

NHD

NATIONAL
HISTORY DAY



Contest Rule Book

JUNE 22, 2020 EDITION

4. Preparing Your Entry

Read this section to understand more about the essential elements of your project and the research process. These expectations form the basis for how judges will evaluate your entry.

4.1. Theme and Topic

ANNUAL THEME

Each year, NHD selects a different annual theme around which you must focus your project. Begin by reading the annual theme narrative at nhd.org/themebook. Note the many ways in which the theme can be interpreted.

CHOOSING YOUR TOPIC AND RELATING IT TO THE THEME

Your challenge is to select a topic that is significant in history, that connects to the annual theme, and that interests you. A good topic is narrow enough for you to dive deeply into research materials, analyze your findings, and develop a strong historical argument. You will research this topic for many weeks or months, so it must hold your interest.

A good topic will have many sources written by historians, as well as sources created at the time the events occurred. Time needs to pass before historians feel a topic is complete enough to understand what happened, what led to it, and why it matters. Current events are not good topics for NHD projects, but your questions about current events may lead you to similar examples in history that also interest you. For example, Greta Thunberg's activism would not be a good topic for NHD because historians cannot yet understand the historical significance. However, an interest in Greta Thunberg might lead you to explore the early environmental movement. You might choose to explore an influential leader or a movement with parallels to today's events. For instance, you might look at how Rachel Carson's *Silent Spring* inspired the environmental movement of the 1960s or how John Muir's conservation work led to the creation of national parks in the United States.

4.2. Essential Project Elements

HISTORICAL CONTEXT

Historical context is the larger setting in which your topic took place. Consider the relevant economic, social, intellectual, religious, cultural, and political conditions of the place and time. Pay attention to how your topic developed over time.

Example: The modern Civil Rights Movement of the 1950s and 1960s developed in response to the context of segregation legalized by Jim Crow laws that marginalized blacks and enforced racial separation. Over time, the movement expanded to include the rights of others.

MULTIPLE PERSPECTIVES

A perspective is one point of view, one person's experience, or one side of the story. Think of perspective as what one person saw, thought, or wrote about the events or issues you are studying. An individual's perspective on a historical event can be affected by many factors and can change over time. Like a detective solving a crime, you must look for multiple perspectives as you piece together what happened in the past. You must examine and show more than one side of the story. To do that, look for primary and secondary sources created by people with different viewpoints.

Example: When studying a law, look at people who supported the law as well as those who opposed it. Try to understand why both sides believed the way they did.

HISTORICAL ACCURACY

Historians must be accurate when presenting information about the past. Facts matter. You must present accurate historical facts before you can make your historical argument and interpret historical significance. If you find sources that are contradictory about a fact, dig deeper to determine the correct information.

HISTORICAL SIGNIFICANCE

Significance refers to the impact or consequences of your topic. What occurred as a result of your topic, both in the short term and the long term? What changed or stayed the same? What impact did your topic have on society or on the course of human events? Think of historical significance as answering the question, "So what, why does this matter?"

HISTORICAL ARGUMENT

Your historical argument states the central point or focus of your project in two or three sentences. It is sometimes called a thesis or claim. Historians create historical arguments after carefully analyzing evidence from the past. The evidence that supports your argument will come from the primary and secondary sources that you discover during your research. Your argument should reflect your analysis of the historical evidence that you gathered.

Your historical argument must make a meaningful connection to the theme and show why your topic is significant in history. It must be incorporated into your project and be clear to those who read or view it. However, labeling your historical argument in or on your project is not required.

*Example for the theme, **Breaking Barriers in History**: The 1919 Treaty of Versailles subjected Germany to significant economic penalties. The treaty created an economic barrier between Germany and the rest of Europe, which led to hyperinflation and, when coupled with the Great Depression, the rise of the Nazi Party.*

4.3. Research

To build your knowledge about your topic, begin with secondary sources and then move on to primary sources. These sources provide the evidence that you will use throughout your project.

SECONDARY SOURCE MATERIALS

Secondary sources are created after and about a historical event. Begin building your knowledge of historical context by starting your research with secondary sources written by credible authors such as professional historians, whose work reflects thorough research and analysis. Reading secondary materials prepares you to understand and analyze primary sources from the historical event you are researching. Read as many high-quality secondary sources as you can before you look at primary sources. The knowledge you gain from secondary sources forms the foundation of your research and helps you to analyze the primary sources you find.

Types of secondary source materials include the following:

- ▶ History textbooks
- ▶ Articles in professional journals and books written by historians
- ▶ Biographies
- ▶ Articles found on credible internet sites

PRIMARY SOURCE MATERIALS

Primary sources are created during the time period that you are investigating. Types of primary source materials include the following:

- ▶ Eyewitness accounts
- ▶ Written materials, such as letters, speeches, diaries, newspaper articles, and other documents from the time
- ▶ Verbal testimony, such as oral history interviews with people from the time, and oral traditions (i.e., histories that are preserved and shared through word of mouth rather than in writing)
- ▶ Images and artifacts such as photographs, paintings, drawings, maps, and objects from the time
- ▶ Unedited copies of primary materials found on credible internet sites, such as the websites of the National Archives and Records Administration and the Library of Congress
- ▶ Anything else that provides a first-hand account about your topic

Examples of Primary and Secondary Source Materials:

- ▶ A letter written by President Lincoln in 1862 about the Civil War, found on the National Archives and Records Administration website, is a primary document.
- ▶ An oral history with a Japanese American who was interned during World War II is a primary source for a project about Japanese internment.
- ▶ An article about the Vietnam War published in 2015, written by a historian who was not involved in the war, is secondary. By contrast, an interview about the Vietnam War with a Vietnam War veteran is primary.

NOTE:

Historians and others who write secondary materials often include excerpts or images from primary material. If you want to use primary material that you find in a secondary source, try to locate and examine the original primary material. If that is not possible, you may use the material and cite it in your bibliography in one of the two ways below. Consult your chosen style guide for the correct way to format the citation.

1. If the primary material is included in its entirety and is unedited, you may cite it as a primary source in your bibliography.
2. If only a portion of the primary material, such as an excerpt or a quote, is included, you must cite it as a source within a source and place it in the secondary source section of your bibliography.

In both cases, use your annotation to explain how you used the material.

Figure 1 (p. 11) provides a comparison of primary material found in a textbook (secondary source) and the complete original document (primary source).

WIDE RESEARCH

Wide research refers to the variety of types of sources that you use in your research. As you research secondary source materials that will help you gain an understanding of your topic and the context in which it happened, consider books, articles, credible websites, and other materials. Then, use different types of primary source materials, such as diaries, photographs, art, letters, or newspaper articles from the time. Using a wide variety of both primary and secondary sources in your research will make your entry stronger. The number of sources is not as important as their quality.

ORAL HISTORY INTERVIEWS VERSUS INTERVIEWS WITH HISTORIANS

Interviewing a person who was involved in an event is called “oral history.” It is a type of primary source research. Interviewing an expert who was not involved in the event is a form of secondary source research. Interviews with experts are **not** required for NHD projects.

You may be tempted to interview a professional historian about your topic. **Do not**. Your job as a researcher is to **read** that historian’s work. Historians generally do not interview other historians. Instead, consider using or conducting an oral history, if possible. Learn more at nhd.org/guidelines-conducting-interviews.

FIGURE 1. COMPARISON OF ORIGINAL PRIMARY SOURCE WITH SECONDARY SOURCE EXCERPT

Abigail Adams wrote a letter to her husband, John, in 1776. Below are an excerpt of the letter included in a textbook and a copy of the original document accessed on the internet. The excerpt within the textbook is a secondary source because it represents only part of the letter and thus does not provide full context. The original is a primary source. Citations are provided for both as well as for the actual document.



SECONDARY SOURCE – TEXTBOOK:

Adams, Abigail. Abigail Adams to John Adams, March 31-April 5, 1776. In *The American Pageant: A History of the American People*, by David M. Kennedy, Lizabeth Cohen, and Thomas Bailey (Boston: Wadsworth, 2010), 153.



PRIMARY SOURCE – WEBSITE (AS SHOWN HERE):

Adams, Abigail. Letter from Abigail Adams to John Adams, 31 March – 5 April 1776. Adams Family Papers: An Electronic Archive. Massachusetts Historical Society, Boston, MA. Accessed January 18, 2020. <https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa>.

PRIMARY SOURCE – ORIGINAL MANUSCRIPT:

Adams, Abigail. Letter from Abigail Adams to John Adams, 31 March – 5 April 1776. Adams Family Papers. Massachusetts Historical Society, Boston, MA.

Collection of the Massachusetts Historical Society.

Bibliographic citation format: *Chicago Manual of Style*, 17th ed.

NOTE:

The bibliographic citations shown here are appropriate for the use of only this letter from Abigail Adams. If several documents from the Adams Family Papers are used, it is proper to combine the sources into a single citation as addressed in Rule 19 (p. 19).

4.4. Student Voice, Academic Integrity, and Rules Compliance

Preparing an NHD project is hard work. Completing one that represents your own work and credits the sources that you consulted is required. The NHD experience will help you develop your own ideas and academic voice—an important milestone in becoming an independent critical thinker. The items listed below will impact the overall rating of your entry.

STUDENT VOICE

Student voice refers to your ideas and analysis. **Your** argument and **your** supporting analysis must be clear in your project. Do not let supporting evidence, such as quoted material from primary or secondary sources, overwhelm your voice. Make your case (or argument) using **your** own words based on your research.

ACADEMIC INTEGRITY

Academic integrity refers to the honesty and originality of your project. This is **your** project. It must reflect your research, your analysis, and your design. You must give credit to all of your sources.

RULE INFRACTIONS

Rule infractions occur if you violate any of the rules stated in this *Contest Rule Book*. Failure to comply with the rules will count against your entry. Judges will consider rule infractions in their final rankings.

NOTE:

While rule infractions may prevent your entry from advancing, they are not grounds for disqualification from a competition.

DISQUALIFICATION

The Contest Coordinator has the authority to disqualify an entry, which will result in removal from competition, for the following reasons related to academic integrity:

- ▶ Entering your project in multiple contests or entry categories within a contest year (Rule 2, p. 14)
- ▶ Reusing, individually or as a group, a project (or research from a project) from a previous year (Rule 4, p. 14)
- ▶ Plagiarizing (Rule 5, p. 15)
- ▶ Tampering with or removing any part of another entry during a competition (Rule 6, p. 15)



4.5. The Evaluation Form

Judges will use NHD Evaluation Forms to evaluate your entry. You are encouraged to use these forms as a guide in developing your project. Then, after the contest, carefully review the judges' feedback. If your project is moving on to a higher competition level, consider ways to strengthen your work. Between contest levels, you may continue your research, refine your analysis, and revise your project, including your title. However, you may not change your topic (Rule 3, p. 14).

These forms can be found at [nhd.org/categories](https://www.nhd.org/categories).

The evaluation form has two sections:

- ▶ Historical Quality (80%)
- ▶ Clarity of Presentation (20%)

The evaluation of **Historical Quality** is the same for all categories. This section focuses on the strengths of your historical argument, research, and relationship to the theme. **Clarity of Presentation** is different for each entry category. It evaluates how well your project communicates your argument using the tools of your category.

5. Rules for All Categories

5.1. General Rules for All Categories

RULE 1. CONTEST YEAR

The contest year begins immediately following the National Contest awards ceremony and runs through the next year's National Contest awards ceremony. You may begin working on a project for competition after the conclusion of the previous contest year in June.

RULE 2. ENTRY

You may enter only one project (or entry) in one category within a contest year. Please see the Participation Information (Section 2, p. 4) for details about the Regional or Affiliate Contest in which you must participate.

RULE 3. INDIVIDUAL OR GROUP ENTRIES

An NHD project may be completed by an individual or a group of two to five students.

- ▶ A paper, individual exhibit, individual performance, individual website, or individual documentary must be the work of only one student.
- ▶ A group exhibit, group performance, group website, or group documentary must be the work of two to five students.
- ▶ All students in a group entry must be involved in the research and interpretation of the group's topic.
- ▶ Once a group project enters the first level of competition beyond the school level, students may not be added or replaced. If the group loses one or more members, even temporarily, the remaining group members are still eligible to compete. This is true, even if only one student remains. The project is still a group entry because it reflects the work of multiple students.
- ▶ Changing categories or topics is not permitted after entering the first level of NHD competition beyond the school level. Narrowing and refining topics are permitted and encouraged.

RULE 4. STUDENT RESEARCH

You must complete the research, design, and creation of your project on your own, during the current contest year.

- ▶ If you are part of a group entry, your team must work together to complete the research for your project.
- ▶ You must not share your research with students outside your group.
- ▶ You may not submit someone else's research or project as your own.
- ▶ You may not reuse a project from a previous year.
- ▶ You must choose a new topic to research each year.

NOTE:

If you are unsure about whether your topic is too similar to a previous year's topic, check with your teacher and your Contest Coordinator.

RULE 5. PLAGIARISM

Plagiarizing all or part of your NHD project will result in disqualification. You must give credit to the primary and secondary sources you use and provide a complete citation and annotation for all of your sources in your annotated bibliography. See nhd.org/annotated-bibliography for more information about crediting and citing sources.

The online *Merriam-Webster Dictionary* defines "to plagiarize" as follows:

- ▶ To steal and pass off (the ideas or words of another) as one's own
- ▶ To use (another's production) without crediting the source
- ▶ To commit literary theft
- ▶ To present as new and original an idea or product derived from an existing source¹

Plagiarism includes, but is not limited to, the following examples:

- ▶ Turning in someone else's project as your own
- ▶ Failing to put quotation marks around direct quotes and include both a source credit and a proper citation of the source
- ▶ Failing to provide proper citations for all quoted and paraphrased material
- ▶ Failing to provide the sources for audio, video, or images used in your project
- ▶ Giving incorrect information about the source of a quote

RULE 6. TAMPERING

You may not tamper with another student's entry. Intentional or malicious defacing of another student's project will result in disqualification. Violations may include, but are not limited to, editing or deleting another student's website, defacing or stealing elements of an exhibit, or purposefully causing disruption during a performance with the intent of distracting the performer.

RULE 7. ANNUAL THEME

Your entry must relate clearly to the annual theme. Read about the current theme here:

nhd.org/themebook.

¹ *Merriam-Webster Dictionary*, s.v. "Plagiarize," accessed December 22, 2019, <https://www.merriam-webster.com/dictionary/plagiarize>.

RULE 8. ENGLISH AND TRANSLATIONS

All entries for competition must be submitted in English unless otherwise approved by your Contest Coordinator. Other languages may be used, if translations in English are provided. When considering translated text for the purposes of word count, judges will count only the English translation.

RULE 9. COPYRIGHT

The Fair Use doctrine allows for educational use of copyrighted materials for noncommercial purposes. For this reason, you must not place your project in a nonacademic public setting, such as a commercial internet site, without obtaining permission from the copyright owner. Read more here: copyright.gov/fls/fl102.html.

RULE 10. REASONABLE HELP

You are responsible for the research, design, and creation of your entry, but you may have reasonable help from others. Examples of reasonable help are below.

REASONABLE HELP	YOUR RESPONSIBILITY
A teacher provides guidance as you research and analyze your material.	You conduct the research and develop the analysis and conclusions.
A teacher instructs you in how to use documentary editing software.	You use the software to create and edit your documentary.
A parent uses a cutting tool to cut your exhibit board or performance prop.	You design and construct the board or prop.
A teacher reviews your work and offers editing suggestions.	You consider each edit and make changes to your work.
A parent or guardian assists in sewing costumes.	You design the costumes.
A teacher shows you or your group how to build an NHD website.	You create and build the website.
Non-team members carry your exhibit, equipment, or performance props into the contest space.	You set up your exhibit and equipment. You move your props into the performance area, position them for your performance, and remove them when the performance is over.
A trusted adult is copied on email correspondence with people you are soliciting for an interview and accompanies you to conduct the interview in person.	You make the formal request and plan, conduct, and record the interview.

NOTE:

Objects created by others specifically for use in your entry violate this rule. Examples include a parent editing a documentary or an artist drawing the backdrop for your exhibit or performance.

RULE 11. SUPPLYING EQUIPMENT

You are responsible for supplying all props and equipment at each level of competition. Construct your entry with transportation, setup time, size, and weight in mind (e.g., foam board versus solid oak for an exhibit, folding table versus antique desk for a performance). You must provide your own equipment, including computers and software, unless the Contest Coordinator has specified that certain equipment, such as projection screens for documentaries, will be provided at the contest venue. Check with your Contest Coordinator about available resources. Be prepared.

RULE 12. COSTUMES

You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category.

RULE 13. PROHIBITED MATERIALS

The following are not allowed in any competition venue:

- ▶ Weapons of any kind, including real, toys, or replicas in any form
- ▶ Live animals with the exception of service animals
- ▶ Live cultures or organisms
- ▶ Anything that could cause damage to the competition venue

NOTE:

Generally, if you are not allowed to bring it to school, you are not allowed to bring it to an NHD contest. If you are unsure about an item, contact your Contest Coordinator.

RULE 14. INTERVIEW WITH JUDGES

Be prepared to answer judges' questions about the content and development of your entry. However, you may not give a formal, prepared introduction, narration, or conclusion during the interview. The judges' questions will guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

5.2. Required Written Materials for All Categories

RULE 15. WRITTEN MATERIALS

Your entry must include the following written materials in the order presented below:

1. A title page as described in Rule 17 (p. 18)
2. A process paper as described in Rule 18 (p. 19)
3. An annotated bibliography as described in Rule 19 (p. 19)

Follow these instructions when preparing your written materials:

- ▶ Print your written materials on plain white 8.5 x 11-inch paper, with 1-inch margins on all sides, in 12-point font. A4 paper will be accepted from international Affiliates.
- ▶ Use single or double-sided printing.
- ▶ Staple materials in the top left corner. Do **not** enclose these materials in a binder, folder, etc.

SUBMITTING YOUR REQUIRED WRITTEN MATERIALS

Always check with your Contest Coordinator for specific submission instructions in addition to those noted in this rule.

EXHIBIT, PERFORMANCE, AND DOCUMENTARY CATEGORIES	Your required written materials must be provided to judges. Bring additional copies to contests, as they may be needed.
PAPER CATEGORY	You must include these required materials with your paper (Paper Rule A4, p. 23).
WEBSITE CATEGORY	You must include these required materials within the website (Website Rule E7, p. 35).

RULE 16. TITLE

Your entry must have a title that is clearly visible on the title page and on the project itself.

RULE 17. 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), the contest division and category in which you are entered, and applicable word counts. Your title page is not included in the word count. Please see Figure 2 (p. 19) for examples of required title page elements for the paper, exhibit, performance, and documentary categories. View requirements for a website's home page in Website Rule E4 (p. 34).

FIGURE 2. SAMPLE TITLE PAGES

PAPER	EXHIBIT	PERFORMANCE	DOCUMENTARY
Title Name Junior Division Paper Paper: 2,406 words Process Paper: 410 words	Title Names Senior Division Group Exhibit Exhibit: 495 words Process Paper: 485 words	Title Name Junior Division Individual Performance Process Paper: 435 words	Title Names Senior Division Group Documentary Process Paper: 415 words

RULE 18. PROCESS PAPER

A process paper is required for projects in every category. The process paper must be 500 words or fewer, and must not include quotes, images, or captions (Figure 4, p. 24). The process paper words are counted separately and are not part of the word count in the paper, exhibit, or website categories.

Your process paper must answer the following questions:

1. How did you choose your topic and how does it relate to the annual theme?
2. How did you conduct your research?
3. How did you create your project?
4. What is your historical argument?
5. In what ways is your topic significant in history?

RULE 19. ANNOTATED BIBLIOGRAPHY

An annotated bibliography is required for all categories. Your annotated bibliography must follow these requirements:

- ▶ List all sources that you consulted in developing your entry.
- ▶ Combine photos or other materials from the same collection into a single citation. See nhd.org/annotated-bibliography.
- ▶ Separate your bibliography into two sections: one for primary sources and one for secondary sources.
- ▶ Do not attach primary or secondary materials to your annotated bibliography.
- ▶ Do not include your annotated bibliography in the word count.



Each citation must include a brief annotation. The purpose of the annotation is to provide information about your research process, not to provide analysis to circumvent the word count. Each annotation must be no more than two or three sentences. The annotation should explain the following:

- ▶ How you used the source
- ▶ How the source helped you to understand the topic

Use annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Classifying a source as both primary and secondary is inappropriate.

RULE 20. STYLE GUIDES

Citations and bibliographic references must follow the most recent edition of one of the two permitted style guides below. Regardless of which manual you use, the style must be consistent throughout all written material.

1. *The Chicago Manual of Style* by the University of Chicago Press
2. *MLA Handbook* by the Modern Languages Association of America

NOTE:

Historians prefer *The Chicago Manual of Style* because its footnote/endnote formatting works best for historical sources. However, NHD accepts the *MLA Handbook* because of its widespread use in many schools.

FIGURE 3. COUNTING WORDS IN NHD PROJECTS

REQUIRED WRITTEN MATERIALS (ALL CATEGORIES)

Item	Do the words count?	Explanation
Process paper	Yes	All words in the process paper count toward the process paper’s 500-word limit.
Title page and annotated bibliography	No	Words in the title page and annotated bibliography do not count.

Please also consult the Required Written Materials for All Categories (Section 5.2, p. 18).

PAPER, EXHIBIT, AND WEBSITE CATEGORIES

Example(s)	Number of Words	Explanation
December 7, 1941	One	A date counts as one word.
365 <i>or</i> forty-eight	One	A number counts as one word.
A cow jumped over the moon.	Six	Words such as “a,” “the,” and “of” count as one word each.
John Quincy Adams	Three	Each word in a name is counted individually.
mid-September <i>or</i> up-to-date	One	A hyphenated word counts as one word.
Eighteenth-century politics	Two	A hyphen is needed in “eighteenth-century” because it is a compound adjective. By contrast, “in the eighteenth century” is four words.

Please also consult the rules for each of these categories (pp. 22-36).



6.4. Exhibit

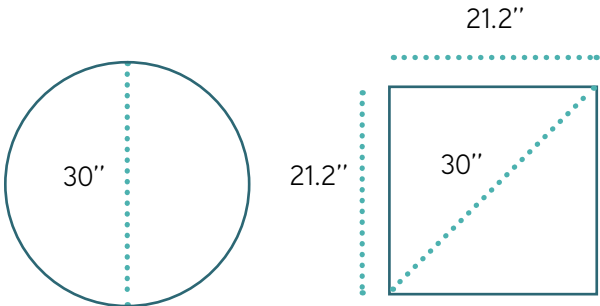
An exhibit is a three-dimensional physical and visual representation of your historical argument, research, and interpretation of your topic's significance in history.

<p>D1.</p>	<p>EXHIBIT ELEMENTS</p> <ul style="list-style-type: none"> ▶ Your analysis must be clear and evident to the viewer in the exhibit itself. Do not rely on supplemental material or media devices to deliver your message as judges may not have time to view them. ▶ Your argument must be supported with, but not overwhelmed by, visual and textual evidence. ▶ Your exhibit must conform to all general and category rules. ▶ Your exhibit must not include takeaway items for judges or others.
<p>D2.</p>	<p>SIZE REQUIREMENTS</p> <ul style="list-style-type: none"> ▶ The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 72 inches high. ▶ Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter or diagonal. See Figure 6 (p. 32) for illustration. ▶ Measurement of the exhibit does not include the table on which it rests. ▶ Measurement does include any base that you create, any table drapes that you provide, and supplemental materials placed on the table.

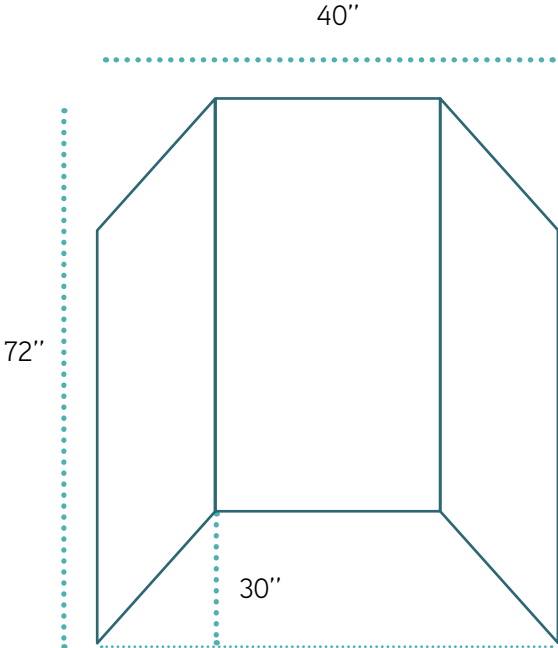
<p>D3.</p>	<p>WORD LIMIT</p> <ul style="list-style-type: none"> ▶ A 500-word limit applies to all words that you write. Each word or number counts as one word. See Figure 3 (p. 21) for instructions about counting words. ▶ The following words DO count: <ul style="list-style-type: none"> > Text that you write, including titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials (e.g., photo albums, scrapbooks) ▶ Words in the following DO NOT count: <ul style="list-style-type: none"> > Primary or secondary materials or quotes included on your exhibit or in media or supplemental materials > Source credits <p>NOTES:</p> <ol style="list-style-type: none"> 1. Rely on your own analysis, primary sources, and visuals to tell your story. Use caution when deciding on the length and quantity of quotes, primary or secondary. See Student Voice (Section 4.4, p. 12). 2. Extensive supplemental material is inappropriate. Oral history transcripts, correspondence between you and interview subjects, questionnaires, and other primary or secondary material used as sources for your exhibit should be cited in your bibliography, but not attached to your bibliography or exhibit.
<p>D4.</p>	<p>MEDIA DEVICES</p> <ul style="list-style-type: none"> ▶ If used, media devices or electronics in an exhibit must not run for more than a total of two minutes and must not loop continuously. ▶ Any media devices must not include dramatic or narrative student involvement. ▶ Judges must be able to control media devices by using clearly visible and accessible on/off and volume controls. ▶ Media devices must fit within the size and word limits of the exhibit. ▶ Anything that links externally, such as QR codes, is prohibited.
<p>D5.</p>	<p>CREDITING SOURCES</p> <ul style="list-style-type: none"> ▶ All quotes and visual sources (e.g., photographs, paintings, charts, graphs) must be credited on the exhibit and cited in the annotated bibliography. ▶ Source credits do not count toward the word total. ▶ See nhd.org/annotated-bibliography for more information and an example of a source credit.
<p>D6.</p>	<p>REQUIRED WRITTEN MATERIALS</p> <ul style="list-style-type: none"> ▶ Provide your required written materials for judging. ▶ Bring additional copies to contests, as they may be needed. ▶ Refer to your Contest Coordinator for submission instructions.

FIGURE 6. EXHIBIT SIZE LIMIT ILLUSTRATION

Drawings are not to scale and do not illustrate all possible exhibit shapes.



Top View of Circular or Rotating Exhibits or Those Meant to be Viewed from All Sides



Front View of Stationary Exhibit with Maximum Dimensions

7. Entry Evaluation



7.1. Benefits of Project Evaluation

NHD's goal is to provide you with a high-quality educational experience—whether or not you win a prize. The judges' evaluations will help you improve your work in the future by highlighting your project's strengths and areas for improvement. If you move on to the next contest level, the evaluations will help you with ideas for revisions and enhancements. Regardless of how your entry is ranked, you will benefit by participating in NHD. You will gain research, critical thinking, and presentation skills that will last your entire life. You will become an expert on a topic of interest to you and to others. You will learn to manage your time and acquire poise and self-confidence.

7.2. Who Are the Judges?

Historians, educators, and others interested in history and education serve as judges at each level of the NHD competition.

7.3. How Does the Evaluation Process Work?

At NHD Regional, Affiliate, and National Contests, each entry is judged within its division and category (e.g., Junior Group Exhibit, Senior Paper) by at least one team of judges. Sometimes there are too many entries in a specific division and category to be judged by one team of judges in a reasonable amount of time. Multiple first-round judging teams followed by a final round then become necessary. In such cases, the entries judged best by each team of first-round judges are re-evaluated by a new team of judges to determine the winning entries in the category. The number of entries in finals and procedures for judging vary by contest and category and are within the discretion of the Contest Coordinator.

7.4. Consensus Judging

Instead of assigning a numerical score to each entry, judges work together to rank the entries in their group after fully evaluating all of the entries and discussing the strengths and areas for improvement of each entry based on the evaluation criteria.

7.5. The Subjective Nature of Judging

Judges must evaluate certain aspects of your entry that are objective (e.g., whether primary sources are used or whether the written material is grammatically correct and accurately spelled). Judges also must evaluate aspects of your entry that are subjective (e.g., analysis and conclusions about the historical data). Historians often reach different opinions about the significance of the same data. It is therefore crucial for you to base your interpretations and conclusions on solid research and to present your work well in your project and written materials.

7.6. The Decision of the Judges Is Final

Judges alone will determine each entry's ranking and whether a project advances to the next level of competition. The decision of the judges is final. If you have a concern, ask your teacher about the correct process for contacting the Contest Coordinator.