



NATIONAL HISTORY DAY 2019

Judges' Orientation



Welcome!

Thank you
for supporting
National
History Day.



How the Contest Works

Five categories:

- ◆ Paper (Individual only)
- ◆ Website
- ◆ Performance
- ◆ Documentary
- ◆ Exhibit

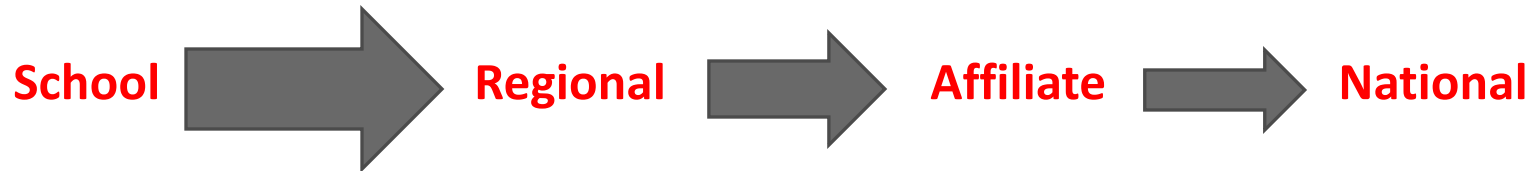
Individuals or groups of 2-5

Junior (grades 6-8) or Senior
(grades 9-12) division





Contest Progression



A Student's Process

Topic

Research

Thesis

Analysis

Synthesis

Entry creation

Contest

Feedback



**Project Life Cycle:
September-June**



What's in Your Packet?

Today's Schedule

- ◆ __:__ Judge Orientation
- ◆ __:__ Exhibit Judges Preview
- ◆ __:__ Judging Period
- ◆ __:__ Lunch
- ◆ __:__ Finals Judging Begins
- ◆ __:__ Awards Ceremony



Judging Teams

- ◆ Teams of three
- ◆ The captain's role
- ◆ Your team's goal:
achieve consensus



Your Mission

- ◆ Foster love of history
- ◆ Positive interactions
- ◆ Constructive feedback for all
- ◆ Respect every student
- ◆ Turn off cell phones



Annual Theme

Topics:

- ◆ Student's choice
 - ◆ Local, national, world history
 - ◆ Historical perspective is key
-
- ◆ Students must explain the topic's significance in history.
 - ◆ Students DO NOT have to address both aspects of the theme, though many topics will lend themselves well to both.



Evaluating Entries: What

Historical Quality: 60%

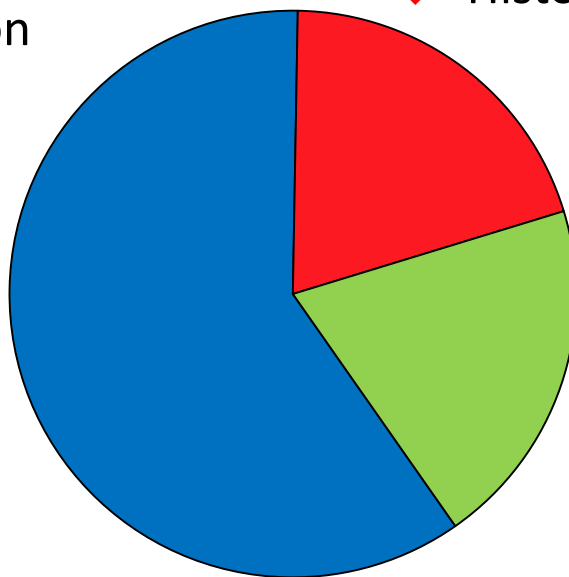
- ◆ Accuracy
- ◆ Thorough research
- ◆ Primary sources
- ◆ Balanced presentation
- ◆ Thoughtful analysis and interpretation

Relation to Theme: 20%

- ◆ Relation is adequately explained
- ◆ Historical context
- ◆ Historical significance

Clarity of Presentation: 20%

- ◆ Effective and creative
- ◆ Clear and free of errors/distractions
- ◆ Use of equipment





Evaluating Entries: Why

- ◆ Our goal is to encourage kids to keep learning by providing constructive feedback in a positive environment.
- ◆ Your goal is to help us do this.

TEACHES.

critical thinking, writing and research skills, and boosts performance across all subjects

Prepares.

students for college, work and citizenship

Inspires.

students to do more than they ever thought they could

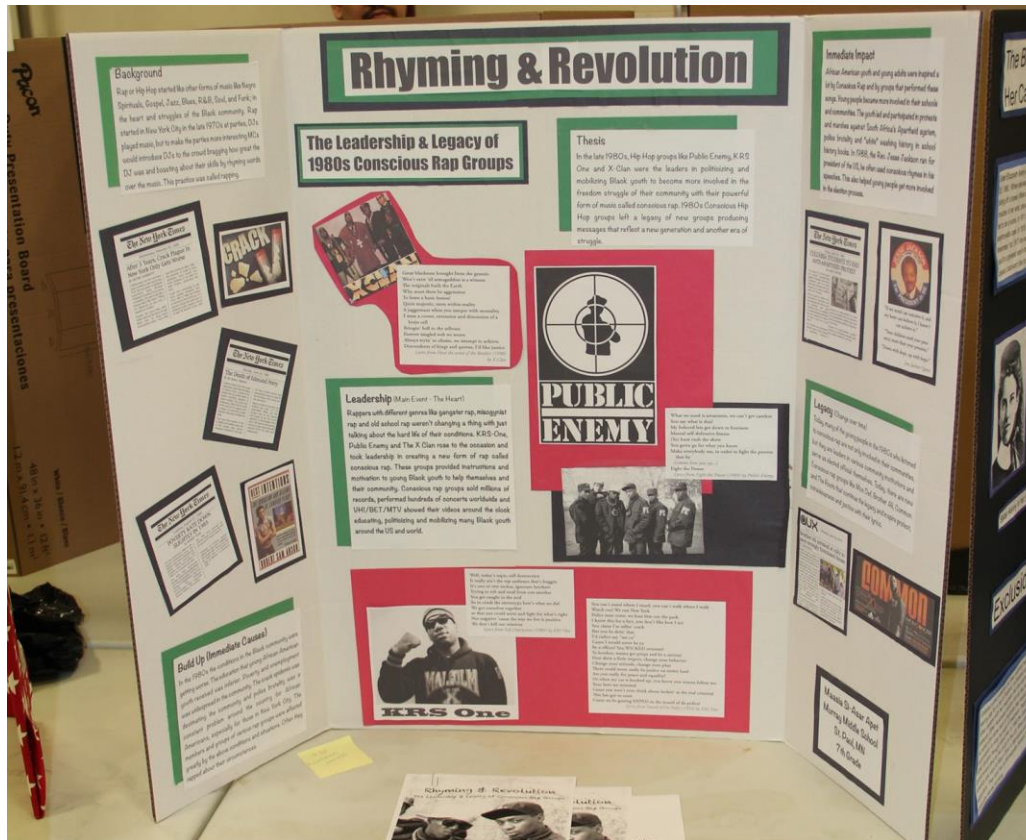


Evaluating Entries: How

Interviews:

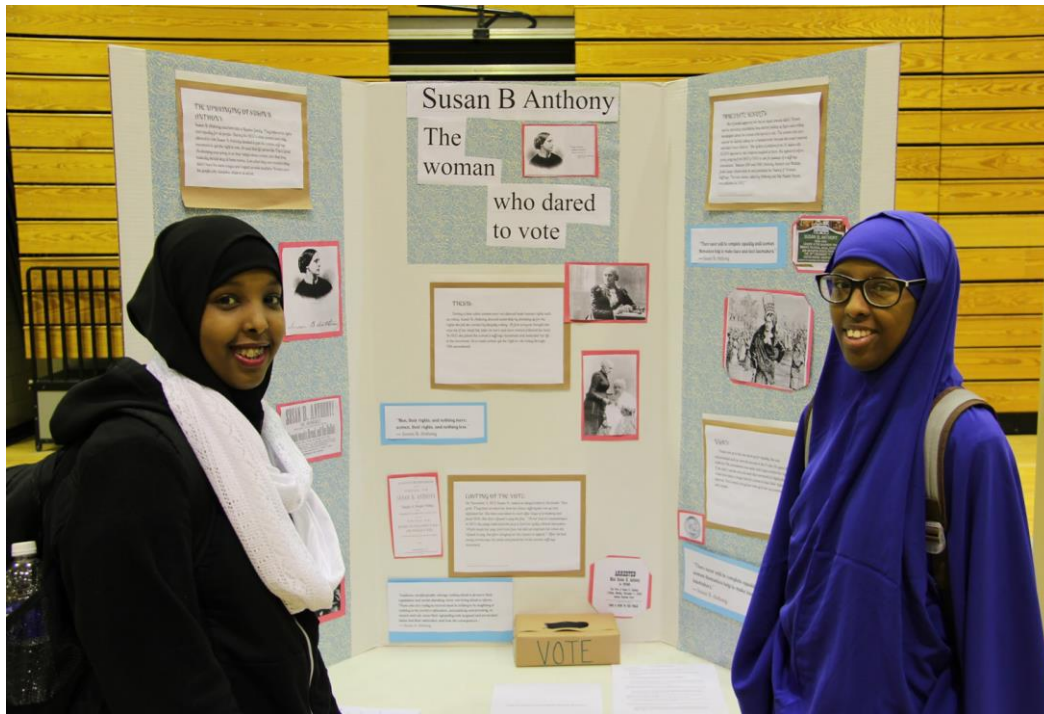
- ◆ Be consistent – greet all students the same way and ask similar questions about each entry.
- ◆ Be aware of your bias related to particular topics.
- ◆ Stick to the schedule as much as possible.
- ◆ Remember that this is their day. Let them teach you and give them the opportunity to explain what they've done.
- ◆ Check body language.
- ◆ No telling!

Topic Bias



- ◆ Non-traditional history topics
- ◆ Absent narrative topics
- ◆ Favorite topics
- ◆ Local history bias
- ◆ Political bias

Student Diversity



- ◆ Students may be nervous
- ◆ Reasons may not be obvious to judges
 - ◆ Topic-related
 - ◆ Situation-related



Evaluating Entries: How

Comments:

- ◆ Explain your rankings through constructive and positive comments.
- ◆ Phrase your comments clearly.
- ◆ Explain how they can improve so they can be more successful next time.
- ◆ Expect quality, but remember that you are evaluating the work of young students who are just beginning to learn historical research, project development and presentation techniques.
- ◆ Deliberate together and reach consensus.

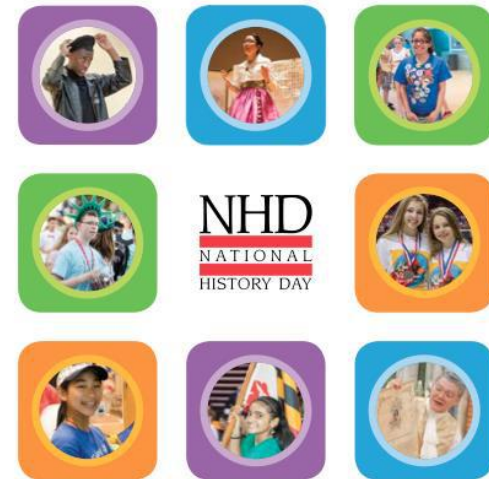
Contest Rules

What?

- ◆ Rules for all entries
- ◆ Specific rules for each category

Why?

- ◆ Apples to apples



Contest Rule Book

	Minor Infraction	Major Infraction	Disqualification
Definition	A violation that does not provide a competitive advantage	Exceeding any of the equalizers(time, size, words), thus creating a competitive advantage by being able to provide more information	The ONLY grounds for this are: <ol style="list-style-type: none"> 1. reusing an entry from a previous year; 2. plagiarism; 3. tampering with another entry.
Example	School name on process paper, exceeding word count by 10 words, etc.	Exceeding words by 10+, size by 1 inch+, time by more than 5-10 seconds.	
Procedure	Note these in your comments. These violations should not prevent an entry from advancing. Consider them only to break a tie between two entries that are otherwise equal.	Note these in your comments. These entries should NOT advance. If they truly are the best, please consult with NHD staff.	Please do not act on your own. Bring this concern immediately to NHD staff, who will decide if the entry should be removed from competition.



Alert Me When...

You suspect any of the disqualifying offenses:

- ◆ Plagiarism
- ◆ Reusing an entry or any part of an entry from a previous year
- ◆ Tampering with another student's entry

You do not think entries should advance to the next level.

Here's how to reach me today:



The Process Paper

- ◆ A must for Performance, Documentary, Exhibit, Website
- ◆ How the students went about the research and creation of their entry
- ◆ How the topic relates to the theme
- ◆ *Please read each process paper before viewing the entry.*

PROJECT TITLE

STUDENT(S) NAME(S)

DIVISION

CATEGORY

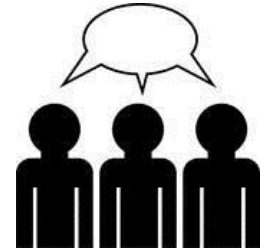
Exhibit contains ____ student-composed words.



Annotated Bibliography

- ◆ Attached to the process paper
- ◆ How the work was used in producing the entry
- ◆ Divided by primary and secondary sources
- ◆ *Please read the annotated bibliography before viewing the entry.*

The Interview



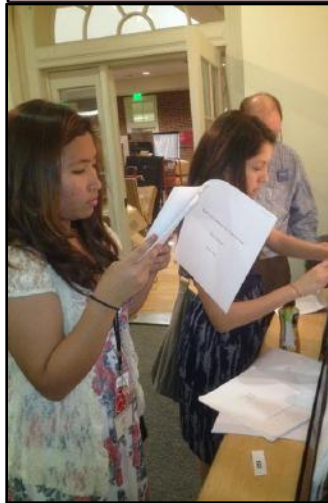
GREET

READ

VIEW

QUESTION

DISCUSS





The Interview

Ask a few general questions to set the students at ease:

- ☐ How does your topic relate to the theme?
- ☐ Why did you choose this topic?
- ☐ How did you begin the research process?
- ☐ What was your most important source and why?
- ☐ Why did you pick (Documentary, Exhibit, Performance, Paper, Website)?

Ask questions of substance regarding the topic:

- ☐ These can challenge assumptions students have about the time period.
- ☐ Even if you don't know anything about medieval Japan, you can question their research methodology thoroughly.

The Paperwork

Consensus Forms– Do These First!

- ◆ Collaborate with judging group
- ◆ Everyone signs it
- ◆ Judge captain turns it in

NHD NATIONAL HISTORY DAY JUDGE RANK SHEET
2014 SW Washington – Vancouver

21. Group Documentary – Preliminary Pleasant Valley 15

Time	Entry #	Rank	Entry Title
09:20	12001	<input type="checkbox"/>	Orlando Laker
09:40	12003	<input type="checkbox"/>	Committee of Public Safety
10:20	12004	<input type="checkbox"/>	Berlin Wall
10:40	12006	<input type="checkbox"/>	Japanese Internment
11:00	12002	<input type="checkbox"/>	The Columbia River Crossing
11:20	12005	<input type="checkbox"/>	Civil War Documentary

Judge 1 (print) _____ Judge 2 (print) _____ Judge 3 (print) _____
Judge 1 (sign) _____ Judge 2 (sign) _____ Judge 3 (sign) _____

Ranking Sheets

- ◆ Ditto above

Evaluation Forms – Do These Well!

Feedback Survey – Tell us how we did!

NHD NATIONAL HISTORY DAY EXHIBIT

JUDGING CRITERIA (Judging criteria are explained in the Rule Book)

JUDGING CRITERIA	EVALUATION		
	100%	75%	50%
Historical Quality (60%)			
• Entry is historically accurate			
• Shows analysis and interpretation			
• Places topic in historical context			
• Shows wide research			
• Uses available primary sources			
• Research is balanced			
Relation to Theme (20%)			
• Clearly relates topic to theme			
• Demonstrates significance of topic in history and/or social studies			
Clarity of Presentation (20%)			
• Exhibit written material is original, clear, legible, and organized			
• Exhibit is organized, has visual impact, corrects one map, photos, etc.			
Exhibit Compliance	Yes	No	
• Materials are organized 14" x 10" x 12"			
• Media device materials are labeled			
• Materials are labeled (100 words)			
• Includes annotated bibliography			
• Other			

COMMENTS
• Strengths • Areas for Improvement



Common History Day Myths

- ◆ Exhibits and websites must have timelines.
- ◆ Performances must have songs.
- ◆ Student-conducted interviews are essential.
- ◆ Glitz wins.
- ◆ There is a winning formula.

Exhibits

Size Limit

- ◆ 40 inches wide x 30 inches deep x 6 feet high, OR
- ◆ 30 inches in diameter (for 360° displays)

Word Limit

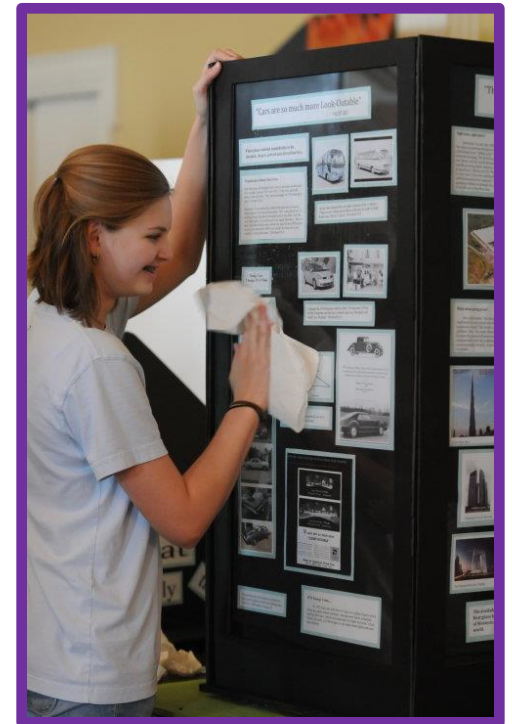
- ◆ 500 student-composed words

Media

- ◆ No longer than three minutes
- ◆ Must be controllable by judge/viewer
- ◆ No taped commentary or analysis

Credits

- ◆ Credits of visual sources required



Documentaries

Time Limit

- ◆ Set up: 5 min., Film: 10 min., Take down: 5 min.

Speaking

- ◆ Introduce title and student(s) name(s) only

Production

- ◆ Students: narrate, interview, run equipment, produce, edit

End Credits

- ◆ Required, but must be readable

Interactivity

- ◆ No judge or audience participation



Performances

Time Limit

- ◆ Set up: 5 min.,
Performance: 10 min., Take
down: 5 min.

Introduction

- ◆ Title and student(s) name(s)
only

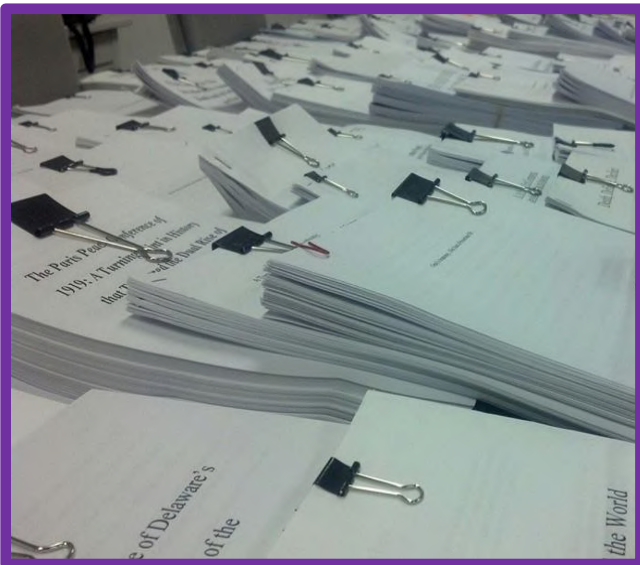
Costumes

- ◆ Students: design, fabric
choice, etc.
- ◆ May be rented or bought



Papers & Websites

- ◆ Papers and websites have been read and reviewed ahead of time.
- ◆ Now is the time to interview students about their work.





PERFORMANCE

1

Unacceptable Evaluation Form Example

Problems:

❖ These comments tell the student nothing about what he did well or how he might improve. They are just flattery.

❖ Please don't provide actual rankings or tell students they deserve an award. Even if an entry places first in the first-round, it may come in lower in the finals. These comments will be very confusing and potentially harmful!

❖ The judge clearly thinks this entry is superior. But why? What is so well done? And, is it flawless? There's always room for growth.

❖ This empty space could be filled with comments.

JUDGING CRITERIA (Judging criteria are explained in the Rule Book)	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Historical Quality (60%)				
• Entry is historically accurate	<input checked="" type="checkbox"/>			
• Shows analysis and interpretation	<input checked="" type="checkbox"/>			
• Places topic in historical context	<input checked="" type="checkbox"/>			
• Shows wide research	<input checked="" type="checkbox"/>			
• Uses available primary sources	<input checked="" type="checkbox"/>			
• Research is balanced	<input checked="" type="checkbox"/>			
Relation to Theme (20%)				
• Clearly relates topic to theme	<input checked="" type="checkbox"/>			
• Demonstrates significance of topic in history and draws conclusions	<input checked="" type="checkbox"/>			
Clarity of Presentation (20%)				
• Presentation, written material is original, clear, appropriate, organized and articulate	<input checked="" type="checkbox"/>			
• Performers show good stage presence; props and costumes are historically accurate	<input checked="" type="checkbox"/>			
Rules Compliance	Yes	No		
• Maintains time requirement (10 minutes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
• Includes annotated bibliography	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
• All equipment student-run	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
• Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

COMMENTS

• Strengths • Areas for Improvement

Fantastic performance. Best one today.

Good job. :)

Awesome props!

Love your topic!

This performance deserves a top award.

Unacceptable Evaluation Form Example

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i>)	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Historical Quality (60%)				
• Entry is historically accurate		✓		
• Shows analysis and interpretation		✓		
• Places topic in historical context		✓		
• Shows wide research			✓	
• Uses available primary sources			✓	
• Research is balanced		✓		
Relation to Theme (20%)				
• Clearly relates topic to theme	✓			
• Demonstrates significance of topic in history and draws conclusions	✓			
Clarity of Presentation (20%)				
• Exhibit, written material is original, clear, appropriate and organized				✓
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				✓
Rules Compliance	Yes	No		
• Maintains size requirement (40" x 30" x 72")		✓		
• Media device maintains time limit (3 minutes)	✓			
• Maintains word limit (500 words)		✓		
• Includes annotated bibliography	✓			
• Other				

COMMENTS

• Strengths • Areas for Improvement

Your labels are crooked.

You've misspelled so many words on this exhibit.

This has to be more than 500 words and it looks too big as well.

Too many "Triangle Shirtwaist Fire" exhibits. Judges have a hard time telling them apart. Pick a better topic.

Next time go to the library and stop using the Internet.

You relied too much on two sources.

Ask your teacher for more help.

More comments are needed here.

Problems:

❖ Each of these comments is negative but could be rephrased in the positive.

❖ If you suspect a rules violation, please verify. Don't guess!

❖ You may have seen this topic a dozen times, but it's new to this student and he/she deserves your objective feedback.

❖ Some students live far from a library and many quality websites contain reliable material.

❖ The checkboxes indicate this entry ranks somewhere in the middle of those in the judge's group, but the comments say NOTHING about what the student did well. What was so "excellent?" The student may conclude that the judge rated the whole project poorly because it wasn't "pretty" and the topic was not favored.



DOCUMENTARY

Better Example #1

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i>)	EVALUATION				NEEDS IMPROVEMENT
	SUPERIOR	EXCELLENT	GOOD		
Historical Quality (60%)					
• Entry is historically accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows analysis and interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Places topic in historical context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows wide research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses available primary sources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research is balanced	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relation to Theme (20%)					
• Clearly relates topic to theme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates significance of topic in history and draws conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Presentation (20%)					
• Presentation, written material is original, clear, appropriate, organized and articulate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Entry is organized, visual impact is appropriate to topic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules Compliance	Yes	No			
• Maintains time requirement (10 minutes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• Includes annotated bibliography	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• All equipment student-run	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

COMMENTS

• Strengths • Areas for Improvement

Very nicely assembled documentary that is interesting and a pleasure to view. Your project is supported by a strong research base. Especially impressive are your interviews and primary sources.

Your argument would have been stronger and more persuasive if more context had been included: more background on social attitudes towards women in sports more generally and in American "car culture" as well as greater reference to the profound transformations in those attitudes and in women's rights and status in the 1970s.

Providing this context would strengthen your research base even more as well as improve your argument.

Reasons:

- ❖ The comments are positive and criticisms are phrased constructively.
- ❖ Specific criticisms are backed up with examples.
- ❖ The comments support the checkmarks.

Better still?:

- ❖ More could have been said about why the interviews and sources were so impressive.
- ❖ This judge could have written more, particularly about the topic's relationship to the theme.
- ❖ Another positive comment or two would be appreciated.



EXHIBIT

Better Example #2

JUDGING CRITERIA (Judging criteria are explained in the <i>Rule Book</i>)	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Historical Quality (60%)				
• Entry is historically accurate			✓	
• Shows analysis and interpretation			✓	
• Places topic in historical context			✓	
• Shows wide research			✓	
• Uses available primary sources		✓		
• Research is balanced			✓	
Relation to Theme (20%)				
• Clearly relates topic to theme			✓	
• Demonstrates significance of topic in history and draws conclusions			✓	
Clarity of Presentation (20%)				
• Exhibit, written material is original, clear, appropriate and organized			✓	
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.			✓	
Rules Compliance	Yes	No		
• Maintains size requirement (40" x 30" x 72")	✓			
• Media device maintains time limit (3 minutes)	✓			
• Maintains word limit (500 words)	✓			
• Includes annotated bibliography	✓			
• Other				

COMMENTS

- Strengths
- Areas for Improvement

Interesting topic; very relevant to today in the era of laptops/tablets/cell phones, etc. The exhibit itself is laid out in a clean and clear manner.

Although you have a good thesis statement, be sure to incorporate the theme words "Turning Points" throughout your key points. You have to make the case for the connection to the theme.

Adding some information about what events preceded your topic and how your topic influenced events afterward would have strengthened your exhibit. You've included so much important information but it is unclear how these events came to be or their impact in history.

Work to expand your research into other categories of sources. Try to avoid using only websites in your secondary research. The New York Times is great, but work to branch out more. Reading more and varied secondary material also would help you to determine the historical context of your entry.

Enlist the help of a Language Arts teacher for a thorough proofreading of your process paper and exhibit text.

Your annotations are helpful in demonstrating how a source helped you understand your topic.

Thank you for participating in NHD.

Reasons:

- ❖ The comments are positive and criticisms are phrased constructively.
- ❖ Specific criticisms are backed up with examples. This reads like an action plan for improvement.
- ❖ The comments support the checkmarks.
- ❖ The comments end on a positive note and thanking the student for participating is kind and thoughtful.

The Comment Sandwich

Positive comment



**Constructive
comments**



Positive comment



Start and finish your comments with something purely positive. Place your constructive feedback in the middle. Students will find this to be a tasty combination.

THANK YOU!!!

Thank you again from everyone at
National History Day!