follow MLA bibliography standards for a Works Cited page. (see pg. 25-27)

The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you’re just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you’ll need more space.

**Sample Annotated Bibliography**

<table>
<thead>
<tr>
<th>Elizabeth Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Stacks</td>
</tr>
<tr>
<td>English 102</td>
</tr>
<tr>
<td>20 August 2001</td>
</tr>
</tbody>
</table>

**Stem Cell Research: An Annotated Bibliography**


This is the annotation of the above source. In this example, I am following MLA guidelines for the bibliographic information listed above. If I was really writing an annotation for this source, I would now be offering a brief summary of what this book says about stem cell research.

After a brief summary, it would be appropriate to assess this source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts...
During the 2005-2006 school year, National History Day invites students to research topics related to the theme Taking a Stand in History: People, Ideas, Events. As is the case each year, the theme is broad enough to encourage investigation of topics ranging from local to world history, and from ancient times to the recent past. To understand the historical importance of their topics, students need to ask questions about time, place, and context; cause and effect; change over time; and impact and significance. They ought to consider not only when and where events happened, but also why they occurred, what factors contributed to their development, and what effects they had on broader history. In other words, NHD projects should go beyond mere description to include analysis of information and conclusions about how the topic influenced and was influenced by other people, ideas, and events.

For National History Day projects, students must also tie their topics to the theme. For 2005-2006 NHD projects, this means that students need to define the sense in which their topics relate to taking a stand in history. A recent Internet Google search of the phrase “taking a stand” generated 278,000 web hits, and adding “history” to the phrase only brought the number down to about 86,000; clearly there are a number of different ways students might approach this task. The most obvious topic choice is to select one individual or a small group of individuals who took a stand, or to pick a specific event in which people took a stand. A second possibility is to look at a topic involving intellectual or ideological issues; to get a grasp on such a topic, a student might find it useful to focus on how a particular political or social movement or organization expressed and acted on ideas. A third alternative is to consider the strategy and methods used to take a stand in a particular situation.

People or Events

Examples abound of individuals who took a stand in history or events in which people took a stand for something they believed. Students may identify people who are known only locally or who are relatively obscure, such as Mrs. Jesse Depriest, the first black woman to have tea at the White House, or they may turn to nationally and internationa

famous figures from history like South African President Nelson Mandela. Similarly, students might choose to focus on a little-known local or regional incident such as the 1919 Indiana, Pennsylvania coal strike, or they may choose a topic such as the Fall of the Berlin Wall that had national or worldwide impact and is mentioned in their history textbooks.

The biggest challenge for students who focus on specific people or events is to move beyond biography and description. Students might use an overarching question about why people took their stand to keep the project focused on context and historical significance. Most reasons for taking a stand can be assigned to one of the following three categories: taking an ideological stand to speak out about beliefs and opinions; taking a defensive stand against something perceived to be a personal threat or public menace; or taking a protective stand on behalf of another person or group of people who are unable to defend themselves. Rarely will students find a definitive answer to this question, so they will have to defend their answer. Focus questions can effectively guide students to the analysis and drawing of conclusions that contribute to a successful NHD project.

Ideas

Selecting a topic related to issues or ideology will lead a student to emphasize the ideas component of this year’s theme. Perhaps a student might look at a reform movement (for example, the early American women’s suffrage movement or the more recent movement to return rights and land to aboriginal peoples in Australia), or examine shifts in thinking about religion, economics, political thought or even a combination (for example, the intersection of civil rights reform and the labor movement in twentieth century America). The student exploring an

33
This year’s theme also offers students the rather unusual opportunity to explore the concept that not making a decision is actually a passive form of choice: the choice of inaction. A student might choose an NHD topic involving a situation where a person or group failed to take a stand when they might reasonably have been expected to act. For example, what were the circumstances leading to Pope Pius XII’s decision not to oppose Adolph Hitler before and during World War II, and how did his inaction influence subsequent events? Or how did labor leader Terrance Powderly’s refusal to take a stand in the 1886 Chicago Haymarket Riot affect the future of the Knights of Labor and other aspects of organized labor and the labor movement in the United States?

Strategies or Methods

In the third approach, rather than focusing on people, events, or ideological issues, students might choose as their NHD topics the type of method or strategy used to take a stand. In some situations, people literally took a stand – the witness stand – by testifying in a court of law. An excellent example of this is Mary Benson, a woman who tried to warn the government of a plot to assassinate President Abraham Lincoln and who later testified in the conspiracy trial. Other ways of taking a stand include writing letters to public officials; publishing articles and editorials in newspapers, magazines, and elsewhere; lobbying political leaders; or lecturing or speaking out in a variety of public forums. An individual might even take a stand by running for public office, so that after getting elected they can work in support of their favored causes. Participating in mass action, whether through strikes, sit-ins, demonstrations, or marches, is another method that could provide possible NHD topics related to Taking a Stand in History. Last but not least, violent forms of taking a stand (e.g., fighting for one’s country in a war, or participating in a riot to protest existing conditions) offer other possible topics. Another aspect of looking at strategies is to examine the scope and geographical focus. Was this an effort to effect change nationally, or was the stand related to local issues and/or local changes? Who was involved in taking the stand — was it one person acting alone or a few people acting together? Looking at how a group of people managed to take a stand, even when group members were separated by miles and language can provide students with fascinating avenues of analysis. For example, students could examine how divergent individuals and groups of people worked together to protest the human rights abuses in the Congo in the early 1900s. Often it is just as important to understand how people took a stand as it is to discover why they did so.

As with any NHD theme, this topic presents students with many fascinating opportunities to explore history and to learn to use a wide range of primary and secondary sources. This year’s theme also offers teachers an excellent entry into philosophical discussions about personal action and responsibility. What does it mean to take a stand? When should one take a stand, and what form should that stand take? Are there situations where one is expected to take a stand? What are the possible risks and consequences that can result from taking a stand? These questions and the answers they provoke allow students to learn about themselves through the study of the past, and help reveal history’s relevance to those who may not immediately be interested in studying the subject.

For more information, contact:
National History Day, Inc.
0119 Cecil Hall, University of Maryland
College Park, MD 20742
Ph: (301) 314-9739
info@nhd.org
www.nhd.org

Refer to website for local contest dates and information.

National Contest: June 11-15, 2006
History Day Rules and Guidelines
Following rules reprinted from http://nationalhistoryday.org/02_contest/frameb_02_c.html

I. RULES FOR ALL CATEGORIES

A. General Rules

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

Rule 2: Contest Participation
You may participate in the research, preparation, and presentation of only one entry each year.

Rule 3: Individual or Group Entries
A paper, individual exhibit, individual performance, or individual documentary must be the work of only one student. A group exhibit, group performance, or group documentary must be the work of 2 to 5 students. All students in a group entry must be involved in the research and interpretation of the group's topic.

Rule 4: Development Requirements
Entries submitted for competition must be researched and developed during the current contest year that begins following the national contest each June. Revising or reusing an entry from a previous year--whether your own or another student's--is unacceptable and will result in disqualification.

Rule 5: Production of Entry
You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents on the mechanical aspects of creating your entry:
- you may have help typing your paper and other written materials;
- you may seek guidance from your teachers as you research and analyze your material, but
- your conclusions must be your own;
- you may have photographs and slides commercially developed.
- You may have reasonable help cutting out your exhibit backboard or performance props (e.g., a parent uses a cutting tool to cut the board that you designed).

Rule 6: Supplying Equipment
You are responsible for supplying all props and equipment at each level of competition. All entries should be constructed keeping transportation, set up time, size, and weight in mind (e.g., foam core v. solid oak exhibit or antique desk v. folding table for a performance). Projection screens for documentaries and performances may be provided if requested. Check with your contest coordinator about availability of equipment. VCRs (VHS format only) and monitors are available at the national contest for the documentary category only. Pianos and Internet access are not project.

Rule 7: Discussion with Judges
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. Let the judges' questions guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

Rule 8: Costumes
You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category. If you are entering the performance category, you may rent or have reasonable help creating your own costumes (e.g., a parent helps you to use the sewing machine).

Rule 9: Prohibited Materials
Items potentially dangerous in any way--such as weapons, firearms, animals, organisms, plants, etc.--are strictly prohibited. Such items will be confiscated by security personnel or contest officials. Replicas of such items that are obviously not real are permissible. Please contact your teacher and contest coordinator to confirm guidelines before bringing the replica to a contest.

Rule 10: Title
Your entry must have a title that is clearly visible on all written materials.
B. Required Written Materials for All Entries

Rule 11: Title Page
A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered.

Rule 12: Written Materials
Entries in all categories except historical papers must include three copies of the following written materials in the following order:

- A title page as described in Rule 11.
- A process paper as described in Rule 13 (process papers are not part of historical paper entries)
- An annotated bibliography as described in Rule 14.

These materials must be typed or neatly printed on plain white paper and stapled together in the top left corner. Do not enclose them in a cover or binder.

Rule 13: Process Paper
A “process paper” is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. All categories except historical papers must include a “process paper” with their entry. The process paper should include the following four sections: (1) explain how you chose your topic, (2) explain how you conducted your research, (3) explain how you selected your presentation category and created your project and (4) explain how your project relates to the NHD theme. Go to www.nationalhistoryday.org and in the Contest section click on Creating a Process Paper to view sample process papers.

Rule 14: Annotated Bibliography
An annotated bibliography is required for all categories. It should contain all sources that provided usable information or new perspectives in preparing your entry. You will look at many more sources than you actually use. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic.

For example:


Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first hand account was very important to my paper because it made me more aware of the feelings of the people involved.

Rule 15: The Separation of Primary and Secondary Sources
You are required to separate your bibliography into primary and secondary sources.

Rule 16: Style Guides
Style for citations and bibliographic references must follow the principles in one of the following style guides:

- Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations

Regardless of which manual you use, the style must be consistent throughout the paper.

Rule 17: Plagiarism
You acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in disqualification.

C. Contest Participation

Rule 18: Entry Procedure
At each contest level you must submit a complete, accurate, and legible entry form and meet specific deadlines and procedures established by your contest coordinator.
**Rule 19: Entries to National Competition**
Each state is limited to no more than two entries per contest category in the national contest. Ties at state

**Rule 20: National Competition Attendance**
Individual students and groups must be present for an entry to be judged at the national contest. Substitutions can be made with the approval of the National History Day Staff upon review of a written request.

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

*Part II, Rules for All Categories, (except for Rule 15), applies to papers.*

**Rule 1: Length Requirements**
The text of historical papers 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. The paper category 2,500 word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental/appendix material. Appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, graphs, but we strongly suggest no other supplemental materials.

**Rule 2: 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 Part II, Rule 16, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

**Rule 3: Preparation Requirements**
Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder. The title page should have no illustrations.

**Rule 4: Number of Copies**
Four copies of the paper must be submitted with the appropriate entry form by the deadline established for the contest. Winning papers are sometimes published by contest officials; you must be prepared to give permission for such publication.
Checklist for All Types of History Fair Projects

FOLLOW THE THEME
Always keep the objective in mind. Personal topics work best. Pick a topic that will keep your enthusiasm and interest. Be sure to have plenty of sources.

USE A CATCHY TITLE
If possible use an out-of-the-ordinary title. Examples: Don’t Fence Me In; Spear Today, Gone Tomorrow; Black Gold, Texas Tea

FOCUS ON ONE MAJOR IDEA
Take an unusual approach to the subject but be sure it is clearly tied to the year’s theme. For Example, if you choose to research a person and how his work impacted history, you do not need to focus on his personal life unless it relates to the impact he had.

FOLLOW ALL RULES
Read the official rules posted on the National History Day website at http://www.nationalhistoryday.org/ regarding size, word length, time length, number of copies to submit, etc.

DO YOUR OWN RESEARCH AND YOUR OWN WORK
Once your work is entered in the competition, the bibliography will be examined and you will be questions about your work by judges to prove that you have conducted all of the research yourself. Remember to list only those sources that were helpful and that you actually used to complete your project.

GATHER RESEARCH AND MATERIALS FIRST
Decide what you need after you have gathered materials. Do not be afraid to discard unhelpful or non-applicable information.

PROOFREAD!!!!
Correct all spelling, grammar, and typographic errors before you submit your project or project documentation. Do not rely upon your computer’s spell check for this vital job. Print out the documentation and then read the work backwards, starting with the last word. It is also a good idea to have someone you trust look at your work before submission to catch possible errors.
History Day Resources

www.lbjlib.utexas.edu
Lyndon Baines Johnson Library and Museum website. Links to other sites, Cen-Tex History Fair Information and registration forms.

www.nationalhistoryday.com
National History Day website. What is History Day?, 2005 theme, selecting a topic, national medalists, photos and more

www.tsha.utexas.edu/education/thd/thd_coordinators.html

www.storycenter.org
A possible resource on how to do a history fair project for those working within the documentary category. The Center for Digital Storytelling is a non-profit project development, training, and research organization dedicated to assisting people in using digital media to tell meaningful stories from their lives. www.storycenter.org/cookbook.pdf provides information for getting started.

Style Guides
These style guides provide citations and bibliographic references. All entries must following the principles in one of these guides.

http://library.osu.edu/sites/guides/turabiangd.html
Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. This is an html and pdf version of this manual that is available for free.

http://www.mla.org/store/CL024/PV0159
Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, 6th Edition. This style manual is not available online from the publishers but versions of it can be found at websites like OWL or LEO. (see Works Cited for this packet)
Works Cited


