

History Day 2008-9 Requirements for Honors U.S. History Projects

1. A clear thesis statement that ARGUES a position.
2. Briefly state how the project connects with the theme.
3. At least one appropriate map, graph, or chart. The best projects will provide examples of all three. Maps should include a compass rose and a legend.
4. At least five pictures or diagrams.
5. At least three primary sources, including one copy of a written source, and two quotes.
6. For each visual and written source, write a brief caption under it, explain how it provides evidence that supports the thesis statement, and cite the source: (last name of author or name of database, plus year or date published).
7. Uncommon facts within material written by the student must also be cited: (last name of author or name of database, and year published).
8. A hand-drawn timeline, with an equal space between each unit of time. The timeline may list five to ten events related to the project. Too many events diminish the impact of the chronology. Small pictures enliven timelines.
9. Evidence of research, including notes and rough drafts, in a separate History Day section in the class notebook.
10. Include other opinions within the project to balance the presentation.
11. An explanation of the historical impact (what has changed as a result).
12. A packet containing a title page, annotated bibliography, and process paper.
13. The 250-500 word process paper must describe (1) how the topic was chosen; (2) how the research was conducted; (3) how the project was put together; and (4) how the project relates to the 2008-9 History Day theme.
14. Write the number and a brief description of the California State History Standard that is most relevant to the thesis statement.

Annotated Bibliography Guidelines

1. Divide bibliography entries into primary and secondary sources. Then list entries in alphabetical order by author (if no author, go by the title) [See handouts].
2. Annotate the bibliography by describing in complete sentences, and as specifically as possible, how the source was used in the project; e.g., I found the ___ map that showed how..., the ___ graph [or chart] comparing ___ with ___; the picture of ___ showing how/why ___, or the [specific fact] about___.
3. Balance sources evenly among books, reference works, periodicals, personal interviews, and online sites. Quality personal interviews are a BIG plus. Up to twenty bonus points will be awarded for a transcript of an interview.
4. Do not use Wikipedia or personal websites, because they can be unreliable sources.
5. Quality is more important than quantity, but assuming that the previous rules have been followed, the following rubric provides a rough grading guide:
Three primary sources and three secondary sources = D
Four primary sources and four secondary sources = C
Five primary sources and five secondary sources = B
Six or more primary sources and six or more secondary sources = A
6. Usually the more sources consulted, the EASIER the project will be to complete successfully. Note that EACH STUDENT must complete a separate annotated bibliography, with different entries than those of other group members.

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