

1 HISTORY FAIR AND YOU

Tips for parents and students about History Fair Projects

2 2008 Theme:

The Individual in History: Action and Legacy

3 1. Selecting a Topic

- Pay attention to the theme:
The Individual in History: Action and Legacy
- Pick something/someone that interests you
- Pick something significant
- Pick something about which you can locate primary and secondary sources.
- Be able to answer this question...
“This topic relates to the theme because....”
“This is important because...”

4 2. Research

- Use both primary and secondary sources and ANALYZE the information.
- Make sure that your research is reflected in the final project on the exhibit, in the performance, or in the documentary.
- Gather lots of information - use only that which helps prove your conclusion.
- Relate everything to your topic
- Keep track of all sources

5 USING SOURCES

- **BEGIN WITH THE SECONDARY SOURCES - GET AN OVERVIEW OF THE EVENT AND THE CIRCUMSTANCES**
- **EXPLORE THE PRIMARY SOURCES FOR DEPTH AND ANALYSIS**

6 PRIMARY SOURCES

- **PRIMARY SOURCES - INFORMATION CREATED BY THE EVENT OR THE PROCESS OF AN EVENT**
 - ARCHIVAL DOCUMENTS
 - MANUSCRIPTS and/or DIARIES
 - PHOTOGRAPHS

- NEWSPAPER, MAGAZINE, JOURNALS *IF* THEY ARE WRITTEN AT THE TIME OF
-AN EVENT
- PERSONAL INTERVIEWS *IF* THE PERSON PARTICIPATED OR WAS AN
EYEWITNESS

7 **Helpful Websites for Primary Sources**

- <http://www.jmsgottalent.org>
- Go to JMS Library
- Go to HISD Online Databases
- Go to ABC CLIO SCHOOLS
- Use the user name: houstonisd
- Use the password: dynamos

8 **Helpful Websites for Primary Sources**

- <http://www.nationalhistoryday.org/>
- Go to students
- Go to Research Sources
- Go to Primary Sources on the Web

9 **SECONDARY SOURCES**

- **A SOURCE THAT SEEKS TO EXPLAIN OR INTERPRET AN EVENT**
 - BOOKS
 - ARTICLES
 - INTERVIEWS *THAT EXPLAIN OR INTERPRET - THE PERSON IS TALKING ABOUT
AN EVENT AND WAS NOT A PARTICIPANT*
 - MEDIA PRODUCTIONS

10 **SHOWING RESULTS OF THE RESEARCH**

- **USE PRIMARY RESEARCH AND SHOW THAT THESE SOURCES HAVE BEEN USED**
 - USE QUOTES, PICTURES, HEADLINES
- **MAKE SURE MATERIALS USED ARE PART OF THE "STORY" AND HELP PROVE THE CONCLUSION.**
- **CREATE A STRONG, INTERESTING AND PERSUASIVE PROJECT**

11 **3. Complete notes and a bibliography**

- Begin to gather research into some main ideas for the visual part of the project
- Keep an active bibliography with annotations (explanations about how the source was useful to the finished project)
- Begin to plan the visual part of the project

12 **BIBLIOGRAPHY**

- Provide Annotations for each source describing the source and what was learned from it - BE SPECIFIC about the quality of the help and where it was used
- Choose one type of style for citing sources
- Use "note cards"

13 **Types of Projects**

- **Exhibit - Individual or Group**
- **Historical Paper**
- **Performance - Individual or Group**
- **Documentary - Individual or Group**
- **Web Site – Individual or Group**

14 **4. Plan your visual**

- **Exhibit - draw sketches and plan finished product**
- **Performance - write a script and plan costumes, props, etc.**
- **Documentary - use a storyboard to plan the documentary**
- **Web Site – use a storyboard to plan the site and links**

15 **5. Finish your Project**

- **Complete the exhibit, performance, documentary or web site**
- **Proof the process paper**
- **Include an annotated bibliography**

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Notes to Students and Parents

17 **Process Papers**

- All categories except historical papers must include a "process paper" with their entry.
- A process paper is different from a research paper.
- A description of no more than 500 words explaining how you conducted your research and created and developed your entry.

18 **Process Papers** continued

- 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.
- include your analysis and conclusions in the visual part of the project, not the process paper.

19 ANALYSIS

- Analysis of written text, documents, photographs, political cartoons (what does this tell you about your topic?)
- You are **ENCOURAGED** to include analysis and conclusions in your presentations by citing sources and responding to the source with conclusions.

20 COMPLETING THE PROJECT

- Use the Evaluation Checklist as a matrix for grading the project - Work toward those goals
- Use checklists and periodic "progress" check
- Complete your project in "stages"
 - Topic
 - Sources and a brief overview
 - Outline with thesis statement and conclusion
 - Visual of the project presentation

21 Exhibits

Winning Combinations

Photos from Texas History Day, May 2002

CATEGORY CHECKLIST

Exhibit

Individual and Group (2-5 students)

- No larger than 40 inches wide, 30 inches deep, and 6 feet high when displayed
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Exhibit addresses the theme
- Title is clear and visible
- Labels, captions, and titles include no more than 500 words
- Has visual impact and shows interpretation
- Entry registered by deadline
- Prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions)

Performance

Individual and Group (2-5 students)

- 10-minute maximum for performance
- Maximum 5 minutes to set up and 5 minutes to take down props
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Performance addresses the theme

- All props and equipment are student supplied
- Only student entrants run equipment and are involved in the performance
- Extra supplies and materials in case of emergency
- Entry registered by deadline
- Prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions)

Documentary

Individual and Group (2-5 students)

- 10-minute maximum for presentation
- Maximum 5 minutes to set up and 5 minutes to take down
- 3 copies (plus one for you) of written materials: title page with required information; 500 word description of the research methods used (a judging team may retain one copy for review)
- Annotated bibliography, separated into primary and secondary sources
- Documentary addresses the theme
- Live student involvement limited to operating equipment and giving name and title
- Entry registered by deadline
- Extra supplies and materials in case of emergency
- Prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions)

Paper

Individual Only

- 1,500-2,500 words, excluding notes, annotated bibliography, and title page
- Title page with only the required information
- Annotated bibliography, separated into primary and secondary sources
- Paper addresses the theme
- Citations
- 4 copies (plus one for you)
- Organization shows clear focus and progression
- Entry registered and papers mailed by deadline
- Prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions)

Web Site

Individual and Group (2-5 students)

- Contains no more than 1,200 visible, student-composed words
- Home page includes names of participants, entry title, division, and a main menu
- All pages are interconnected with hypertext links
- Web site uses no more than 100MB of file space
- The content is stable and does not change when the refresh button is hit
- Web site is virus-free
- Annotated bibliography, separated into primary and secondary resources
- Web site addresses the theme
- 4 copies (plus one for you) of written material: title page with required information; 500-word description of the research methods used and required written material
- Entry registered by deadline
- Prepared to answer judges' questions at the contest (remember that formal narratives are not appropriate responses to questions)

