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
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
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
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
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.
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
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
<table>
<thead>
<tr>
<th></th>
<th>Minor Infraction</th>
<th>Major Infraction</th>
<th>Disqualification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>A violation that does not provide a competitive advantage</td>
<td>Exceeding any of the equalizers (time, size, words), thus creating a competitive advantage by being able to provide more information</td>
<td>The ONLY grounds for this are: 1. reusing an entry from a previous year; 2. plagiarism; 3. tampering with another entry.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>School name on process paper, exceeding word count by 10 words, etc.</td>
<td>Exceeding words by 10+, size by 1 inch+, time by more than 5-10 seconds.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>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.</td>
<td>Note these in your comments. These entries should NOT advance. If they truly are the best, please consult with NHD staff.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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:

__________________
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.
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.*
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

Ranking Sheets
◆ Ditto above

Evaluation Forms – Do These Well!
Feedback Survey – Tell us how we did!
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
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 and websites have been read and reviewed ahead of time.

Now is the time to interview students about their work.
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.
Unacceptable Evaluation Form Example

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.

<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>(Judging criteria are explained in the Rule Book)</td>
<td></td>
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<tr>
<td></td>
<td>SUPERSE</td>
</tr>
<tr>
<td>Historical Quality (60%)</td>
<td></td>
</tr>
<tr>
<td>• Entry is historically accurate</td>
<td></td>
</tr>
<tr>
<td>• Shows analysis and interpretation</td>
<td>X</td>
</tr>
<tr>
<td>• Places topic in historical context</td>
<td>X</td>
</tr>
<tr>
<td>• Shows wide research</td>
<td></td>
</tr>
<tr>
<td>• Uses available primary sources</td>
<td></td>
</tr>
<tr>
<td>• Research is balanced</td>
<td></td>
</tr>
<tr>
<td>Relation to Theme (20%)</td>
<td></td>
</tr>
<tr>
<td>• Clearly relates topic to theme</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates significance of topic in history and draws conclusions</td>
<td>X</td>
</tr>
<tr>
<td>Clarity of Presentation (20%)</td>
<td></td>
</tr>
<tr>
<td>• Exhibit, written material is original, clear, appropriate and organized</td>
<td></td>
</tr>
<tr>
<td>• Exhibit is organized, has visual impact, contains maps, photos, etc.</td>
<td></td>
</tr>
<tr>
<td>Rules Compliance</td>
<td>Yes</td>
</tr>
<tr>
<td>• Maintains size requirement (40” x 30” x 37”)</td>
<td></td>
</tr>
<tr>
<td>• Media device maintains time limit (3 minutes)</td>
<td>X</td>
</tr>
<tr>
<td>• Maintains word limit (500 words)</td>
<td>X</td>
</tr>
<tr>
<td>• Includes annotated bibliography</td>
<td>X</td>
</tr>
<tr>
<td>• Other</td>
<td>X</td>
</tr>
</tbody>
</table>

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.
### Better Example #1

**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.
Better Example #2

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.
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!