Volusia County Social Studies Fair

Middle-High Student Guide

Taking A Stand in History
National History Day 2017
OVERVIEW OF THE FAIR

The Volusia County Social Studies Fair is an exciting learning opportunity which encourages students to explore different areas of the social studies, develop a product and compare and their work with that of other students from all over Volusia County. Additionally, the fair can be a stepping stone to the Florida History Fair and National History Day competitions. The skills used in participating in the creation of fair projects are aligned with the Sunshine State Standards and FCAT assessments. We hope that all students who participate in the fair develop a greater interest in Social Studies while acquiring new knowledge and skills.

This new **STUDENT GUIDE** contains all rules, regulations, and suggestions for student participation in the fair. Information may also be obtained on the Volusia County Social Studies homepage.

The final product a student submits for the school and/or county fair competition MUST BE THEIR OWN WORK. Students are encouraged to explore ideas with parents, teachers, and friends and may ask them for help in locating information. Students, however, must prepare and execute their own performance, presentation or product.

This year’s fair theme is “**TAKING A STAND IN HISTORY**”. Students may select a topic on any aspect of local, regional, national or world history. Regardless of the topic chosen, the presentation of research and conclusions MUST clearly relate to the theme. **The County Fair will be held at Deland High School Friday (set-up) & Saturday (judging), February 24th & 25th.**

Effective entries not only describe an event or development, they also analyze it and place it in its historical context. Students should consider these questions when selecting a topic:

- How is my topic important?
- How was my topic significant in history in relation to the theme?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere of my topic’s time period influence my topic in history?
In the categories of *Exhibits* and *Performances* the judging criteria is further explained below:

- **Historical Quality** – The most important aspect of an entry is its historical quality. The following questions help focus an entry’s historical quality:

  Is my entry historically accurate? Does my entry provide analysis and interpretation of the historical data rather than just a description? Does my entry demonstrate an understanding of the historical context? Does my bibliography demonstrate wide research and a variety of sources, especially primary sources?

- **Clarity of Presentation** – Although historical quality is most important, an entry must be presented in an effective manner. The following questions help focus an entry’s presentation:

  Is my entry original, creative, and imaginative in subject and presentation? Is my written material clear, grammatical, and correctly spelled? Do I display stage presence in a performance? Is the visual material I present clear? Do I understand and properly use all equipment?

- **Relation to Theme** – The entry must clearly explain the relation of your topic to the annual theme. The following questions help focus the student’s topic on the theme and its significance:

  How does my topic relate to the theme? Why is my topic important? How is my topic significant in history in relation to the theme? How did my topic influence history? How did the events and atmosphere of my topic’s time period influence my topic in history?

**No entry may be judged Superior with a rules infraction. This includes students being present for judging on Saturday, February 25th (exhibits, performances, and bowl team students).**
GENERAL RULES AND PROCEDURES

1. Students may not reuse an entry from a previous year.

2. Students may participate in only one fair event.

3. Students must produce their own entries. Objects created by others specifically for use in a student’s entry violates this rule. For example, photographs or video supplied or produced by a parent could not be used in an entry.

4. Unless otherwise stipulated, students must supply all props and equipment to support their entry. Tables for exhibits, TVs and VCRs for media production will be available at the fair site.

5. Items that could be potentially dangerous in any way -- such as weapons, firearms, animals etc. -- are strictly prohibited.

   **Items related specifically to the County Fair.**

6. Students may have only one entry in the County Fair.

7. School representatives must register all entries. Entries that have not been officially registered will not be judged.

8. Award winners, or a representative from the school must be present at awards ceremony on Saturday at 1:30 p.m. Awards will not be automatically forwarded to the schools (except in the area of historical papers).

   Those who enter the historical paper category need not attend the fair. Historical papers are submitted at an earlier date and judged separately. Awards will be forwarded to the school.

   First, second and third place winners will receive plaques. Only one plaque will be awarded to group winners; however, each team member will receive a ribbon and certificate. Participation ribbons will be given to all other entries.

   Special awards and plaques may be distributed by various civic organizations and support groups.
9. The Volusia Council for the Social Studies and the Volusia County School Board are **NOT** responsible for the loss or damage of any projects. All projects displayed will be dismantled immediately after the awards ceremony on Saturday.

A Note to Homeschool Students

HOME SCHOOL STUDENTS WISHING TO PARTICIPATE IN THE VOLUSIA COUNTY SOCIAL STUDIES FAIR MAY ENTER IN ONE OF TWO WAYS: 1) STUDENTS MUST FIRST COMPETE AND WIN AT A HOME SCHOOL ASSOCIATION FAIR (THE ASSOCIATION MUST CONTACT SCOTT HALLETT FOR QUOTA INFORMATION), OR 2) A HOMESCHOOL STUDENT MAY PARTICIPATE IN THE SCHOOL FAIR AT THE VOLUSIA COUNTY SCHOOL THEY ARE ZONED FOR, AND COMPETE FOR A SPOT AT THE VOLUSIA COUNTY FAIR.
SOCIAL STUDIES FAIR TOPICS FOR STUDENTS

“TAKING A STAND IN HISTORY”

The following is not an exhaustive list but simply a set of suggestions. Students can choose from these topics or use these to help them brainstorm for other ideas. Students are free to choose from a broad range of individuals, groups, or documents relating to the theme.

National Topics – Some topics excerpted from National History Day

- Taking a Stand Against the British: The Reorganization of the Continental Army at Valley Forge
- Roger Williams’ Stand Against Exile: The Establishment of Rhode Island
- Thurgood Marshall: Taking a Stand in Court Against Segregation
- The Power of Words: Thomas Paine’s Fight Against Tyranny
- The War on Poverty: Johnson Stands for “The Other America”
- Taking a Stand in Art: Copley’s Artistic Fight Against the British
- Horace Mann and the Fight for Quality Education
- Protecting the Environment: The Establishment of the National Park Service
- Protestants and the Fight for Temperance: The Founding of the American Temperance Society
- William Jennings Bryan: Standing Against Evolution
- Nat Turner: Taking a Stand Against Slavery
- Standing for Separation of Church and School: Engel vs. Vitale
- Muhammad Ali: Taking a Stand Against the Vietnam War
- Andrew Jackson’s Stand Against the Bank
- Betty Friedan: Taking a Stand For Women’s Rights
- The Pullman Strike of 1894: Taking a Stand for the Workers
- Standing Against Federal Authority: The Plight of the Farmers During the Whiskey Rebellion
- Standing Against the British: The Boston Tea Party and Its Consequences
- Rosa Parks: Sitting Down to Take a Stand
- The Fight for Social Equality: Jane Addams and Hull House
- William Lloyd Garrison: Taking a Stand with Words
- Fighting Unemployment: The Journey of Coxey’s Army
- Taking a Stand Against Kingship: George Washington’s Denial of Power
- Standing Against the President: Congress’ Victory in Radical Reconstruction Against Johnson
- Taking a Stand Against the Trusts: Teddy Roosevelt as a Trust Buster
- Standing Against Big Business: The Sherman Antitrust Act
- Defiance in Leaps and Bounds: Jesse Owens and the 1936 Berlin Olympics
- Claudette Colvin and the Montgomery Bus Boycott
- The Astor Place Riots: Taking a Stand for Theater
- Standing Against Conquest: Chief Osceola and the Seminole Indians
- Taking a Stand at Bosworth Field: Henry Tudor’s Triumph
- The French Impressionist Movement: Taking a Stand Against the Salons
- Galileo’s Stand Against the Church
- Standing Up to the Little Corporal: The Duke of Wellington’s Win at Waterloo
- The Establishment of Cubism: Picasso and Braque’s Stand Against Realism
- Kilmainham Gaol and Ireland’s Fight for Home Rule
SOCIAL STUDIES FAIR TOPICS FOR STUDENTS

“TAKING A STAND IN HISTORY”

- Standing Against the Enemy: Sir Francis Drake at Cadiz
- Standing Against the War: Siegfried Sassoon’s Use of Pacifist Poetry
- Martin Luther: The Stand That Started the Reformation
- The Easter Uprising: Taking a Stand for Freedom
- A King Stands for Unity: King Henry IV and the Edict of Nantes
- Lech Wałęsa’s Stand for Workers’ Rights: The Establishment of the Gdansk Agreement
- The Pope Versus a King: Henry VIII’s Stand Against the Catholic Church
- What Happens When No One Takes a Stand? Neville Chamberlain’s Appeasement of Adolf Hitler
- Taking a Stand for Artistic Freedom: The Defection of Soviet Ballet Dancers to the United States
- Standing Against the Monarchy: Oliver Cromwell’s Parliament Versus King Charles
- Standing Up to the King: The Peasant’s Revolt to End Serfdom in England
- Sophie Scholl and Her Stand Against Hitler
- Taking a Stand Against the Monarchy: The Birth of the Magna Carta
- Standing Against Capitalism: The Soviets’ Refusal of the Marshall Plan
- Standing for the Right of Free Health Care: Aneurin Bevan and the National Health Service
- Sir Thomas More: The Scholar Who Stood Up to a King
- Storming the Bastille: Standing Against the Excesses of the Monarchy
- The Velvet Revolution: Standing Against Communist Rule in Czechoslovakia
- Emmeline Pankhurst: Militancy for Women’s Suffrage
- The Italian Unification Movement—Standing Together
- Germany’s Atlantic Wall: A Military Stand
- The Yalta Agreement: Taking a Stand on a Post-War World
- Standing Against Slavery: Lord Mansfield of England
- Dietrich Bonhoeffer: Standing Against Hitler
- Diocletianic Persecution: The Plight of the Christians in Ancient Rome
- The Boxer Rebellion: Standing Against Westernization
- The Buddhist Crisis: The People Versus the Government
- Taking a Stand Against the British: Gandhi’s Salt March to the Sea
- Taking a Stand Against the Emperor: Brutus vs. Caesar
- Chinese, American, and European Resistance to the Japanese Occupation of Nanking
- The Opium Wars Between China and Great Britain
- The Rise of Communism in China: Mao Zedong
- Inca and Aztec Resistance to Spanish Colonization
- Taking a Stand at Dien Bien Phu
- Pancho Villa: Taking a Stand at the Mexican Border
- Nelson Mandela’s Stand for Equality in South Africa
- Fray Cancer and Missions in the Sixteenth Century Caribbean
- The Sri Lankan Independence Movement
- Bishop Juan Gerardi: Standing for the Truth
- Toussaint L’Ouverture and the Haitian Revolution
- Asserting Afghan Women’s Right to Work: Anahita Ratebzad
- Standing for Women in Government: Indira Gandhi
“TAKING A STAND IN HISTORY”

- Simón Bolívar and Venezuela’s Stand Against Spanish Rule
- War Crimes Tribunals: Taking a Stand Against Genocide
- Deng Xiaoping: Opening the Chinese Economy
- The Romanov Family: Standing for Imperial Russia
- Emperor Meiji: Opening Japan to Keep Japan Standing
- Standing at an Impasse: The Korean War
- The Iranian Revolution
- Standing Against Saddam Hussein: The Persian Gulf War
- OPEC: Standing for Economic Rights
- Sir Henry Parkes: Taking a Stand for Australian Self Rule
- Genghis Khan: Standing to Unite the Mongols
- Standing for the Independence of Ghana: Kwame Nkrumah
For National History Day students, the 2016-2017 academic year will be filled with research related to the theme **Taking a Stand in History**. The theme is broad to encourage participants to delve into history, whether it be a topic from the ancient world or the history of their own city. Students need to begin research with secondary sources to gain a broader context, then progress to finding primary sources, and finally make an argument about the effects of a topic in history.

**What does it mean to take a stand?** To take a stand, one must take a firm position on an issue. Historically, people have taken a stand in support of an issue, such as the demonstrators in Tiananmen Square who protested for greater freedom in China. Sometimes taking a stand involves opposing the status quo—for example, Martin Luther’s act of nailing his Ninety-Five Theses to the door of the All Saints’ Church in Wittenberg, Germany. Taking a stand could even involve fighting against a powerful movement, such as Queen Liliuokalani’s fight against annexation to maintain Hawaiian independence. These examples show well-known individuals taking a stand. How did these people defend their position?

When looking at different individuals and groups who took a stand, there are examples of those who used force, words, and economic power to make their voices heard. These people are remembered because they had an impact on history and inspired others to follow them. Remember that there is a difference between opposition and truly taking a stand. What do you think has to happen to move from opposition to taking a stand?

**Can a group of people take a stand?** Yes. Think back to how the Indian National Congress protested to end British Control of India. Or look even further into the past at the Magna Carta, considered one of the world’s most important documents. It would never have been written if it were not for a group of rebellious English barons who took a stand against an all-powerful King John in 1215. How did American colonists, many of them women, take a stand against King George III? In the more recent past, numerous nations came together to stand up for the rights of individuals after World War II. Why and how did the United Nations agree to the Declaration of Human Rights in 1948? What can be accomplished when nations come together to stand up for individual rights? Perhaps you could explore these questions and more by writing a paper.

Grassroots movements can become something more through the dedication of followers. Think of the Temperance Movement during the Progressive Era. Although the movement for temperance began much earlier, the Progressive Era sparked a revival that led to the 18th Amendment and a 13-year prohibition of alcohol.

Why was this issue brought back into the spotlight by the Progressive Era? Why was this movement successful? As historians, you must look at the lasting legacy of the actions of individuals and groups. What happened because of their stand? What changes occurred in the short-term? How about the long-term? Did they leave the world, their country, or their town better or worse?

**Many times those who take a stand emerge as great historical leaders.** George Washington was a gifted leader who influenced the lives of many. He took numerous stands throughout his military and political career. Yes, he led the Continental Army in the American Revolution, but Washington also took a stand against disease by inoculating his army against smallpox during a time when many questioned the validity of this procedure. Why did he decide to go against the mindset of the time? How do you think this has shaped his lasting legacy?
2017 THEME NARRATIVE:
TAKING A STAND IN HISTORY

Often those who take a stand have to overcome opposition. Like the soldiers of George Washington’s time, many Americans feared Jonas Salk’s polio vaccine in the twentieth century. How did Salk seek to prove the validity of his medicine? How did his stand help shape the future of medicine?

Times of crisis and war often lead to conflicts between the rights of the people and those of the government. Consider the Alien and Sedition Acts of 1798, the suspension of the writ of habeus corpus during the U.S. Civil War, or the internment of Japanese Americans during World War II. Often these situations led to court cases where an individual or group challenged the right of the government to restrict liberties. There are many case studies of people standing up to protect liberties. John Peter Zenger, Lucy Stone, William Lloyd Garrison, Eugene V. Debs, and John Lewis all took stands. How does the judicial process provide an avenue to take a stand?

One of the most visible ways to take a stand is related to military action. Alexander the Great, Charlemagne, Joan of Arc, Napoleon I, and Douglas MacArthur are just a few who have led armies in taking a stand. In contrast, you might consider why an individual might take a stand against military action. For example, how did Siegfried Sassoon, a British soldier in World War I, use poetry to take a stand? What consequences did he face as a result?

Taking a stand does not necessarily need to involve military force or a political enemy. In the late 1800s, a group of French artists rebelled against the Salons, a popular venue for artists to display their work. They felt rejected and unwanted so they put on their own shows and were later known as the Impressionists. What legacy did these artists leave? Do you think the Impressionist Movement inspired later artists and other movements? You might decide to tackle those questions by creating an exhibit or a documentary.

Sometimes the best way to take a stand is to walk away. Russia has always had a wonderful reverence for the ballet world, but the ballet dancers of the Soviet Era felt limited by government policies that restricted creative expression. As a result, some dancers, including Rudolf Nureyev and Mikhail Baryshnikov, defected to other countries. How did their stand influence artist expression? How were they affected as individuals? Perhaps you want to explore this topic through a performance.

Many women have taken a powerful stand in history. Consider Queen Elizabeth I’s stand against marriage or Catherine the Great’s efforts to bring Enlightenment ideas to the Russian Empire. Alice Paul took a stand to push the women’s suffrage movement into the national spotlight in the early twentieth century. How was she able to garner so much attention? How did Eleanor Roosevelt respond when the Daughters of the American Revolution refused to let Marian Anderson perform in their concert hall? Can you think of other examples of women taking a stand throughout history?

What happens when taking a stand fails to result in an immediate change? Often many people and groups must take a stand to bring change to a society. Any movement for social and political change can require years. Ending slavery, establishing child labor laws, and fighting against Jim Crow segregation laws and prohibition took many attempts at change. What part has the media played in such instances? How can a failure later become a success?

Sometimes failure is temporary. In 1892, the People’s Party, or Populist Party, articulated its goals in a document known as the Omaha Platform. While none of its goals (a graduated income tax, direct election of senators) were achieved in 1892, many of the ideas were carried on by Progressive Reformers and enacted in the next 50 years. Looking back through history, are there similar examples where a group might have failed initially?
2017 THEME NARRATIVE: TAKING A STAND IN HISTORY

What happens when someone fails to take a stand? Diplomatic history includes many examples of nations that refused to get involved in events outside their borders. Nations must face challenging decisions of when to intervene in another country’s affairs, and when to be isolationists and stay out.

When deciding on a topic for your NHD project, it is helpful to think outside the box. One way to find such a topic is to look at a well-known historical event, such as the Boston Tea Party, and dig a little deeper. Most of us know about the Boston Tea Party and that the Sons of Liberty were a part of its planning and execution, but have you heard of Ebenezer Stevens? How did he play a role in the rebellion? What were the consequences of his actions? Perhaps you might want to explore this topic by creating a website.

Another way to find a new spin on an old topic is to look to your own backyard. Many of us know that Rosa Parks and Martin Luther King, Jr. played significant roles in the civil rights movement, but are there individuals from your hometown who played a role? How do you think the small town movements influenced these movements at a national level? By digging beneath the surface of many famous historical events, researchers can find a treasure trove of fascinating stories of people and groups who took a stand in history.

Using these questions, students can choose a topic that interests them and has a strong connection to the Taking a Stand in History theme. Happy researching!
1. **Maps:** (Middle School) Entries must be one-dimensional and no larger than 22" x 30" (poster board, foam board or parchment paper may be used). Map must be hand-drawn. Map must include a compass rose, legend, and scale (if appropriate). A WRITTEN EXPLANATION OF THE MAP MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

**Judging Criteria:** Accuracy, Appearance, Creativity, Originality and Relation to Theme.

2. **Three-Dimensional Maps:** (Middle School) Entries must be no larger than 22" x 30" (poster board, foam board or parchment paper may be used). Map must be hand-drawn. Map must include compass rose, legend, and scale (if appropriate). A WRITTEN EXPLANATION OF THE 3-D MAP MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

**Judging Criteria:** Accuracy, Appearance, Creativity, Originality, and Relation to Theme.

3. **Crafts:** (Middle School) Entries are typically handmade items such as quilts, needlework, costumes, flags, period furniture, metal ware, candles, cooking ware, etc. The overall size of a craft project may not exceed 40 inches wide, 30 inches deep, and 6 feet high. CRAFT ENTRY SHOULD NOT RESEMBLE A DISPLAY. A WRITTEN EXPLANATION OF THE CRAFT MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

**Judging Criteria:** Appearance, Creativity Originality, and Relationship to Theme.
B. EXHIBITS  (middle and high school students)
*Winners may qualify for State and National Fairs.
*Individual and Group (2-3 students) entries.
*ALL students must be present for judging on Saturday morning, February 25th.

An exhibit is a visual representation of your research and interpretation of your topic’s significance in history - much like a small museum exhibit. Your analysis and interpretation of your topic must be must be clear and evident to the viewer. Labels and captions should be used creatively with drawn or collected visual images and objects to enhance the message of your project.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Size Requirements**: The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the project does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating projects must be no more the 30 inches in diameter.
2. **Media Devices:** Media devices (tape recorders, projectors, video monitors, computers) may be used in the display; however, they must not run for more than 3 minutes. Viewers and judges must be able to control media devices. Any media devices used must fit within the size limits of the project.

3. **Written Materials:** All exhibits must be accompanied by the following written items:

   a. **Title Page**—including only the title of your exhibit, student(s)' name(s)

   b. **Entry Description**—Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description should conclude with an explanation of how the entry relates to the fair theme. **THIS IS NOT A RESEARCH REPORT.**

   c. **Annotated Bibliography**—all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.

   **Example of Annotated Bibliography:**


   Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

   d. **Words in or on Exhibit**—There is a 500-word limit on student composed written materials used in or on the exhibit. This includes any media devices (computers, slides, video) and/or any supplemental materials used in the exhibit. This 500-word limit is in addition to the title page, entry description and annotated bibliography. This limit does not apply to documents, oral history quotations, artifacts with writing, or other non-student written illustrative materials that are used as an integral part of the project.

   e. **Style Guides**—Style for citations and bibliographic references must follow the principals in one of the following style guides: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th edition, University of Chicago Press) or the style guide of the Modern Language Association of America (MLA). **See page 18 of this guide.**
f. Copies ---- Three copies of the entry paper with annotated bibliography (items a, b, c) must be provided with the exhibit at the time of judging. Copies must be typed or neatly printed on plain white paper and stapled together in the top left corner. Do not enclose them in a cover or binder.

4. Discussion with Judges
   Students should be prepared to answer judges’ questions about the content and development of an entry.

5. Costumes
   Students are not permitted to wear costumes that are related to focus of their entry during judging.

C. BOWL COMPETITIONS  (middle and high school students)
   *Bowl Competitions do not qualify to compete in the Florida or National Fairs.
   *Bowl Competition takes places Saturday morning, February 25th.

   The Bowl competitions are divided as follows:

   **Middle:** One team per grade level (6, 7, and 8). Four students per grade level team.

   At 6th grade competition will be based on the District Ancient World History curriculum and Current Events.

   The 7th grade competition will be based on the District Civics curriculum and Current Events.

   The 8th grade competition will be based on the District U.S. and Florida curriculum and Current Events.

   **High:** The high school bowl will test overall social studies knowledge in a variety of areas.

General information:

Teams consist of four students and it is suggested that an alternate be selected in case one member is absent. One person per school team is chosen to announce team answers. All team members may communicate with each other before the spokesperson replies.

Teams will compete round robin for a minimum of four rounds. A run-off will then be held between the top teams.

Current events information will be drawn primarily from trivia questions produce from the district Social Studies office.
D. PERFORMANCES  (middle and high school students)
*Winners may qualify for State and National Fairs.
*Individual and Group (2-5 students) entries.
*ALL students must be present for judging on Saturday morning, February 25th.

A performance is a dramatic portrayal of your topic's significance in history, and must be original in composition. This category takes the place of "living biographical monologues" and "dramatic presentations" found in previous Volusia County Fairs. This category is divided into individual and group competition.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. Time Requirements: Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance, following the announcement of the title and student name(s). Any other introductory remarks will be considered part of the performance and counted as part of the overall time. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.

2. Introduction: The title of your entry and the name(s) of the participant(s) must be first and only announcements prior to the start of the performance.

3. Media Devices: Use of slides, tape recorders, computers, or other media within your performance is permitted. Students must run all equipment and carry out any special lighting effects.

4. Script: The script for the performance should not be included with the written material presented to the judges.

5. Props and Costumes: Props and costumes are limited to what students can wear or hand carry for their performance.

6. Written Materials: A title page, bibliography and entry description are required.

   a. Title Page------including only the title of your exhibit, student(s)' name(s)

   b. Entry description------Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description should conclude with an explanation of how the entry relates to the fair theme. THIS IS NOT A RESEARCH REPORT AND SHOULD NOT INCLUDE THE SCRIPT.

   c. Annotated Bibliography ----- all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.
Example of Bibliography:


Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

E. DOCUMENTARY – (middle and high school students)
*Winners may qualify for State and National Fairs.*
*Individual and Group (2-3 students) entries.*
*ALL students must be present for judging on Saturday morning, February 25th.*

Documentaries, including computer presentations, should relate to the fair theme and reflect your ability to use media to communicate your topic’s significance, much like professional television documentaries (hint: try to produce a documentary that has the Ken Burns effect). The documentary category will help students develop skills in using a variety of primary sources that include photographs, film, video, audiotapes, and graphic presentations. Your presentation should include primary materials, but should also be an original composition. To produce a documentary entry, you must bring and operate your own equipment. Only TV’s and DVD players are provided at the Fair. Computer entries must provide their own equipment.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Time Requirements:** Presentations may not exceed 10 minutes. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard.

2. **Presentation Introduction:** Students must announce only the title of their presentation and names of participants. Live narration or comments prior to or during the presentation are prohibited.

3. **Student Involvement:** Students are responsible for running all equipment.

4. **Production:** All entries must be student-produced. Students in a group or a student in an individual entry must operate all equipment used in the preparation of the media presentation. Actors in a dramatization, narrators, and voice-overs are limited to the student(s) creating and submitting the entry. For example, teachers or parents MAY NOT photograph or film students. All parts of the production must be completed by the student participants.

5. **Entry Composition:** Student entries must be original compositions. Professional photographs, film slides, recorded music, etc., may be used within the presentation. However, proper credit for these items must be given within the presentation and in an annotated bibliography.
6. **Computer Entries:** Student-composed computer programs are acceptable (recommend using video production software such as Windows Movie Maker, Apple’s I-Movie or Final Cut, etc). The program must meet the same 10-minute time limit as other entries in this category. Interactive programs are not acceptable (judges are not permitted to participate in a presentation). PowerPoints will only be accepted if they include voice-over audio and video clips so they appear as documentaries. Remember that this is a documentary production not a school report.

7. **Written Materials:** Entries must be accompanied by the following written items: A title page, annotated bibliography and entry description is required.
   a. Title page----including only the title of your exhibit, student(s)’ name(s)

   b. Entry Description----**Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description must conclude with an explanation of how the entry relates to the fair theme. THIS IS NOT A RESEARCH REPORT.**

   c. Annotated Bibliography----All sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary choices must be separated in the bibliography.

**Example of Annotated Bibliography:**


   Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

**F. HISTORICAL PAPERS (middle and high school students)**

*Winners may qualify for State and National History Fairs.*  
*Individual student entries only. Papers due on February 3rd.*  
*Students need not be present at County Fair.*

A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. In either case, papers must be grammatically correct, well written, and relate to the fair theme. 

**Judging Criteria:** Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.
1. **Length Requirements:** The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Notes, annotated bibliography, illustration captions, and supplemental/appendix material do not count in that total. Appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate.

2. **Citations:** Footnotes or endnotes are required. Either Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* or the style guide or the Modern Language Association of America (MLA) may be used. See page 18 in this guide.

3. **Preparation Requirements:** Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8 1/2" x 11" paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10 point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder.

4. **Time Line:** Historical Paper entrants do not need to attend the fair. Entrants may attend the awards program at 1:30 p.m. on Saturday. **Three copies of each entry must be submitted to Robert Milholland at the Brewster Center on or before, January 27, 2017.** Papers will then be forwarded to the judges.

5. **Written Materials:** A title page and annotated bibliography are required.
   a. Title Page----including only the title of your display, student(s)' name(s)
   b. Annotated Bibliography ----- all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.

   **Example of Annotated Bibliography:**
   Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

**G. WEBSITE**

*Middle and High school students may qualify for State and National Fairs.*
*Individual and Group (2-5 students) entries.*
*ALL students must be present for judging on Saturday morning, February 25th.*

- Websites must conform to the National History Day format and guidelines.

A website should reflect your ability to use website design software and computer technology to communicate your topic’s significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a
website, you must have access to the Internet and be able to operate appropriate software and equipment.

**Judging Criteria:** Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **ENTRY PRODUCTION**

   - All entries must be original productions constructed using the NHD website editor:
     
     [http://nhd.org/CategoryWebsite.htm](http://nhd.org/CategoryWebsite.htm)

   - You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the website, and credit must be given within the site and cited in the annotated bibliography.

   - You must operate all software and equipment in the development of the website.

   **NOTE:** Using objects or content created by others for specific use in your entry violates this rule. For example, adding viewer comments or using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exist is acceptable.

2. **SIZE REQUIREMENTS**

   - Website 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; required word count notifications; words within primary documents and artifacts; and the annotated bibliography and process paper, which must be integrated into the site.

   - The process paper is limited to 500 words. (SEE # 6 BELOW)

   - The entire site, including all multimedia, may use no more than 100MB of file space.

3. **NAVIGATION OF WEBSITE**

   - One page of the website must serve as the home page. The home page must include the names of participants, entry title, division, number of student-composed words in the website, number of words in the process paper, and the main menu that directs viewers to the various sections of the site. See figure WEB-A example home page below.

   - All pages must be interconnected with hypertext links.

   - Automatic redirects are not permitted.
4. DOCUMENTS AND MULTIMEDIA

- The website may contain documents (e.g., newspaper articles, excerpts from written text, etc.), but the documents must be contained within the website.
- The website may contain multimedia clips (audio, video, or both) that total no more than four minutes (e.g., use one four-minute clip, four one-minute clips, two two-minute clips, etc.). Included in the four minute total is any music or songs that play after a page loads.
- You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material.
- If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player, etc.), 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.
- You may not use embedded material or link to external websites, other than described in the preceding bullet.
- Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

5. CREDITING SOURCES

- All quotes from written sources must be credited within the website.
- All visual sources (photographs, videos, paintings, charts, and graphs) must be credited within the website. See figures Web B and Web C below for an example.
- Brief, factual credits do not count toward the student-composed word total. See Figure 6 for an example.
- All sources must be properly cited in the annotated bibliography.
6. REQUIRED WRITTEN MATERIALS

- The annotated bibliography and process paper must be included as an integrated part of the website. They should be included in the navigational structure. They do not count toward the 1,200-word limit.

7. 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.

8. 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, Mozilla Firefox, Apple Safari, Google Chrome).
- 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.

9. SUBMITTING ENTRIES 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 from Part III, Rule 13, are integrated into the site, NO printed copies are required.
- All entries must be original productions constructed using the NHD website editor:

  http://nhd.org/CategoryWebsite.htm
USING PRIMARY AND SECONDARY SOURCES

http://memory.loc.gov/learn/lessons/psources/source.html

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both primary sources and secondary sources. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a secondary source. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some primary sources, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the historical record.

HOW TO CITE SOURCES

Students may follow the Kate L. Turabian, MLA Style Guides, or Chicago styles. There are web sites such as www.easybib.com or http://citationmachine.net/ that allow you to type your bibliography information in and a proper citation is produced automatically. Note to middle and high school students: do not forget to add your annotations.

Example of Annotated Bibliography:


Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

The MLA (Modern Language Association) Handbook for Writers of Research Papers suggest:

Alphabetize entries by author. If no author, use the first word of the title (disregard A, An, The).
An entry has three main divisions: author, title, and publication information. Punctuation is very important.
Double-space after the author and title. Single-space the rest of the entry.
A basic entry for a book would be as follows:

See samples of works cited entries below:

**CITATION EXAMPLE: BOOKS**

**One Author**

**Two or Three Authors**

**More Than Three Authors**

**No Author**

**An “Edition”**

**An Article in a Reference Book**


**A Book in a Series**

**CITATION EXAMPLE: PERIODICALS**

(Note: The day precedes the month. The page number follows the date).

**Signed Article in a Magazine**

**Unsigned Article in a Magazine**

**Signed Newspaper Article**
CITATION EXAMPLE: OTHER PRINT AND NONPRINT SOURCES

Computer Software

    Macintosh, 5,000K, CD-ROM.

Recordings

Nixon, Richard M.  Great Speeches of the 20th Century.
    President Richard M. Nixon:  On Releasing the Watergate Tapes.

Videotapes


Personal Interview

Kozol, Jonathan.  Personal interview.  8 May 1996.

CITATION EXAMPLE: FULL TEXT DATABASES

Article from NewsBank CD-ROM

Wood, Daniel B.  “Largest Welfare-to-Work Program Called a Success.”

Article from SIRS Researcher CD-ROM

Jacobsen, Jodi L.  “Holding Back the Sea.”  Futurist  Sept.-Oct. 1190:
    20-27  SIRS Research CD-ROM.  Ed.

CITATION EXAMPLE: INTERNET

World Wide Web

Structure

Author(s).  Title of item.  Date of Posting/RPVison.  Name of
    institution/organization affiliated with the site.  Date of access
    < electronic address.

Example

    Purdue University.15 Nov. 2000.
    < http://omni.cc.purdue.pdu%7Efelluga/theory2.html>.

E-mail

Structure

Author.  “Title of the Message (usually the subject line).  Receiver of the
    message.  Date of the message.”
Example


Note: Students may find it easier to use a web-based automated citation site such as www.easybib.com or http://citationmachine.net/
SAMPLE ENTRY DESCRIPTIONS
(2 Middle School and 1 High School)

Martin Luther and the Reformation

Name
Middle School
Individual Exhibit
Entry Description

Why I chose this topic?

Last year, I researched Johann Gutenberg which led me to learn about the Renaissance and the Reformation. After going to the state competition, I did additional research on the influence of the printing press in contribution to the Reformation and learned about Martin Luther. Luther and his influence seemed very interesting and I wanted to learn more. Also, since I had a good knowledge of the early history of Europe from my Gutenberg project, I decided to build on that and chose to research Martin Luther and the Reformation.

How I conducted my research:

First, I went on the Internet at school. I then consulted a librarian at my school and got two very useful books. I took notes on those sources. I then outlined my ideas on large flip-chart paper. After doing that I learned that I needed much more information to continue. I went to the electronic encyclopedia on my computer at home and printed out every topic I needed more information on. I went to a public library. I also conducted and interview with our minister to be able to discuss my developing ideas. Next, I interviewed a research librarian at the Illiff School of Theology and acquired primary sources. There were a lot of these. They helped me understand why Luther's impact on society was so great. I immediately started my annotated bibliography so it would not be left until the last minute. Again, but with much more information now, I laid out key ideas on flip charts and started planning my exhibit.

How I created and developed my exhibit:

I prepared one flip chart that outlined events before Martin Luther, another that outlined events after Luther, and the last one, events that occurred during the lifetime of Luther. I then made a draft of the timeline, text picture captions that I was going to use on my board. Then I typed up the text and printed it out in the size and font I needed for the exhibit. I experimented with different boards, and found one that would be wonderful. I laid everything out on my board as a "draft." I condensed the information down so everything would fit, tell the story I wanted to tell and meet the criteria for NHD. Finally, I glued everything down. I then outlined my oral presentation and practiced it in front of my parents.

How my project relates to the theme:

My project relates to the theme in several ways. My project focuses on Martin Luther- a person, yet, when you learn about Luther, it is directly tied in with an event-posting the 95 Theses, and the Protestant Reformation--an idea. It is also a turning point in history. If Martin Luther and other reformers had not taken action, there might not be all of the different religions we know today. The primary religion in Europe and in the New World might still be Roman Catholicism.

(495 Words)
Michigan:
A State Divided No More
On vacation every year, when my sisters and I were younger, we would always fight for the seats in the car for the first glimpse of the Mackinac Bridge towers. Once we reached the bridge, we would stop at a small beach near the foot of the bridge, take pictures and gaze at the incredible beauty of the structure. This forty-three year old engineering marvel has forever changed life in Michigan. It was while visiting the Mackinac City Bridge Museum that I began to consider preparing my project on this structure for it has certainly proved to be a turning point in history.

I purchased three videos that were key secondary sources for my project. These three sources helped me to understand what life was like in the two peninsulas before the bridge, and how that way of life was altered by the construction of the Mackinac Bridge. Additional secondary sources were found on the Internet, at Washington Pennsylvania's library, the Washington and Jefferson College Library, and the Carnegie Library of Pittsburgh.

Through my efforts, I located my most important primary source, Lawrence A. Rubin, the original Executive Secretary of the Mackinac Bridge Authority. Mr. Rubin is the foremost, living authority on the Mackinac Bridge, and he helped me understand the many turning points that the bridge facilitated, such as better medical services and education for the Upper Peninsula. Numerous articles and books dealing with the Mackinac Bridge and written by its designer, David B. Steinman, were extremely helpful. They provided me with insights into the aerodynamic stability of the bridge and turning points that bridges have brought about. Additionally, I visited the State Library of Michigan for many more important primary sources.

I chose to present my findings in the form of a performance because I love to act. In my drama, I portray a man waiting for the ferries, in order to catch a glimpse of what life was like before the bridge and to assess the event that was a turning point in history. I then portray Dr. Steinman to examine his revolutionary ideas in bridge building design. Finally, I depict Mr. Lawrence A. Rubin to analyze the numerous benefits for the Upper Peninsula and the people that were crucial to the building of the Mackinac Bridge.

The completion of the Mackinac Bridge clearly is an important turning point in history. This structure provided the first permanent connection of the two peninsulas of Michigan. The residents of the Upper Peninsula will never again feel isolated and their quality of life is improved. Trade, travel and tourism have boomed, thanks to the bridge. From an engineering viewpoint, this was the first suspension bridge in the world to be aerodynamically "perfect." Through its design, other suspension bridges have become safer and longer. In reflecting on the potential impact of his achievements, David B. Steinman stated, "In human hearts was born the plan: a bridge of peace, uniting man. Our sons will have the span we wrought; the world the dream for which we fought."
Dr. Spock:
Turning the Road in Parenting
I spent a few days last August skimming sources about influential people in history. Initially I was interested in either the revolutionary ideas of great thinkers and psychologists, or the groundbreaking discoveries in medicine. Eventually, I found Dr. Spock and his revolutionary book, *Baby and Child Care*. Dr. Spock was the first to synthesize pediatrics and psychology. When I read quotes such as, "first in his field," "father of behavioral pediatrics" and "changed the paradigm," I knew I had a fitting and interesting topic.

After researching local libraries, I went to the Allen Medical Library at Case Western Reserve University because Spock had taught there. In order to establish a research trail, my primary goal was to discover when and where Spock was educated. I sent out letters to medical schools, pediatricians, and historians. I formulated a survey that I sent to pediatricians and mothers in the 1950's. Helpful information came from the Mayo Clinic and Case archives (he worked at both places) and from Syracuse University, which contains the Spock special collection. I interviewed several of his colleagues as well as his son. I spent much time at the Cleveland Library viewing microfilms of periodicals.

After the research stage I categorized the key information that would be essential to my script and made an outline. With a twenty-page outline, I assessed which information was crucial, would best illustrate the turn, and would show a balance between the negative and positive aspects of this turn. I had large amounts of research on Spock, the histories of pediatrics and psychology, and society's need. The task was to fine focus and hone this information into a well-formed and poignant ten minutes.

I spent car rides to and from school memorizing, and grabbed any spare time at home to choreograph the performance. During this time I brainstormed different ideas for a set. I wanted it to illustrate clearly Dr. Spock bringing together two roads, Pediatrics and Psychology that met society's need at a point in time. I wanted to portray the information in a creative way. I toyed with the idea of a mother telling the story, but I decided a baby would work well and would add pizzazz to my performance.

On the pediatric road, it wasn't until the end of World War II that critical issues in childhood diseases and nutrition were solved. The profession could re-direct its energies to psychological aspects. Dr. Spock was at this turning point as the catalyst. The ideas of psychologists and thinkers needed to be synthesized and turned to healthy emotional and mental growth of children. Spock stepped in at this point to join the two fields. Concurrently, with a move away from the extended family and advancements in medicine, parents looked for professional help in raising their children. They turned to Spock's book and called it their "Bible." Parenting turned from a rigid uniform approach to a commonsense, intuitive, individualized approach. Dr. Spock changed parenting.
Sample Annotated Bibliography:

Annotated Bibliography

Primary Sources:


This is a microfilm of the actual Congressional Record from 1950. On these pages, Senator McCarthy read into the record the text of his speech given February 9, 1950 to the Republican Women in Wheeling, West Virginia. The speech takes up a great deal of space in the Congressional Record, not because it is so long, but because of many interruptions by Mr. Lucas.


This article reveals the impact of the Army/McCarthy hearings on the Senator's popularity with the public. McCarthy was not presented in a very good light during the hearings. He was often nearly out of control and this hurt his popularity with the public.


This was probably the most important resource because it was written by the Senator himself. This book explains Joseph McCarthy's feelings and motives in his own words. It was written and published before the Army/McCarthy hearings, but it clearly demonstrates his resolve to rid America of the communist threat in our government. It further demonstrates that Joseph McCarthy was a dedicated public servant, educated and articulate. He was aware of the risks of his endeavor and he accepted the consequences.


This book is a collection of transcripts from the television program *See It Now*, hosted by well known journalist Edward R. Murrow. I used it to see exactly how Mr. Murrow portrayed Senator McCarthy. The transcripts clearly show Mr. Murrow’s talents and skill in journalism. This resource was important because Mr. Murrow was one of Senator McCarthy’s most effective critics with a wide audience during the McCarthy era.

“Telegram From Joseph McCarthy to President Harry Truman (February 11, 1950)
online: http://www.english.uiuc.edu (7 November 2005).

This is a digital copy of the telegram Senator McCarthy sent to President Truman informing him of the details of his February 9th in Wheeling, West Virginia. He tells the President about the list of 205 possible communists and communist sympathizers currently employed in the State Department, that Acheson has this list. He also tells the President that he has a list of 57 names. (McCarthy’s list included Mary Jane Keeney, listed in the Venona transcripts as a Soviet spy.) He further tells the President that he should lift the ban on Executive Department cooperation with Congressional investigations into communist infiltration into American government.

In this article, Joseph McCarthy and Senator Benton of Connecticut are interviewed separately to avoid disruptions which may result from debate between the two. The questions and answers were recorded and reported in the same article. These interviews were important in that they allowed each man to present his answers to timely issues in a side by side format. These interviews gave insights into the investigations of McCarthy which may have been sparked by anger or revenge on the part of Senator Benton. Benton was surely angered when Butler defeated Tydings in the Maryland Senate race. McCarthy supported Butler and helped him with the campaign. Senator Benton called for McCarthy's expulsion from the Senate relative to his conduct in Butler's campaign, but the interview showed Benton's frustration with McCarthy's behavior on and off the Senate floor.

**Secondary Sources:**


James J. Drummey is a former senior editor of *The New American*. In this article Drummey answers questions asked about Joseph McCarthy and the criticisms directed at him. This article contains explanations about McCarthy’s motives and the situation at the State Department prior to McCarthy’s investigations.

"Joseph McCarthy". The National Archives Learning Curve online http://www.spartacus.schoolnet.co.uk/USAmccarthy 7 November 2005

This article provided a different perspective of the events in the McCarthy era. It was primarily biographical and gave information about McCarthy’s life and work before he came to the Senate as well as his work against communism. This article details the influence of the press on the downfall of Joseph McCarthy. Several figures in the press had fought a long campaign against McCarthy, including I.F. Stone, Herb Block, and Edward R. Murrow.


In this article, Cliff Kincaid explains some of the ways the press in the present as well as in the past has used print media to discredit and demean Joseph McCarthy. Even the release of the Venona transcripts, which prompted this new wave of criticism, does not convince the press that the threat McCarthy warned of in the fifties was real.


This article details the new evidence that is available to historians with the release of the Venona transcripts and some KGB records from the former Soviet Union. Scholars now have the opportunity to verify their facts and possibly revise their view of Joseph McCarthy and his contributions to freedom. McCain points to two new books about McCarthy which make use of the newly released information. Journalist M. Stanton Evans states that as we learn more about what was going on in government in the 1940s and 1950s, the more we see how accurate McCarthy was.

Ted Morgan is a Pulitzer Prize winning journalist. In this book, Morgan argues that Senator Joseph McCarthy did not emerge in a vacuum. He outlines the events leading up to the recognition of the Soviet Union, the influx of Soviet agents into the United States, and the efforts of other Senators and Representatives to raise awareness of the problem. This book places McCarthyism in historical perspective and details the rise and fall of Senator Joseph McCarthy.


A People's War?, Chapter 16 of *A People's History of the United States*, covers the years from 1945-1960. Much of this chapter explains world events which led to the Red Scare and McCarthyism in the United States. "It was not McCarthy and the Republicans, but the liberal Democratic Truman administration, whose Justice Department initiated a series of prosecutions that intensified the nation's anti-Communist mood." These kinds of events made the public ripe for McCarthy's brand of red hunting.
POTENTIAL COMMUNITY AWARDS

VOLUSIA COUNTY SOCIAL STUDIES FAIR - 2017 COMMUNITY AWARDS

Entries must first address county fair theme and then specifically address special awards criteria.

Islamic Center of Daytona Beach
Awards are for individuals or groups with topics pertaining to Islamic history and the fair theme.

Jewish Federation of Volusia & Flagler Counties, Inc.
The Asia Doliner Holocaust Memorial Fund
All awards are for best depiction of a Holocaust or Jewish History theme.

League of Women Voters

Nystrom Map and Globe Award
Students in the Map, and 3-D Map categories are eligible for prizes that can include gift certificates, maps and globes.

Pilot Club
Elementary Individual Performance

Ponce de Leon Inlet Lighthouse Preservation Association
Ponce Inlet Lighthouse Social Studies Achievement Awards for best projects relating to Florida maritime history (naval history, sea exploration, commerce, fishing etc. It also may include histories of ships, navigation, lighthouses and aids to navigation, the social history of sailors and sea-related communities, as well as area maritime themes in literature.)
**MIDDLE AND HIGH CATEGORY CHECKLIST**

- Be sure to review rules for all categories, and the specific rules for your category.
- Students may enter only one category.

<table>
<thead>
<tr>
<th>Maps MIDDLE ONLY</th>
<th>One-dimensional (flat)</th>
</tr>
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<tbody>
<tr>
<td>Individual Only</td>
<td>Size – 22” x 28” or 20” x 30”</td>
</tr>
<tr>
<td></td>
<td>Process Paper (500 words or less) &amp; Annotated Bibliography</td>
</tr>
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</table>

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<thead>
<tr>
<th>Three – Dimensional Maps</th>
<th>Size – 22” x 28” or 20” x 30”</th>
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</thead>
<tbody>
<tr>
<td>MIDDLE ONLY</td>
<td>3 dimensional (not flat)</td>
</tr>
<tr>
<td>Individual Only</td>
<td>Process Paper/Entry Description (500 words or less) &amp; Bibliography</td>
</tr>
</tbody>
</table>

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<tr>
<th>Crafts MIDDLE ONLY</th>
<th>Handmade (simple machines &amp; tools may be used, nothing computer generated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Only</td>
<td>Size – Not to exceed 40” wide, 30” deep or 6’ high</td>
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<tr>
<td></td>
<td>Process Paper/Entry Description (500 words or less) &amp; Bibliography</td>
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<tr>
<th>Exhibits</th>
<th>No larger than 40” wide, 30” deep, and 6’ high when displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Group (2-3 students)</td>
<td>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)</td>
</tr>
<tr>
<td>All students must be Present for judging</td>
<td>Annotated bibliography, separated into primary and secondary sources, Project addresses the theme</td>
</tr>
<tr>
<td></td>
<td>Title is clear and visible</td>
</tr>
<tr>
<td></td>
<td>Has visual impact and shows interpretations</td>
</tr>
<tr>
<td></td>
<td>Names and addresses of all group participants listed on entry card</td>
</tr>
<tr>
<td></td>
<td>Prepared to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bowl Competitions</th>
<th>Four students per team (one alternate is allowed)</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Performances</th>
<th>10 minute maximum for performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Group (2-5 students)</td>
<td>Maximum 5 minutes to set up and 5 minutes to take down</td>
</tr>
<tr>
<td>All students must be Present for judging</td>
<td>3 copies (plus one for you) of written materials: title page with required information; 500 word description of research methods used</td>
</tr>
<tr>
<td></td>
<td>Not to exceed 500 words. (the written description is not a script – no script is required)</td>
</tr>
<tr>
<td></td>
<td>Annotated bibliography, separated into primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Performance addresses the theme</td>
</tr>
<tr>
<td></td>
<td>All props and equipment student supplied</td>
</tr>
<tr>
<td></td>
<td>Only student entrants run equipment and are involved in the performance</td>
</tr>
<tr>
<td></td>
<td>Extra supplies and materials in case of emergency</td>
</tr>
<tr>
<td></td>
<td>Names and addresses of all group participants listed on entry card</td>
</tr>
<tr>
<td></td>
<td>Prepared to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
<th>All entries MUST be produced using the NHD website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Group (2-5 students)</td>
<td>Student produced 1,200 word maximum – visible, student composed words</td>
</tr>
<tr>
<td></td>
<td>100 MB of file space for the entire website, including all multimedia</td>
</tr>
<tr>
<td></td>
<td>Process Paper: 500 words maximum – integrated into website, but does</td>
</tr>
<tr>
<td>All students must be Present for judging</td>
<td>NOT count toward 1,200 word maximum – posted as a .pdf file.</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Annotated Bibliography – integrated into website, but does NOT count</td>
</tr>
<tr>
<td></td>
<td>Navigation – must include a homepage with required information</td>
</tr>
<tr>
<td></td>
<td>Multi-media clips – 4 minutes <strong>total</strong> time maximum</td>
</tr>
<tr>
<td></td>
<td>Embedded material and/or links to external websites NOT permitted</td>
</tr>
<tr>
<td></td>
<td>Content/appearance of a page cannot change when refreshed – random text or image generators are NOT allowed.</td>
</tr>
<tr>
<td></td>
<td>Multimedia &amp; specific software to view (Flash, QuickTime, RealPlayer, etc.) – a link must be provided to an Internet site where the software is available as a free, secure, and legal download.</td>
</tr>
<tr>
<td><strong>Documentary</strong></td>
<td>Student produced</td>
</tr>
<tr>
<td>Individual and Group (2-3 students) Students must be present for judging</td>
<td>10 minute maximum for presentation</td>
</tr>
<tr>
<td></td>
<td>Maximum 5 minutes to set up and 5 minutes to take down</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Annotated bibliography, separated into primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Presentation addresses the theme</td>
</tr>
<tr>
<td></td>
<td>Live student involvement limited to giving name and title and operating equipment</td>
</tr>
<tr>
<td></td>
<td>Names and addresses of all group participants listed on entry card</td>
</tr>
<tr>
<td></td>
<td>Extra supplies and materials in case of emergency</td>
</tr>
<tr>
<td></td>
<td>Prepared to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions.)</td>
</tr>
<tr>
<td><strong>Historical Papers</strong></td>
<td>1,500-2,500 words, excluding notes, annotated bibliography, and title page</td>
</tr>
<tr>
<td>Individual Only</td>
<td>Title page with only the required information</td>
</tr>
<tr>
<td></td>
<td>Annotated bibliography, separated into primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Paper addresses the theme</td>
</tr>
<tr>
<td></td>
<td>Citations</td>
</tr>
<tr>
<td></td>
<td>Three copies (plus one for you)</td>
</tr>
<tr>
<td></td>
<td>Organization shows clear focus and progression</td>
</tr>
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<td></td>
<td>Due in the County Office (Brewster Center) <strong>January 27, 2017</strong></td>
</tr>
</tbody>
</table>