

Student Historian Handbook

Illinois History Expo

Illinois Historic Preservation Agency

Your Guide to Becoming a History Detective

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Part One Research

After the very important decision of selecting your topic, the research phase of Illinois History Expo begins! Students will become historians looking for the best information to tell their stories. Like a detective, you will be expected to investigate in the right locations (libraries, historic sites, talking to an expert) to find the clues necessary to support your thesis statement. The best part is **you** get to **choose** an Illinois-related history topic that **you** find **interesting** and want to research.

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Presentation 11

Now that you have found sources and compiled the relevant information to tell the history as well as to support your thesis statement, you must now make a presentation or write a paper. Some topics are more suited for certain presentations. For example, documentaries and exhibits rely on images to help tell the story. If your topic has few available images, you may decide to compose a research paper. Each Illinois History Expo category has recommended ways to present information. However, it is **YOUR project**, so let the creative juices flow, **work hard, and you will proud of your effort!**

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Part One

Research (Noun. Scholarly investigation or research)

Researching History for Illinois History Expo

Topic Selection Comes First.

Choosing your Illinois History Expo Topic is Very Important!

- ✓ Is your topic one that interests you?
- ✓ Can you locate good source material to support your thesis statement?
- ✓ Is the topic important and interesting to others?
- ✓ If you are planning to also enter your Illinois History Expo project in National History Day competition, does your topic strongly relate to this year's theme?
- ✓ Illinois History Expo students who choose not to participate in NHD may pick any topic on any theme. The only requirement is that your topic must have a connection to Illinois history

Focusing and Narrowing Your Topic into a Thesis Statement

One of the best ways to pick a topic is to think about what you find interesting in your own life that can relate to history. Think about how your interests may have an historic past that is interesting to you as well as others.

It may be family history or a local history story that you find intriguing. A period of history in your textbook that you found exciting and important could be a starting point for topic selection. Maybe a conversation with an older family member or neighbor might help stimulate an interest in a family or local history topic.

For example, if the NHD topic theme was the "Individual in History" and you were interested in women's history, you may come across the reformer Jane Addams story. The Jane Addams biography still needs to be focused on a more narrow aspect of her long and broad career. Because you are in junior high school, you may have an interest in history that impacted kids your own age. This could sharpen your focus on the social reformer's work with children.

To sharpen the focus even tighter you might wish to examine her work on behalf of dependent children in Illinois and the effort to move children out of institutional housing and into foster homes. Addams impact on getting kids out of orphanages and into homes is an important part of state and national history.

This is a way to take a broad topic and narrow the focus and come up with a thesis statement.

Theme-----	Individual in History
General Interest.....	Women in Illinois History
Broad Topic.....	Jane Addams
Narrow Topic.....	Addams and orphaned children
Thesis Statement.....	Addams helped pass laws to move children out of large orphanages and into foster homes

Figure 1: topic narrowing

Locating Source Material and Organizing Information

Research Strategy

Historians break the research process into two parts:

- 1. Finding sources of information**

Starting your search for information using textbooks, the Internet, encyclopedias, and books in the school library are good places to start looking and learning about your topic. The next step is to visit a city library or a college library. Student researchers can also search special collections at a library that deals with your subject or visit a historic site. Historical societies and national or state archives are good places to look for details. Interviewing an expert on the topic is another good source of information.

2. Starting your bibliography and notes

Keeping a record of the sources you will use to support your thesis is collectively called a bibliography. This list of sources will show the depth of your research efforts and exploration into your subject. One set of cards should be used to record the information on the source. This will be used later to compile your annotated bibliography. Another set of cards will be used to write the information you find in the source. These are called note cards. It doesn't make any sense to read information and not record it for later use when putting your presentation together. Writing on your note cards the most important facts and quotes will help reassemble the pieces of the story at a later date.

Index cards can be purchased at an office supply or "big box" store. Look to use the larger sized cards (5 inches x 8 inches) that have lines. Different color note cards may be used to help organize your information.

Sample Note Cards

Check out these index cards for a bibliography entry and research notes about social reformer Jane Addams, founder of Chicago's Hull House.

Bibliography	Secondary Source	Book
Howard, Robert P.	Illinois: A History of the Prairie State. William B. Eerdmans Publishing Company, 1972	
This book has good information about Jane Addams and her efforts to work with Chicago city leaders and the Illinois legislature to provide foster care for orphans as an alternative to living in large institutional orphanages. It also contains a whole chapter devoted to Jane Addams life and Hull House in general. There is a good picture of Addams.		
Important Pages: 399-402		

Figure 2: Bibliography Card

Now that you have finished writing down the general information that can be used for supporting your thesis, it is time to take more in-depth notes for your history fair research. On a new note card, record a brief description of the information, the source, and page number. When you start to fill out the note card with the author's research, make sure to **paraphrase** (short summary of the author's ideas in your own words) the information to avoid **plagiarism**. If you are directly transcribing the text you **MUST** make note that this is an exact quote taken from the book and make sure you cite the quote in your end notes.

Jane Addams early life in Cedarville & move to Chicago

Howard, P. 399

Jane Addams was born in 1860 in Cedarville, Illinois, a small community near Rockford. Her father was well to do. Jane had five brothers and sisters; her mother died when Jane was two. Jane was extremely close to her father who remarried and now Jane had two step-brothers. Her father encouraged Jane to pursue an education and she attended the Rockford Seminary for young ladies where she excelled in her studies.

“Jane wished to continue her education in the Medical field. This was however not acceptable to her parents who felt she had received enough education and it was time to get married and start a family” (Howard)

“My life in **Cederville** set the foundation on which I build the rest of my career” (Jane Addams)

Figure 3: Note Card

Research Sources

The most important elements to building a comprehensive research project are the sources that historians use to analyze the story. It is important to gather and study a wide variety of sources. A good historian is like a detective who examines clues to solve a case; historians gather and sources for information to understand their topic.

There are two types of sources: **Primary** and **Secondary**.

Primary Sources

Primary sources are accounts taken at the time of the event or accounts taken after the event but by a person who was a witness to the historic event. These sources are related to the history by time or participation because they:

- Were written or produced during the time period of your topic
- Are an eyewitness account to the event you are researching
- Are later recollections of witnesses to the event or time period you are studying

Examples of primary sources:

- Diaries
- Manuscripts
- Interviews with participants
- Autobiographies
- Newspapers written at the time of the event
- Photographs
- Letters & postcards

- Historic objects
- Music
- Government records

Secondary Sources

Secondary sources are usually published in a book or article by the writer who has made a personal interpretation based on the use of primary sources. The author of a secondary source is not an eyewitness or a participant to the historic event but rather has learned about the event from the accounts of others. Most books in libraries are secondary sources and are valuable for providing background on your topic. Footnotes and bibliographies in secondary sources can lead you to strong primary sources.

Remember that history can be subjective, and differing interpretations of an important event can easily be found in a variety of secondary accounts. You must rely on your individual research to come up with your personal analysis of the event.

Examples of Secondary Sources:

- Biographies
- Books about the topic
- Encyclopedias
- Articles about the topic
- History textbooks
- Movies & Media documentaries
- Interviews with scholars who were not present at the event
- Teachers

Locating Sources

Start your search in your school library and then visit the local city library. An encyclopedia can be a good place to get background information for your history fair topic. The Internet is also a good place to look for sources and can lead you to some credible sources and some questionable ones, too, so be careful. Don't be afraid to ask a professional librarian for help in locating source material. A good project will have a variety of sources from a variety of places.

The first few books you locate on your topic can lead you to additional sources. Look at the footnotes or bibliography and notes section for listings of both primary and secondary sources. Write these sources down in a notebook so you can search for them later. Using interlibrary loans will increase your access to books unavailable at the local library. If being a good historian means working like a detective, then you must find where the clues may be hidden. Here are some places to look for primary sources:

City, County or College Libraries

These libraries will have more good primary sources for you to examine. You can usually find newspapers on microfilm to research. Many libraries will have a vertical file available on your topic. A special collections section will be a great help if you are working on a

local history topic. You may not be permitted to check out books, so bring some cash to pay for photocopying.

Historical Societies and Historic Sites

Other places to look for primary source material are at a county historical society, or to visit an historic site associated with your topic or time period. This is especially true if you are studying state and local history. Here you may find letters, diaries, photographs and artifacts. Call ahead for hours of operation and to find out if there are materials of use to you and if there are any special rules for using the collections. You may also learn of a local expert or participant that you could interview for your project.

Interviews

If you are able to locate a participant to your topic, and he or she is willing, conducting an oral interview is a very insightful way to learn firsthand about the historic event. After contacting the subject and setting a time and place for the interview you should write out questions. Use a tape or video recorder when conducting the interview. If a face-to-face interview is not possible you may do the interview by e-mail, snail mail, or phone.

Using the Internet for Research

The Internet has become an incredibly useful tool for researchers of history as well as other subjects. A good place to look for links to Illinois history is by visiting the Illinois Historic Preservation Agency web site and linking to history fair. Visiting credible web sites is a valuable tool for those who do not have easy access to libraries. The Internet can get you inside the collections of many prestigious institutions to examine primary source documents on your computer screen.

How to take advantage of the Internet

- Use the Internet along with the books you found in the school library to get some general background information on your topic
- Use the Internet to look at on-line catalogs at libraries before you visit. This will save you time.
- Many libraries are now posting primary sources on-line. If you can locate sources that pertain to your topic you should download these for your research. Being able to get access to libraries hundreds or thousands of miles from your home is a wonderful advantage for modern day historians and researcher of all types!

Internet pitfalls to avoid

- Be careful of researching on questionable sites. Web sites hosted by educational institutions, government agencies, and municipal libraries are trustworthy sites. Sites hosted by individuals can be credible. However, the author could have a particular agenda he is interested in promoting and this may cloud his judgment.
- Because only a small amount of information is available on the Internet, it is important to locate and use other sources. This means you must leave your computer and visit libraries!

Summary Statement and Bibliography

Title Page

The title page must have your project title, school, student name, and division. It is important to create a good title for your project or paper. The title should clearly introduce your topic as well as offer the reader insight into your point of view on the topic.

Here is a title that could be used to quickly introduce the focus of the subject and topic:

***Jane Addams's Fights for Illinois Children:
The Legislative efforts against Warehousing Parentless Children***

This title offers the reader an idea about the specific type of social reform advocated by Jane Addams and how Progressive Era leaders used the legislative process to pass laws favorable to the causes of children

Summary Statement Form

A summary statement form answering the following questions must be filled out and accompany all projects at the regional and Illinois History Expo. This is not an essay on your project but rather a series of questions describing topic selection, the connection to Illinois history, and process of how you developed the entry. You will not be interviewed by the judges; so this gives them an idea of the reasons you selected the topic and how you developed your entry.

2014 SUMMARY STATEMENT FORM

Form available at www.illinoishistory.gov/illinoishistoryfair.htm

ALL PROJECTS: Attach an annotated bibliography. Please divide primary and secondary sources from each other. Two copies of SSF & Annotated Bibliography are required for competitions.

Title _____

Student name(s) _____

Project Category:

☐ Group ☐ Individual **and** ☐ Exhibit ☐ Performance ☐ Documentary ☐ Website

Check if applicable (and respond to the 3rd question):

☐ This project uses the 2014 National History Day theme, "Rights and Responsibilities"

1. THESIS STATEMENT

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

2. SUMMARY OF PROJECT

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

3. REQUIRED FOR PROJECTS USING THE NATIONAL HISTORY DAY THEME ONLY.

Explain how this project integrates the NHD theme "Rights and Responsibilities" into its argument.

4. PROCESS

A. What historical question did you start off with—and how did it change once you began doing your research?

B. What kinds of sources did you use as evidence to develop your argument (for example, letters, photographs, government documents, interviews, etc.)?

C. Select one piece of evidence that you used and explain how it influenced your argument.

D. List libraries (other than school), museums, and other institutions that you visited to do your research.

Bibliography

All projects must include a bibliography with an alphabetized list of sources used in researching the history fair entry. Research papers must have an **Annotated Bibliography** that lists the source and provide a short description of it and how you used the source in your research paper. National History Day entries should separate primary and secondary sources. For guidelines on bibliographies refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or the style guide of the Modern Language Associations of America (MLA)

Part Two

Presentation: (Noun. A creative demonstration of ideas and information)

Presentation Categories

After completing topic selection, locating sources, writing note cards, and writing a thesis statement and outline, it is time to present your research in one of the following categories.

- ❖ **Research Paper**
- ❖ **Exhibit**
- ❖ **Media Documentary**
- ❖ **Dramatic Performance**
- ❖ **Website**

Research papers are an individual entry. Exhibits, media documentaries, website, and performance can be an individual effort or a group project with up to 5 students. Having a vision of how you see the best path to achieve your goals will help you decide the important decisions of picking a category and deciding to work alone or in a group.

Presenting Your Topic

After making the most important decision of topic selection, it is time to decide if you should work on your project alone or in a group. If you are working on a paper the decision has been made for you. However, exhibits, media, and performances can be a group or individual entry.

Working Alone or in a Group

Think of the following points when deciding how to proceed:

Working alone

You know yourself and how you like to approach assignments. One of the five-dollar words many students learn (the hard way) is procrastination. If this word does not describe you and how you approach a task, then maybe working solo on a project is the best choice to make. You make the deadlines and you do all the work. Indeed, if you succeed then the feeling of satisfaction is a rewarding one!

Working in a Group

If you like working in groups and collaborating to accomplish goals, maybe a group project would be more enjoyable. A distinct advantage is work sharing and relying on different skills and strengths to realize the goals of a winning project. Members must also learn to compromise and make decisions for the over-all good of the project. There are some important things to consider when forming a team. Ask yourself the following questions:

- What type of people have I enjoyed working with in the past?

- What type of people do I enjoy working with?
- What qualities makes someone a good group member?
- What traits in people do I want to avoid when picking my partners?

Choosing a Category

This is a important consideration because you want to give yourself the chance to create the best project possible. Things to think about:

- What category best fits your interests and strengths or those of all the group members?
- Will you have access to the equipment and materials you need to present your entry?
- Are you going to able to gather the materials needed to the category (For example is you are going to a medial project can you assemble enough visual material to tell the story?).

Now you need to check out examples of other projects and presentations to get ideas for your project.

The History Expo Contest Rules

Now that you have picked a topic, decide on a format. Look over the rules for the contest and also look over the criteria on how to judge projects. Expo rules can be accessed from the web site. www.IllinoisHistory.gov

Research Paper Category

Researching and writing an historical paper for Illinois History Expo is similar to the writing of research papers and books by college professors. Throughout your years in school, you will be expected to write research papers.

Here are the four basic steps to writing a research paper for Illinois History Expo.

1. Selecting your topic
2. Locating sources and collecting relevant information
3. Organizing your notes
4. Presenting the topic in a clear and reasoned paper

There are many available resources that will give useful advice on the writing of research papers. Ask your history teacher or language arts teachers if her or she has any preferences on style and guidelines for you to follow.

What is a footnote?

Footnotes inform the paper reader that some of the information contained in the research paper comes from the work of other writers and are not original thoughts or words of the author. The system of footnoting gives credit for the work of the researchers you used in writing your paper, as well as evidence in support of your ideas. Footnotes normally are used in these situations:

1. **Quoting a Primary Source** – When you take a direct quote from a speech or interview and insert it directly into your paper, you **MUST** footnote the source.

2. **Quoting a Secondary Source**—If you use a direct quote from another book you **MUST** footnote the source.
3. **Paraphrasing a Secondary Source**—Even if you do not use the exact words from a book but are paraphrasing the idea in your own words, you **MUST** still footnote the source.

How many words and how many pages should the paper be?

Illinois History Expo research papers are 1,500 to 2,500 words in length. Papers must be typed, double spaced. Each word or number in the text counts as one word. The word limit does not apply to notes, annotated bibliography, illustration captions, and supplemental appendix materials. This works out to approximately 6 to 10 pages of text. Good luck and happy researching!

Exhibit Category

The purpose of an exhibit is to display information for the viewer in an attractive and easy to understand format. Your exhibit is going to be very similar to the displays you have seen in museums. Striking a balance between well-placed historical information and images is very important; the display must be informative, easy to follow, and visually appealing! Too much text and too few images is not the answer, and indeed, too many pictures without enough text also fail to achieve the right balance. We will examine this in more detail later

Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. The table height is not figured into the size of the exhibit.

Three-Panel Exhibit

The most common exhibit format displayed at Illinois History Expo is the three-panel display board. This is an effective and uncomplicated way to visually display the historical information you have collected on your topic. Following these design tips will help the judges discern the subject and the supporting information backing your thesis.

- Be sure your title is the main focus of the center panel.
- Also put the thesis or main ideas on the center panel. The judges now have quickly read the main ideas and can read the supporting material on the side panels.
- Side panels can be used to tell the story in a chronological format with the beginning on the top left panel and ending with the conclusion on the bottom of the right panel. This is where you will analyze the importance of your topic.
- Artifacts or other support material may be placed on the table between the side panels

Labeling and Exhibit Design: Orientation, Segmentation, and Explanation

The placement and size of your exhibit labels is very important in directing the viewer's attention to the right place at the right time. In other words, you want the judges to quickly become acquainted with history fair topic (**orientation**) and then move to your thesis and general background information. The size of the title and thesis statement labels should be the biggest on the board.

The next portion of your exhibit to be examined by the viewer hopefully will be the section introducing the first part of the story. The exhibit should be segmented into sections that explain the different parts of the story or **segmentation** of the historical event or person. You may look at the topic this way: first explain the foundation or background and then move to the historic event. The final portion of the display is the conclusion; here you must explain to the viewer how the historic event is significant and how it impacted life then and now. The labels used to separate the segments will be smaller in size than the labels used for the title of the exhibit. The smallest text is used to tell the story and for photograph captions (**explanation**).

Jane Addams:

Fighting for Homeless Children in Illinois

Addams advocated in the Illinois Legislature to eliminate the warehousing of homeless children in large institutional homes. She wanted to move them into smaller home-like settings. This started a new era in social services that made the Hull House known world wide.

Title and Thesis Statement

Jane Addams: Early life in Cedarville, Illinois

(Segmentation or the parts)

Jane Addams was born in a small town in northern Illinois

(explanation of story and photo captions)

One way to make sure you titles and captions stand out is to put the text on light color paper and then use a darker color for the background. You can use construction paper, tag board, or mat board. For the text, if you select dark black lettering it will be easier to read. Photographs and other images will stand out if you put them on backgrounds as well.

There can be a fine balance between too much information and too little on an exhibit. If you add too many illustrations or photographs or too much text, the exhibit board can become confusing and hard to follow. It may be enticing to share all the information you have researched on your exhibit board, however, this is not a good idea. Pick only the most important items for the exhibit. Organization and clarity are very important aspects for a successful Illinois History Expo exhibit!

Media Documentary Projects

Media documentaries allow you to make a ten-minute documentary like you may have seen on PBS or the History Channel. Therefore it is good idea to watch quality documentaries to see for yourself the approach and techniques used by professionals. Here are the most popular formats: Photographic slide presentations, computer-generated slide presentation, and analog or digital video presentations. These are the tips to help you succeed with your production:

- Get an idea, look, around, talk to people, and think about the topic.
- Define the topic and write a thesis statement.
- Research primary sources and secondary sources and look over notes before writing an outline.
- Make a storyboard of the types of images you want to use to explain your topic.
- Collect a large number of images to avoid repetition and to keep the program interesting
- Appropriate music is important addition to your script. Be careful to keep the volume at a level that does not distract from the narration.
- Write your script first and then add images.
- Make sure the script and the images on the screen go together.
- Be sure that the narration is clear and the pace allows the viewer to hear every word clearly.
- Use a tripod whenever possible.
- Preview early and re-edit at least once.

DVD Presentations

The availability of home video cameras and computer software for digital editing can make producing a documentary much easier for you. To assemble a great looking DVD, follow these helpful tips

- Remember a student must operate the camera and editing equipment.
- Map out your scenes on a storyboard before you head out to shoot tape.
- Incorporate a variety of shots in the production: including live interviews, historic photographs, artistic graphics, and live shots of historic places.

- Keep track in a notebook of the scenes shot and the corresponding number in the tape counter.
- Clear and well-paced narration is a very important aspects to a superior media documentary.
- Preview the documentary early to allow enough time for editing.

Performance Category

The performance category allows you to create a play based on an historic event. It is important to have a dramatic appeal in the presentation. Creativity is important when using this format, and using live actors and props helps to tell a convincing story in a compelling fashion.

- Get an idea, look around, talk to people and think about a topic.
- Define the topic and then write a thesis statement.
- Research primary and secondary sources, and look over notes before writing an outline.
- Research before thinking about the performance aspect.
- When you write your script include references to historical material. You should include information from the best primary sources. This can be accomplished by using direct quotes, or taking excerpts from speeches and reciting them on stage.
- Do not just recite a oral report on a character or event. You must become the figure by portraying him or her. If you are dramatizing an event, you may have to become multiple characters to tell the whole story.
- Props can be helpful, however, remember you only have 5 minutes for set-up and take down. Though props may be helpful to tell the story, it is going to be your research, script, and ability to dramatically tell the story that is important.
- Good costumes help make you convincing, but be sure they are appropriate to your topic. Look at photographs or costume guides if you are unsure about appropriate dress.
- Practice! Practice! Practice!
- Have a member of the local theater group critique the performance.

Web Site

The Web site category is the most interactive of all NHD categories. Therefore, a web site should reflect your ability to use web-site-design software and computer technology to communicate the topic's significance in history. Your historical web site should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual (photographs, maps, music, etc.) descriptions, interpretations, and sources to engage and inform viewers. To construct web site project, you must be able to operate, and have access to the Internet, appropriate software, and equipment

How Illinois History Fair Projects are Evaluated

Quality of Analysis:

- Offers an interpretation or argument
- Uses evidence to prove a conclusion
- Demonstrates historical argument
- Explains impact Shows cause and effect

Does your Illinois History Expo project ask and answer a question or questions? Better projects ask and answer more important questions than who, what, and when. It asks why. It answers the question(s) in steps leading to a logical conclusion. It relates the answers to broad items of interest to many people. For example, a project about a business's history will ask: "Were there others like it elsewhere? What happened to them and why? Is there a pattern, or is the project dealing with an isolated event? Do the facts support the conclusion?

Historical Knowledge:

- Shows factual accuracy
- Uses thorough, balanced and relevant knowledge
- Places topic in historical context

Does your Illinois History Expo project demonstrate understanding of relevant factual information or does it include unnecessary as well as important information? Does your entry effectively use important information at all points in the steps of analysis leading to the conclusion?

Quality of Sources:

- Uses depth and range of available primary sources
- Uses depth and range of secondary sources
- Effective use of sources

Are you using a variety of sources (primary documents, secondary accounts, oral interviews, statistics, and illustrations) in your research? Better projects make use of each of the above. Weaker projects rely heavily on one source. Encyclopedia articles may be used for an overview of the topic but not as a main source for the project. Make sure your Internet sources are sound.

Quality of Presentation:

- Tells a coherent well organized story
- Uses chosen medium effectively
- Show attention to detail and makes impact

This realm depends exclusively on the look of your project. Is it neat and orderly, helping the viewer or reader to see and understand the project's thesis statement and the path to reaching the conclusion? If your project draws the viewer's attention, for example, to bad spelling, uneven exhibit labels, inaudible narration, a poorly rehearsed presentation, incomplete footnotes, or sloppy typing, it will damage your chance to receive a superior rating!

**Illinois Historic Preservation Agency
STUDENT HISTORIAN PROGRAM
1 Old State Capitol, Springfield, IL 62701**

Project Number
Circle One: Junior Senior

Student Name(s): _____

School Name: _____

Project Title: _____

Judging Criteria	Superior	Excellent	Good	Score
Quality of Analysis <ul style="list-style-type: none"> • Offers an interpretation or argument • Uses evidence to prove a conclusion • Demonstrates historical significance • Explains impact • Shows cause and effect 	30, 29, 28	27, 26, 25, 24	23, 22, 21	
Historical Knowledge <ul style="list-style-type: none"> • Shows factual Accuracy • Uses thorough, balanced and relevant knowledge • Places topic in historical context 	25, 24, 23	22, 21, 20, 19	18, 17, 16	
Quality of Sources <ul style="list-style-type: none"> • Uses depth and range of availability primary sources • Uses depth and range of secondary sources • Effective use of sources 	25, 24, 23	22, 21, 20, 19	18, 17, 16	
Quality of Presentation <ul style="list-style-type: none"> • Tells a coherent, well-organized story • Uses chosen medium effectively • Shows attention to detail and makes impact 	20, 19, 18	17, 16, 15, 14	13, 12, 11	
Total Score:				

Strength Demonstrated & Areas for Improvement



ILLINOIS HISTORIC
PRESERVATION AGENCY

STUDENT
HISTORIAN
PROGRAM

ILLINOIS
HISTORY
FAIR

BRIGHT IDEAS FOR THE FUTURE BEGIN WITH THE PAST.

E D U C A T I O N S E R V I C E S

Illinois Historic Preservation Agency

ILLINOIS HISTORY EXPO CONTEST RULES

ILLINOIS HISTORY EXPOSITION CONTEST RULES

General Contest Rules for All Categories

Rule #1 Teachers must pre-register their students by completing and emailing a pre-registration form. All registration information, such as category and National History Day status, will remain the same for both the regional competition and the Illinois History Expo. Once the registration is complete the information will stand for both the regional fair and Expo.

Rule #2 All contestants must be in Grades 6-12. Students in Grades 6, 7, and 8 must enter the Junior Division. Students in Grades 9, 10, 11, and 12 must enter the Senior Division.

Rule #3 No student may participate in more than one entry per category.

Rule #4 A paper, individual exhibit, individual performance, and individual media presentation must be the work of one (1) student. A group exhibit, group performance, and group media presentation must be the work of two (2) to five (5) students.

Rule #5 A bibliography is required for all entries in both divisions. Students should refer to any standard bibliographic form such as MLA or Turabian.

Rule #6 All non-paper entries must be accompanied by a "Summary Statement Form."

Rule #7 All entries must show student research on some phase of local or state history. All entries must be student-produced and constructed.

Rule #8 Laptops and monitors will be provided. Any additional equipment that is required must be provided by the student.

Rule #9 Audio used with a project must be kept to a level which does not distract any judge from evaluating any other project in the same project area.

Rule #10 NATIONAL HISTORY DAY REQUIREMENTS

A panel of upstate and downstate coordinators with NHD experience will select those advancing to NHD from those who are registered to compete. Be sure to check with the National History Day (NHD) Contest Guide to be certain of all the requirements for NHD. Compliance with NHD requirements is the responsibility of the teacher.

Copies of the NHD Contest Guide are available on the National History Day website.

Students who want their exhibit, performance, media entry, or research paper to be considered for NHD must incorporate the current theme for NHD, and include an annotated bibliography.

Students must indicate they are eligible for NHD consideration when they register for the regional history fair. Students cannot register for NHD after the regional history fair.

Rule #11 A summary statement form answering the following questions must be filled out and accompany all projects at the Regional and Illinois History Expo. Download the form at www.illinoishistory.gov/illinoishistoryfair.htm. (See copy of form following Rule #15.)

2014 SUMMARY STATEMENT FORM

Form available at www.illinoishistory.gov/illinoishistoryfair.htm

ALL PROJECTS: Attach an annotated bibliography. Please divide primary and secondary sources from each other. Two copies of SSF & Annotated Bibliography are required for competitions.

Title _____

Student name(s) _____

Project Category:

☐ Group ☐ Individual **and** ☐ Exhibit ☐ Performance ☐ Documentary ☐ Website

Check if applicable (and respond to the 3rd question):

☐ This project uses the 2014 National History Day theme, “Rights and Responsibilities”

1. THESIS STATEMENT

Present the project’s argument or interpretation in two sentences. If you are using the NHD theme, you might want to make it evident in your thesis statement.

2. SUMMARY OF PROJECT

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

3. REQUIRED FOR PROJECTS USING THE NATIONAL HISTORY DAY THEME ONLY.

Explain how this project integrates the NHD theme “Rights and Responsibilities” into its argument.

4. PROCESS

A. What historical question did you start off with—and how did it change once you began doing your research?

B. What kinds of sources did you use as evidence to develop your argument (for example, letters, photographs, government documents, interviews, etc.)?

C. Select one piece of evidence that you used and explain how it influenced your argument.

D. List libraries (other than school), museums, and other institutions that you visited to do your research.

Rule #12 Securing the summary statement form & any other property (i.e. props, artifacts, etc.) are the student's responsibility.

Rule #13 All students must adhere to their school's rules and code of conduct in formulating any project and providing its individual parts or artifacts. If you have questions, request permission from your teacher.

Rule #14 Teachers must select each of the projects they advance to the regional history fairs in order that those projects best represent their school's efforts. Teachers should hold a school history fair to make this decision.

Rule #15 A certain percentage of superior projects will advance from each regional history fair to the Illinois History Exposition. The Student Historian Program of the Illinois Historic Preservation Agency will determine this number. All projects receiving a superior will not necessarily advance to the Illinois History Exposition.

Research Paper Rules

Rule #1 The text of a Junior Division or Senior Division research paper should be no less than 1,500 words and no more than 2,500 words. The same guidelines apply for National History Day entries.

Rule #2 The three (3) photocopies of a paper submitted for the Regional Fair satisfy the requirement for the number of papers submitted at the EXPO. Papers in both categories must have a cover sheet including the following information: Title, Student Name, School, Teacher, Grade, and NHD status (indicate whether project is competing for NHD).

Rule #3 Research papers must begin with a single, separate sheet including a Thesis Statement and an Outline.

The Thesis Statement should be a paragraph of two to three sentences declaring what question or questions you hope to answer in the following paper and what answers you gave to that question or those questions.

The Outline should contain no more than five headings. Each should deal with a step leading to your conclusion or conclusions.

Rule #4 All research papers must contain an annotated bibliography. Students are encouraged to follow the style found in Turabian's A Manual of Style for Writers of Term Papers, or any standard form. Lack of a bibliography will result in automatic disqualification.

Rule #5 An annotated bibliography is distinguished from other bibliographic forms by a brief (often one sentence) explanation of how the source was especially distinctive and useful for the topic on which you have written. It should take the following form:

Stang, Richard. The Theory of the Novel in England, 1850-1870. New York: Columbia University Press, 1959.

A Systematic, impressive study uncovering "modern" doctrines about fiction in forgotten publications before James.

Rule #6 Papers must have footnotes or endnotes. Specific information on footnote form is available in *Turabian's A Manual of Style for Writers of Term Papers* or any other standard footnote form is acceptable.

NOTE: The page numbers that were used must be given in the footnote citation; if reference material came from a vertical file where no page numbers were available, please tell that no page numbers were given.

Rule #7 Papers can be about the student's own community, region, or the state as a whole. Papers may be submitted on the same topic as *Illinois History* magazine. However, they should be substantially different.

Rule #8 Papers must be written by only one student and he/she may submit only one paper.

Rule #9 To aid the local judges, papers should be typed and double-spaced.

Individual and Group Exhibit Rules

Rule #1 All exhibits must be constructed by the individual/students and have a minimum of 300 words on the exhibit panels.

NOTE: The point of research and planning in the exhibit category is to condense and synthesize the topic into a visual presentation that is self-explanatory.

Rule #2 An exhibit may contain additional written material, but it must take the form of captions and/or labels, documents, oral history, quotations, etc.

Rule #3 A group may range from two (2) to five (5) students.

Rule #4 Exhibit entries should be no more than 40" wide, 30" deep, and 6' high. Any project which does not comply with these sizes cannot receive a "Superior."

Rule #5 An exhibit must have a bibliography. Students should refer to *Turabian's A Manual of Style for Writers of Term Papers*, or any other standard form, to determine the correct bibliographic form.

Rule #6 Exhibits must be visual and stationary. The use of media devices, such as tape recorders or slide presentations, must be integral and functional to the project and must not run for more than three (3) minutes. Judges must be able to operate all media devices.

NOTE: Projects that use media devices which run for more than three (3) minutes will not qualify for a "Superior" rating.

Rule #7 Students are not allowed to resubmit another student's project or a project that they submitted from a previous year's fair.

Rule #8 All exhibits must be in place before 10:30 a.m. on the day of the Expo.

Individual and Group Performance Rules

Rule #1 Students will be allowed five (5) minutes to set up, ten (10) minutes to perform, and five (5) minutes to remove any props after the performance is over.

Rule #2 Performances that exceed the time limits in Rule #1 will not be eligible to receive a "Superior" rating.

Rule #3 A group may range from two (2) to five (5) students.

Rule #4 Students must supply their own equipment and props.

Rule #5 Use of computers or other media devices as accompaniment or a supplement to the live performance is permitted. Supplemental visual material must be integral to the performance, and is the responsibility of the student.

Rule #6 Performances must have a bibliography. Students should refer to Turabian's A Manual of Style for Writers of Term Papers, or any other standard form, to determine the correct bibliographic form.

Rule #7 A "Summary Statement Form" must be submitted to the judges prior to performance.

Rule #8 Performances must be the creation of the contestants.
Additional recorded music, photographs, slides, etc., must be fully credited within the bibliography.

Rule #9 Contestants will be assigned a time for their performance. Performances are open to the public.

Rule #10 Contestants should be available in the contest area twenty (20) minutes prior to their performance.

Individual and Group Media Presentation Rules

Rule #1 A maximum of five (5) minutes is given to set up, a maximum of ten (10) minutes for the presentation, and a maximum of five (5) minutes is given to take down the media.

Rule #2 Media which exceed the time limits in Rule #1 will not be eligible to receive a "Superior" rating.

Rule #3 Contestants may be present for the entire 20-minute media presentation. Please be prepared to answer any questions the judges may have. However, formal narratives will not be accepted.

Rule #4 Contestants will be assigned a time for their media presentation. Media presentations are not open to the public.

Rule #5 Media presentations include videotape presentations, slide or slide-tape presentations, or an original computer program, etc.

Rule #6 Media must have a bibliography. Students should refer to Turabian's A Manual of Style for Writers of Term Papers, or any other standard form, to determine the correct bibliographic form.

Rule #7 Professional photographs, slides, recorded music, etc., may be used, but such items must be integrated into the presentation by the student producers and must be fully credited within the bibliography and are the responsibility of the student. Students must narrate all audio portions except, for example, when using an oral history excerpt.

Rule #8 Added exhibits of visual material are not allowed.

Rule #9 Live involvement by students is limited to the running/operation of media devices/equipment. Judges must be able to control all media devices if students are not present to do so.

Rule #10 All media presentations must be accompanied by a "Summary Statement Form."

Rule #11 Computers, DVDs and monitors will be provided. Any additional equipment that is required must be provided by the student.

Rule #12 A group may range from two (2) to five (5) students.

Rule #13 Media results will be available for the teacher or student immediately after the Illinois History Expo closing ceremony.

Web Site Rules

The Web site category is the most interactive of all NHD categories. Therefore, a web site should reflect your ability to use web-site-design software and computer technology to communicate the topic's significance in history. Your historical web site should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual (photographs, maps, music, etc.) descriptions, interpretations, and sources to engage and inform viewers. To construct web site project, you must be able to operate, and have access to the Internet, appropriate software, and equipment.

Rule #1: Entry Production

All entries must be original productions constructed using the NHD web site editor beginning at the school level. You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. You must operate all software and equipment in the development of the web site.

Note: Using objects created by others for specific use in your entry violates this rule. For example, using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exists is acceptable.

Rule #2: Size Requirements

Web site entries may contain no more than 1,200 visible, student-composed words. Code used to build the site and alternate text tags on images do not count toward the word limit. Also excluded are: words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; words within primary documents and artifacts; and the

annotated bibliography and process paper that must be integrated into the site. The entire site, including all multimedia, may use no more than 100MB of file space.

Rule #3: Navigation

One page of the web site must serve as the “home page.” The home page must include the names of the participants, entry title, division, and the main menu that directs viewers to the various sections of the site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

Rule #4: Multimedia

Each multimedia clip may not last more than 45 seconds. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. All multimedia must be stored within the site; you may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips you may use, but you must respect the file size limit. If you use any multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

Rule #5: Required Written Materials

The annotated bibliography and summary statement form must be included as an integrated part of the web site. They should be included in the navigational structure. They do NOT count toward the 1,200 word limit.

Rule #6: Stable Content

The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

Rule #7: Viewing Files

The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Firefox, Safari). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule 4.

Rule #8: Submitting Entry for Judging

You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Because all required written materials are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit www.nhd.org.