

Virginia History Day
Colonial Williamsburg



PROGRAM GUIDE

About This Guide

The Virginia History Day Program Guide is designed to provide basic information about the program and about creating effective History Day entries. The specific rules for each category will not be described in detail since they are available in the National History Day Contest Rule Book.

Teachers and students will find this guide useful as a starting point for developing presentations. Ideas and examples of successful techniques used by other students are included. Previous History Day participants may also find some of the suggestions in this guide helpful for improving their contest entries.

Research is the most important part of the process, since historical content weighs most heavily in the judging of History Day entries. Finding creative and interesting sources will not only help students produce better entries, but will also allow them to experience the excitement of historical detective work.

Once students have completed their research, they need to design effective entries for their categories. Each category is described in this guide, with some basic suggestions and design approaches. These are intended as examples only; students should not feel limited by them.

Acknowledgments

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National History Day in Virginia

What is National History Day?

National History Day is a yearlong educational program designed for students in grades 6-12. Throughout the school year, students conduct research of primary and secondary resources in order to prepare presentations based on an annual theme. The annual theme is broad enough in scope to encourage investigation of topics ranging from local and state history to national and world history. After analyzing and interpreting their research, students present their findings in one of the following formats: **documentaries, exhibits, papers, web sites, or performances**. Students grow academically and intellectually as they integrate social studies, the arts, sciences, and other disciplines into a historical presentation.

The History Day program has been designed to assist teachers in meeting Virginia Standards of Learning by providing them with an innovative tool for teaching and assessing students. History Day encourages creativity in teaching and serves as a vehicle for teaching students how to conduct historical research and learn important skills. Many teachers view the History Day program as a valuable tool for the classroom and an opportunity for professional development.

This year long program culminates in a series of contests held at the regional, state, and national levels. Local contests are generally held in March of each year. The Virginia History Day contest is held the last Saturday in April. Winners at the state competition are eligible to compete nationally at the University of Maryland in June of each year.

Virginia History Day is part of the National History Day network. National History Day, a private, non-profit organization, is a federation of state History Day programs. Each state has a state coordinator who usually works in a museum, a historical association, a college, or other educational institution. In Virginia, the Colonial Williamsburg Foundation coordinates the Virginia History Day program. In addition, there are a number of historical and educational agencies that serve as local and district coordinators in each state. All of these agencies at the local, state, and national levels, work together to encourage students and teachers to use primary sources to study history in innovative and exciting ways.

What are the Objectives of the Virginia History Day Program?

The objectives of the History Day program are to:

- Encourage the study of social studies by guiding students to express themselves creatively through presentations of historical topics in various formats.

- Interest students in learning about history by integrating the materials and methods of social studies, art, literature, language, and music into their presentations.
- Provide students with the opportunity to work with and analyze historical documents and other primary source material.
- Develop critical thinking and problem solving skills that will help students manage information more effectively.
- Assist teachers and schools in assessing the students' ability to meet educational standards.
- Encourage students to move beyond the classroom and into the community to investigate history.
- Motivate students through the excitement of competition and through recognition for their work.
- Involve parents and other members of the community in the students' education.

Who can participate in the History Day Program?

Students

The History Day program is open to all students in grades 6-12. All types of students participate in History Day: students from public, private, parochial, and home school settings; students from urban, suburban, and rural settings; students that are academically gifted and students with special needs.

Teachers

Teachers are the backbone of the History Day program. They serve as mentors for students and are encouraged to integrate the History Day program into their classroom curriculums. Teachers also benefit from resource materials, workshops, and the opportunity for professional development through the History Day program.

Parents

The support of parents is one of the most important factors in the success of students participating in the History Day program. Parents who encourage and facilitate students in their History Day journey often benefit as much from the process as their children do.

In What Contest Categories Can Students Participate?

Students may participate in one of the following contest categories in the Junior Division (grades 6-8) or in the Senior Division (grades 9-12):

- Documentary
- Exhibit
- Paper
- Performance
- Web Site

Students may enter the documentary, exhibit, web site or performance category as an individual or as a group of 2-5 students. The paper category is for individual students only.

How Can Students and Teachers Participate in the Virginia History Day Program?

Teachers may contact the Colonial Williamsburg Foundation or visit the Virginia History Day web site to obtain a Contest Rule Book and additional program information and resource materials. Students who do not have a teacher or other adult sponsor may also contact the Colonial Williamsburg Foundation for program information. Once the teacher (or other adult sponsor) has obtained program information, students should select topics related to the year's theme and presentation formats. They should begin research as soon as possible so that they will have enough time to complete their entries.

Teachers and/or students should also contact their district coordinator to obtain registration forms and information for their district contest. See the section entitled *Coordinators and Contest Dates* for additional information. Students who are successful at their regional contest will progress to the state contest. State contest information will be available at regional contests and on the Virginia History Day website (www.history.org/history/teaching/vahisday.cfm) prior to the state contest.

How Much Does It Cost to be Involved in the History Day Program?

While there are no fees for participating in the History Day program itself, there will be a number of expenses that are incurred while participating in the program. Following are some items to consider when figuring the cost of participating in History Day:

Research costs: library/archives fees, duplication of materials, purchasing of resource materials, etc.

Materials costs: materials needed to put together a presentation: props, photos, videos, media equipment exhibit boards, artifacts, etc.

Travel costs: travel while researching a project; travel to various levels of competition, especially to the state and national contests

Registration fees: Fees for regional contests are generally under \$10; for the state contest, generally \$10-\$15; registration for the national contest is \$75.

Virginia State History Day Districts

District One

Amherst, Appomattox, Bedford, Buckingham, Campbell, Cumberland, Lynchburg, Powhatan, Prince Edward

District Two

Bland, Bristol, Buchanan, Dickenson, Grayson, Lee, Norton, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe

District Three

Allegheny, Botetourt, Buena Vista, Carroll, Covington, Craig, Danville, Floyd, Franklin, Galax, Giles, Henry, Lexington, Martinsville, Montgomery, Patrick, Pittsylvania, Pulaski, Radford, Roanoke, Roanoke City, Rockbridge, Salem

District Four

Albemarle, Augusta, Bath, Charlottesville, Clarke, Culpeper, Frederick, Greene, Harrisonburg, Highland, Madison, Nelson, Orange, Page, Rappahannock, Rockingham, Shenandoah, Staunton, Warren, Waynesboro, Winchester

District Five

Alexandria, Arlington, Caroline, Fairfax, Falls Church, Fauquier, Fredericksburg, King George, Lancaster, Loudoun, Manassas, Manassas Park, Northumberland, Prince William, Richmond (County), Spotsylvania, Stafford, Westmoreland

District Six

Accomack, Chesapeake, Franklin, Hampton, Isle of Wight, James City, Middlesex, Newport News, Norfolk, Northampton, Poquoson, Portsmouth, Southampton, Suffolk, Surry, Sussex, Virginia Beach, Williamsburg, York

District Seven

Brunswick, Charlotte, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, South Boston

District Eight

Amelia, Charles City, Chesterfield, Colonial Heights, Dinwiddie, Essex, Fluvanna, Gloucester, Goochland, Hanover, Henrico, Hopewell, King and Queen, King William, Louisa, Mathews, New Kent, Petersburg, Prince George, Richmond City

Coordinators and Contest Dates

Virginia History Day State Coordinator

Tab Broyles
The Colonial Williamsburg Foundation
P.O. Box 1776
Williamsburg, VA 23187
Phone: (757) 220-7975
Fax: (757) 565-8916
E-mail: tbroyles@cwf.org or vahistoryday@cwf.org

Virginia History Day District Coordinators

District One

Coordinator: R. Matthew Poteat Assistant Professor of History
Central Virginia Community College
3506 Wards Rd
Lynchburg, VA 24502
(434) 832-7822
E-mail: poteatr@cvcc.vccs.edu

District Two

Coordinator: Professor Jack Roper
Emory and Henry College
PO Box 947
Emory, VA 24327
(540) 944-6188
E-mail: jhroper@ehc.edu

District Three

Coordinator: Professor Mike Montgomery
Radford University
P. O. Box 6890
RU Station
Radford, VA 24142
(540) 831-5392
E-mail: gmontgom@radford.edu

District Four

Coordinator: Professor Steven Guerrier
James Madison University
800 S Main St.
Harrisonburg, VA 22807
(540) 568-6523
E-mail: guerrisw@jmu.edu

District Five

Coordinator: Professor Peter Henriques
George Mason University

4400 University Drive
Fairfax, VA 22030
(703) 993-1254
E-mail: phenrique@gmu.edu

District Six

Coordinator: David G. Bisset
Tallwood High School
1668 Kempsville Rd. Virginia Beach, VA 23464
(757) 474-8555
E-mail: dgbisset@vbschools.com

District Seven

Coordinator: To be determined

District Eight

Coordinator: Professor Paul Alkebulan
Virginia State University
Petersburg, VA 23806
Phone: (804) 524-5910
E-mail: palkebul@vsu.edu

National History Day

University of Maryland at College Park
E-mail: national.history.day@umail.umd.edu
www.nationalhistoryday.org

Virginia History Day 2008

April 28, 2007 Williamsburg, VA

National History Day 2008

June 15-19, 2008 College Park, MD

Planning Ahead for History Day

Students planning to participate in History Day are advised to plan ahead for possible conflicts that may affect their eligibility to compete at various levels of competition. **Students who may have conflicts with SATs should either arrange to take exams at a later (or earlier) date or should not enter into categories that would preclude them from competition.** The performance category and other individual categories are not good choices for students who are absolutely unable to compete on contest days or dates.

Topic Selection and Research

The key to an effective History Day entry is the combination of a good topic with good sources. The source material for historical research is an endless collection of books, letters, speeches, photographs, documents, oral interviews, etc. Some topics chosen by students have more available sources than others. Naturally, a figure like Thomas Jefferson will have a great deal more written about him than a coal miner in Virginia. This does not mean, however, that Jefferson is a better topic than the miner is.

In the case of Jefferson, a student will be able to find dozens of books but may find it difficult to present a new perspective on his life or work. On the other hand, diaries, letters, receipts, etc., of the miner offer a personal insight into the world of mining, and may suggest other issues, such as the experience of immigrants. The point is to select a topic for which both primary and secondary sources are available.

Selecting a Topic

Selecting a History Day topic is a process of gradually narrowing down the area of history which students are interested in and focusing on a manageable subject. To start out, students should think about what historical events or periods most interest them. They can then look at the annual theme to see if there are subject areas that fit their ideas. For example, if they are interested in Native Americans and the theme is *Rights in History*, a natural topic would be treaty rights. At this point they may realize that it is impossible to look at the thousands of treaties between Native American tribes and the United States. This means that they have to take another step in the narrowing process and select a specific issue within the topic. Keeping in mind the available resources, they could then select a treaty involving Native Americans in Virginia.

For example, a treaty was signed in 1646 between the Colony of Virginia and the Powhatan Confederation under the leadership of Necotowance. This treaty was of historical significance for two reasons. It established the tributary status in which the Powhatan agreed to have their leaders approved by the English and to pay tribute of twenty beaver skins each year. It also established boundary lines between Indian and English settlements – the beginning of the reservation system.

Interest: Native Americans

Theme: Rights in History

Topic: Treaty Rights

Issue: Tributary Status, Treaty of 1646

The topic and issue selected will also be reflected in the title of an entry. Titles do two things for an audience. First, they explain immediately what the topic is and, second, they can give a clue about the student's point of view on this topic. For example, the title for the above topic could be: *No Right of Ownership: the 1646 Treaty with the Powhatan Confederation*. This title explains the topic and issue, but also gives a sense of the impact of this treaty on the Powhatan Confederation.

Tips on Topic Selection

- Topic chosen should be of interest to the student.
- Topic should clearly fit the year's theme.
- Topic should be in-depth and narrow in scope. It is better for a student to focus on one issue in detail than to cover many issues superficially.
- Topic chosen should reflect the availability of primary and secondary resources. A local topic is often a good choice, since primary documents are more likely to be available in the community in which an event occurred or in which a person lived.
- Topic should be selected to enable student to meet SOL objectives. See the Virginia SOL Correlations page at the end of this guide for example topics and how they correlate to SOL standards.

Finding Resource Material

There are two major types of source material used by researchers; these are known as *primary* and *secondary* sources. **Primary sources** provide firsthand accounts about a person or event. They include letters, diaries, speeches, interviews, newspaper articles from the time, and many other types of documents. **Secondary sources** are usually published books or articles in which the author presents a personal interpretation of a topic, based on primary sources. Most library books are secondary sources, as are

encyclopedias. Secondary sources are important because they show how people have formed different opinions about historical events.

Beginning the Search: Finding basic Source Material

The best place for students to begin their search for sources on a topic is a school or local library. An encyclopedia is an acceptable place to find initial information about a topic, and it usually lists the books an article was based on. **WARNING:** Encyclopedias are not good sources in themselves, and no more than one encyclopedia should be included in a bibliography! Perhaps the best resource is a librarian. Librarians are professional information gatherers and are very helpful in suggesting ways to go about research.

Students will discover that the first few books they find will also help them in their search. Books containing footnotes or bibliographies can provide listings of many other sources, both primary and secondary, relating to a topic. Students should write down these listings for later reference.

About Using the Internet for Research

The Internet has redefined the way in which students do research by providing them with immediate access to seemingly unlimited resources. While use of the Internet has opened up many new possibilities for students doing research, it does bring with it limitations. Ease of access may entice many students to depend almost exclusively on the Internet for their research. The Internet, however, is only one source of information and should be used only as one part of a well-balanced research process that includes libraries, museums, archives, and oral history interviews.

It is also important for students to understand that not all sources on the Internet are legitimate or credible. The fact that information is provided on various web sites in no way guarantees that it is relevant or even accurate. Students should learn to evaluate their sources, both in print and online, by asking questions about a source's origin and authorship. Governmental (.gov) or University (.edu) web sites are the best for providing accurate information. Other web sites should be evaluated carefully before use. The University of Washington provides an excellent primary source and web site evaluation page at <http://www.lib.washington.edu/subject/History/RUSA/> The University of Maryland at College Park Library also has a web site evaluation page at <http://www.lib.umd.edu/guides/evaluate.html>

Continuing the Search: Finding and Using Primary Source Material

Once students have collected the basic information and sources on their topic, they will need to locate primary source materials. Primary sources should make up a substantial share of the research for all History Day entries. It is important to remember that primary sources provide first-hand accounts about people and events.

Some Primary Source Records to Consider When Researching:

Advertisements
Blueprints
Broad­sides and other Ephemera
Business Records (e.g. Daybooks, Household Accounts, Inventories, Ledgers)
Cemetery Records
Church Records
City Business Directories
Court Proceedings
Diaries/Journals
Genealogies
Government Records
Immigration Papers
Interviews
Land Deeds
Letters
Manuscripts
Maps
Medical Records
Military Records
Newspaper Articles (from time period)
Oral Histories
Paintings and Drawings
Passports
Photographs
Recipes
School Records
Social Security Cards
Songs and Hymns
Town Meeting Minutes
Travel Brochures
Trade Agreements
Treaties
Vital Records/Statistics (e.g. Birth/Death Records, Census Records)
Yearbooks, etc.

Students should also consider examining artifacts such as tools, machines, furniture, etc.

Places to Look for Primary Source Material:

Municipal and College Libraries
Local and State Historical Associations
Museums
State Archives
Corporate Archives
Town and County Historians
Town Hall Records
Town Planning Offices
Schools, Churches, Community Groups such as the VFW or DAR, Ethnic Organizations, etc.
Community Residents

Students Should Consider Checking the Following for Source Material:

Association for the Preservation of Virginia Antiquities (APVA)

204 West Franklin Street
Richmond, VA 23220
(804) 648-1889
www.apva.org

The Library of Virginia

800 East Broad Street
Richmond, Virginia 23219-8000
(804) 692-3500
www.lva.lib.va.us

The Virginia Historical Society

428 North Boulevard
Richmond, VA 23220
(804) 358-4901
www.vahistorical.org

The National Archives and Records Administration (NARA)

NARA maintains the historically valuable records of the U.S. Government dating from the Revolutionary War to the recent past. NARA also preserves and

makes available presidential records, as well as personal papers of several presidents' administrations. For more information contact::
The National Archives and Records Administration
700 Pennsylvania Avenue, NW
Washington, DC 20408 (800) 234-8861
www.nara.gov

The State Department - Foreign Relations of the United States (FRUS)

FRUS contains the official documentary historical record of major U.S. foreign policy decisions and significant diplomatic activity. The series is available in many research libraries, and recent presidential administration records (since Eisenhower) are available online at <http://www.state.gov/r/pa/ho/frus/>

Other sites to consider:

AMDOCS: Documents for the Study of American History

<http://www.vlib.us/amdocs/>

The American Colonist's Library: A Treasury of Primary Documents

<http://home.wi.rr.com/rickgardiner/primarysources.htm>

American History Document Resource Center

http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch01.html

Archiving Early America

<http://www.earlyamerica.com/>

Citing Your Sources: First Things First!

<http://www.ncsu.edu/midlink/citing.html>

David Rumsey Historical Map Collection

<http://www.davidrumsey.com>

Library of Congress American Memory

<http://memory.loc.gov/>

Monticello

<http://www.monticello.org/>

Mount Vernon

<http://www.mountvernon.org/>

Montpelier

<http://www.montpelier.org/>

The Avalon Project at Yale Law School

<http://www.yale.edu/lawweb/avalon/avalon.htm>

Scanned Originals of Early American Documents

<http://www.law.emory.edu/FEDERAL/compict.html>

About Research in Archival Institutions

Archival institutions are wonderful sources of information and can provide researchers with a great deal of assistance. However, it is important to know how to approach these institutions. Many inexperienced researchers go amiss because they do not understand the role of the archival institution. For example, it is not the archival institution's responsibility to do the research for students; nor is it its responsibility to send them everything it has on a particular topic. There may be thousands of pieces of information on a topic! And it certainly cannot send out original documents. It is the responsibility of the researcher to find out if a particular institution has the kind of information he or she needs, and then to go through the proper channels to obtain the information.

The following section was adapted from *Research in Archival Institutions*, prepared by the MARAC Outreach Committee (written by Paula Nassen Paulos, 1995). This information will be useful to anyone who has a need to do research in archival institutions.

Archival Institutions

The term *archival institution* is used most often to refer to archives [a place in which public records or historical documents are preserved], manuscript repository [a place where manuscripts are stored], historical society, or library with a special collections department. Archival institutions can be large or small; domestic or foreign; public, private, or governmental. They preserve and make available the documents of organizations and individuals that have enduring value.

Archival records appear in a variety of physical forms, including textual documents, photographs, electronic records, maps and architectural drawings, motion pictures, videotapes, and sound recordings. They are organized by author or subject, as are books in a library, but according to record groups or collections that reflect the way the materials were accumulated or developed by organizations or individuals in the course of their daily activities. These records are accessed through specialized finding aids that describe the records generally by group rather than by individual document.

Selecting the Right Institution

A variety of reference tools are available at local and university libraries to assist students in finding appropriate archival institutions for their research. Two comprehensive resources are:

Directory of Archives and Manuscript Repositories in the United States compiled by the National Historical Publications and Records Commission (2nd edition. Phoenix: Oryx Press, 1988) and

National Union Catalog of Manuscript Collections (Washington: Library of Congress, 1959).

Other references might include a directory of historical agencies in North America, a compilation of special collections in college and university libraries, or an international guide to picture sources. The *Guide to the National Archives of the United States* (GPO, 1996 and available on the National Archives homepage at www.nara.gov) is representative of the broad institutional guides available.

For online computer assistance in locating a wide range of resources, students can access the Research Libraries Information Network (RLIN) or Online Computer Library Center (OCLC) at their local library.

If students have access to the Internet, they can use the World Wide Web to electronically visit many institutions, such as the National Archives at www.nara.gov and the Library of Congress at www.loc.gov. Many state and local repositories also have Web sites, such as the Virginia State Library at www.lva.lib.va.us and the Maryland State Archives at www.mdarchives.state.md.us.

Preparing for the Visit

Preparation for research begins with a careful examination of secondary sources relating to the topic. Familiarity with names, dates, events, and historical context will enable students to focus on their topics, gauge the time they will need for research, and narrow their search for appropriate records. Clues to the location of relevant primary sources can often be found in footnotes and bibliographies as well as in institutional guides and finding aids available locally.

It is advisable for students to contact an institution before making a visit in order to determine the availability and volume of potential materials and the procedures that will affect their archival research. Inquiry should be made about hours of operation, record media, restrictions on documents, research room procedures, security copying fees, meals, and transportation.

Conducting the Research

It is important to consult with the institution's reference staff throughout the research visit. They will be able to direct students to guides and other finding aids to the institution's documentary collections and to suggest ways to refine their topics.

As students conduct their research, they should be realistic about the volume of material they will be able to cover in the allotted time.

Students should observe all procedures governing the handling, review, and reproduction of documents, paying special attention to the nature of the medium and copyright and access restrictions.

Archival Publications

General information about archival institutions and documentary materials can often be found in local libraries. For discussion of special topics relating to the field, students are encouraged to consult the many fine publications issued by The Society of American Archivists, 5275 S. Wells Street, 5th Floor, Chicago, IL 60607, or call (312) 922-0140. Their web address is www.archivists.org

Interviews

Another Way to Obtain Primary Source Material

If a topic involves persons who are still alive and can lend informed opinions, students may want to conduct interviews with those individuals. There are several ways to go about this. If the students know the person(s), they should set up a quiet time when they can ask questions and record the responses. However, if the students are not acquainted with the individuals they want to interview, they should first send a letter or email describing their project and how the individual might help with the research. If the individual responds, find out the most convenient way to conduct the interviews. This can be done in several ways. If a meeting can be arranged, a personal interview can be conducted. If not, the person can be provided with written questions to which he or she can respond in writing, electronically, or through phone conversations. History Day entries have included interviews with famous politicians and scientists who are very interested in helping students.

Ten Commandments of Interviewing

1. Never begin an interview cold.
2. Remember the purpose.
3. Present a natural front.
4. Demonstrate aware hearing.
5. Think about appearance.
6. Interview in a comfortable place.
7. Don't be satisfied with one-word answers.

8. Be respectful.
9. Practice, practice, and practice some more.
10. Be cordial and appreciative.

History Day Topic Selection Worksheet
Use this worksheet to help you select and focus on a topic for this year's History Day theme.

Name of individual(s) involved in this entry:

This year's History Day theme:

My/our general area of interest is:

Preliminary topic idea:

List of issues or questions to be explored in my/our research (look for ways to compare, contrast, or interpret using your own ideas about your topic).

Working title (and subtitle, if appropriate):

Thesis Statement (My/Our History Day project will examine, compare, discuss, show, etc.):

History Day Research Strategy Worksheet

Use this worksheet to develop ideas on the types of sources you can use in your research and places where you might locate your sources.

Name of individual(s) involved in this entry:

What libraries, research centers, archival institutions, museums, or other organizations do you think will have information on your topic?

What are some key words, dates, or people related to your topic that will help you find information in an encyclopedia, a book index, or a computer search?

What materials will you look at to begin your research?

Make a list of the types of primary sources you think might exist for your topic:

Make a list of people you could interview or write (or e-mail) to learn more about your topic:

Creating History Day Entries

Documentaries

Constantly changing technology offers students limitless possibilities in developing media based presentations for the documentary category. Students may create documentaries using slides, videos, and/or computers. Whatever presentation format is chosen, students must be able to operate all equipment, both during production and at each level of competition.

Slide Presentations

Although the use of video and computer based presentations in this category is growing, slide presentations are still popular and effective. Slides can be either purchased or produced by students. The key to an effective entry is a good combination of visual images and recorded narrative. Here are some things to keep in mind:

- Make a storyboard of the types of images that explain the theme.
- Music is an important addition to the recorded narrative.
- Make sure the narrative fits with the image on the screen.

Video Presentations

The availability of home video cameras has increased the popularity of this entry category. If students are able to use editing equipment in their school or elsewhere, this can be an exciting and educational project.

Students should:

- Operate all camera and editing equipment.
- Draw up a storyboard of the scenes they will be shooting.
- Present a variety of panning shots, interviews, live action, and still subjects.
- Keep track of the scenes in a notebook or on index cards to make editing easier.
- Include music as an effective addition to the soundtrack.

Computer-based Presentations

The computer has become a very important tool for creating documentaries. Students are using computer technology to create special effects, graphics, and other visuals for use in slide or videotape presentations.

Students who choose to use the computer to create their entries should have access to computers with multi-media capabilities and should be familiar with at least one type of presentation software. Students should also have access to editing equipment that they can operate themselves.

While most students are using computers as tools to help them create various aspects of their presentations, some students are using computers themselves as their vehicle for presentation. Although this is acceptable, there are a number of limitations to using the computer as the presentation device

itself. Computer equipment is **not** supplied at the various levels of competition. Students will have to provide their own equipment. Computer presentations cannot be interactive (judges cannot push buttons, etc.). Computer monitors are often too small for the judges and the audience to see. Computer presentations often inadvertently focus on the technology behind the presentation rather than providing an in-depth analysis of a historical topic.

Important Reminder for Participants in the Documentary Category:

Remember that the most important aspect of any entry is its historical quality. Students should not get so caught up in the production of a documentary that they lose sight of the importance of the historical quality. Judges are not looking for glitzy productions; rather, they are looking for solid research and a thorough analysis of the chosen topic.

Documentary Checklist

Questions to ask when preparing a Documentary

Theme/Topic

- What is the theme and/or topic of this presentation?

Communication Objective

- What is the communication objective (what is to be learned from the presentation)?

Planning Decisions

- What is the most effective way to achieve the presentation objectives?
- What medium should be used (i.e., slides, video, etc.)?
- Should the topic be narrowed or refined?
- Are the examples and illustrations effective?
- Is the presentation the right length?

Visual Interest

- Are the graphics clear and interesting?
- Are the visuals used effectively?
- Do the visuals clearly relate to the topic and communication objectives?
- Are the visuals and audio synchronized?

Audio

- Is the audio clear and easy to hear?

- Is the wording understandable and unambiguous?
- Are audio segments concise and succinct?
- Is music used appropriately?
- Does the program avoid noise?
- Are audio and visuals synchronized?

Creating a Storyboard

A storyboard is a visual display of the script divided into segments, where each segment is represented by an appropriate image (slide, video clip, etc.) for that segment. Those involved in media productions use this technique to help them decide which pictures will best suit the script. It is important because it allows students to see which visuals fit best, which still need to be made, what songs need to be recorded, etc. Students should create a storyboard after they have completed their research and have written a good script.

Students can create a storyboard by using index cards or by drawing boxes on a piece of paper. Each card or box represents one image and the text or narration that goes with that image. They may also include background music or sounds that need to be recorded. Students should rough sketch visual ideas on the upper portion of the card or box and place the part of the script that goes with that image on the lower part. Each segment should be numbered to make certain that it remains in proper sequence. Students can attach the cards to a board or piece of paper to look at the entire flow of the presentation and determine what changes need to be made.

Exhibits

Exhibits are designed to display visual and written information on topics in an attractive and understandable manner. They are similar to exhibits found in a museum. People walking by should be attracted to an exhibit's main idea and, therefore, stop to learn more about the topic. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

The most common form of exhibit entry is a three-panel display similar to the above illustration. This style is the least complicated to design and build, but is still a very effective way to present information. Students should read the contest rule book carefully and follow its guidelines. Here are some other tips for the three-panel style:

- Be sure the title is the main focus of the center panel.
- Use the center panel to present the main ideas.

- The side panels are best used either to compare issues about the topic or to explain related detail.
- Artifacts or other materials may also be placed on the table between the side panels.

Labeling

The labels used for the title and main ideas are very important because they direct the viewer's eye around the exhibit.

One way to make labels stand out is to have the writing on a light-colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes labels easier to read.

Photographs and written materials will also stand out more if they are placed on backgrounds.

Exhibit Design

Although students will be able to explain their exhibits during the initial judging, a successful exhibit must be able to explain itself. This makes it important to design an exhibit so that the photographs, written materials, and illustrations are easy to understand.

It is always tempting to get as much onto the panel boards as possible, but this usually makes for a cluttered and confusing display. Students should try to select only the most important items for their exhibit boards. Clarity and organization are the most important goals for an exhibit.

Three-dimensional Exhibits

A three-dimensional exhibit is more complicated to construct but can be especially effective in explaining themes in which change over time is important. As in the three-panel display, one side should contain the title and main idea. As viewers move around the exhibit the development of the topic can be explored. It is not necessary for the exhibit itself to be able to spin. It may be set on a table (or on the floor) so that people can walk around it.

Papers

A research paper involves three basic steps. After choosing a topic, a student needs to collect information, organize the information collected, and present it to the reader in a clear and interesting fashion. The paper should consist of an introduction stating the thesis of the work, a main section addressing the theme, and a conclusion flowing logically from the thesis statement and body. There are many books available which deal with the writing and documenting of research papers; one that is highly recommended

is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (The University of Chicago Press; sixth edition, 1996).

Like all National History Day entries, papers must conform to the appropriate judging criteria. The title page must contain only the paper's title, its division and category, and its author's name and grade. Pages should be numbered. Paragraphs should be neither too long nor too short, showing that

the writer has developed one idea before proceeding to the next one. Papers should be typed and double-spaced with one inch margins.

Students should read the student contest guide carefully and follow its guidelines. Particular attention should be paid to the length of a paper: it must be between 1500 and 2500 words or approximately 6 to 10 pages. Typically, there are 25 lines on a page and 10 words per line, so if the paper runs over 10 pages, it should be shortened.

Every paper must have an annotated *bibliography* that is divided into primary and secondary sources. The entries should be in alphabetical order and correct bibliographic form (see Turabian's *Manual*). Students should cite only those sources that they actually used in researching the paper. They should not add a lot of extraneous materials unless these are truly relevant to the text and should be careful about using a large number of pictures or maps. If there are too many, the judges may think that the student should have chosen a different category!

Papers should also include *footnotes*. Footnotes are explanations provided by writers stating that ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as "evidence" in support of a student's ideas. Use footnotes in the following instances:

Quoting a primary source:

Students should footnote any original material used, such as a selection from a speech or an interview. Example from Turabian:

⁴Merle A. Roemer, interview by author, tape recording, Millington, MD, 26 July 1973.

Quoting a secondary source:

Direct quotations from someone's book must be footnoted. Example from Turabian:

⁹Henry Seidel Canby, *Walt Whitman, An American: A Study in Biography* (Boston: Houghton Mifflin, 1943), 110.

Paraphrasing a secondary source:

Even if a student describes an author's ideas in his or her own words, the source of the information must still be footnoted. Example from Turabian:

⁶Basil de Selincourt, "The Form," in *Walt Whitman, a Critical Study* (London: M. Secker, 1914), 94-115.

Performances

The performance category can be one of the most exciting ways to participate in History Day, since it is the only category in which students present their research *live*. Entries in this category must have dramatic appeal, but not at the expense of historical information. Creativity is the key here, and students must make effective use of their 10-minute time allowance. Innovative performances have made this category the highlight of many History Day competitions!

Suggestions for Preparing Performances

Students should:

- Choose a theme-related topic that interests them and one that will work particularly well as a performance.
- Decide whether the chosen topic will be most effective as a group or as an individual performance.
- Research the topic first. Students should write important facts or quotes which they think might be important to their performance. They should write a thesis statement, supporting statements, and a conclusion. Students ought to think about how these might become a part of the performance.
- Prepare a script. Students should brainstorm about general ideas and the ways those ideas might be presented. If a group is performing, each member should describe different ways that the characters might interact. When students write their script, they should make sure it contains references to the historical evidence found in their research. Using actual dialogue, quotations, or excerpts from speeches are good ways of putting historical detail into the performance. Remember that the script should center on the thesis statement, supporting statements, and the conclusion.
- Be careful not to simply present oral reports on individuals that begin when they were born and end when they died. Instead, become the historical figure and write a script around an important time or place that will explain the major ideas from that person's perspective.
- Prepare the set. Think about different types of sets that might help in depicting the topic. Is there a prop that is central to the story? Don't get carried away with props! Content is the most important factor, and any

props used should be directly related to the theme. Remember that performers have only five minutes to set up and take down the set.

- Prepare the costuming. Use costumes that are as authentic as possible. Good costumes help make a performer convincing, but be sure they are appropriate to the topic. Consult photographs or costume guides if unsure about appropriate dress.
- Prepare the blocking. Blocking determines where the actors will stand, move, and/or relate to the set. Students should think about these movements when deciding what type of set to design.
- Practice, practice, practice! Work on the delivery—speaking clearly and pronouncing all words correctly. Practice voice projection so that the judges and the audience can hear every word. Practice with the set and full costumes as often as possible.

Web Sites

A brand new category for the 2007-2008 school year, historical web site entries should reflect students' ability to use web design software and computer technology to communicate their topic's significance in history. This category will allow students to integrate historical research with new technology platforms.

The new category combines skills used in the paper and exhibit categories. The web site category restricts entries to a word count limit (1,200 student-composed words). The entire site may not exceed 100MB of file space, and all pages must be linked via hypertext links. In addition, there are other rules concerning web site content. Consult the National History Day Contestant Rule Book (page 21) for further information.

In designing an entry, students should include elements that actively engage the audience in learning about the selected topic. These elements do not have to be technologically complex, but they should let the audience participate in exploring the topic, rather than passively viewing information. Entries should include primary materials, but must also be an original production. To produce a web site, students must have access to appropriate software and equipment and be able to operate it. Shown are some examples of student produced web sites from the California History Day 2007 competition.

Final Note

It may be helpful for students to first determine their topic, do the research, and complete their annotated bibliography and process paper before deciding to present that information in any category. Quality, solid research is the foundation of any successful National History Day project. We encourage students to have fun and be creative with their projects while being careful to maintain historical accuracy and scholarly practices.

Judging Criteria

The following is a set of guidelines used in judging all categories of entries in History Day competition. These guidelines are taken from the National History Day Contest Guide.

Historical Quality (60%)

The most important aspect of an entry is its *historical quality*. The following questions help focus on the historical analysis:

- Is the entry historically accurate?
- Does the entry provide analysis and interpretation of the historical data in addition to an accurate description?
- Does the entry demonstrate an understanding of the historical context?
- Does the annotated bibliography demonstrate solid research?
- Does the entry demonstrate a balanced presentation of materials?
- Does the entry demonstrate the use of available primary sources?

Clarity of Presentation (20%)

Although historical quality is most important, entries must be presented in an effective manner. The following questions help focus on *clarity of presentation*:

- Is the entry original, creative, well organized, and imaginative in subject and presentation?
- Is the entry effective in communicating the significance of the topic?
- Is the written material clear, grammatical, and correctly spelled?
- In a performance, do the students display stage presence?
- Is the visual material clear and appropriate for the type of entry?
- Do the students display adequate familiarity with their equipment?
- How does the topic relate to the theme? Why is the topic important?
- How is the topic significant in history in relation to the History Day theme?
- How did the topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence the topic in history?

Rule Compliance

Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against your entry.

Rule infractions should be corrected before a winning entry competes in the next level of competition.

Virginia History Day Judging Guidelines

Following is a set of guidelines that are used by judges in the judging process for History Day. These guidelines are not a set of rules, but judges will use them to evaluate student entries.

Historical Quality (60%)			
<i>Judging Criteria</i>	Superior	Excellent	Good
Entry is historically accurate	Main ideas are supported by facts; entry contains no obviously inaccurate facts.	Main ideas are supported by facts, but entry would be improved with more evidence; entry contains no obviously inaccurate facts.	Facts seem correct, but they should be supported by more evidence.
Shows Analysis and interpretation	Entry has clear thesis, original interpretation, and thoughtful analysis; entry demonstrates significance of topic, and acknowledges strengths and weaknesses of historical evidence.	Entry has thesis, but is not clearly stated; entry includes more description than analysis, states topic is significant and acknowledges some strengths and weaknesses of historical evidence.	Entry has a focus, but no clear thesis; entry describes person or event, implies that the topic is significant, and acknowledges some strengths and weaknesses of historical evidence.
Places topic in historical context	Entry utilizes accurate and appropriate references to time period, surrounding events, ideas, people, places, and objects; entry specifies political, economic, social, and cultural influences.	Entry refers to time period, surrounding events, ideas, people, places, and objects.	Entry refers to the time period in non-specific ways.
Uses available primary resources	Entry shows clear understanding of the relationship between primary and secondary sources, using primary sources where appropriate and readily	Entry uses primary and secondary sources, but would be improved with the appropriate inclusion of more readily available primary sources.	Entry uses primary sources, but is missing available sources that would improve the entry.

Research is balanced	available. Entry may focus on one interpretation, based on evidence and analysis; but entry acknowledges and analyzes other possible points of view.	While presenting more than one interpretation, this entry advocates one over the other, with little convincing evidence or analysis.	Entry only presents one point of view when it is obvious that others exist.
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Virginia History Day Judging Guidelines

Relation to Theme (20%)

	Superior	Excellent	Good
<i>Judging Criteria</i>			
Clearly relates topic to theme	Entry thesis is closely linked to the theme and obviously demonstrated throughout.	Entry is related to the theme, but would be strengthened by more links throughout.	Entry's relation to theme is implied, but it is not clearly demonstrated.
Demonstrates significance of topic in history and draws conclusions	Entry uses historical evidence to show topic's significance in history and to back up conclusion; entry has clearly stated conclusion.	Entry shows significance of the topic in history and has a clear conclusion; entry would be improved by the use of more historical evidence to back up conclusion.	Entry suggests that the topic is significant, and provides some sources, but does not prove the point. Entry's conclusion is implied, not stated.

Documentary: Clarity of Presentation (20%)

	Superior	Excellent	Good
<i>Judging Criteria</i>			
Presentation, written material is original, clear, appropriate, organized, and articulate	Entry is an original production, and it is creative, clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the documentary category.	Entry is original, neat, organized, and articulate; this entry is best suited to the documentary category.	Entry copies formats of other documentaries, presents information clearly in most cases, shows evidence of organization, and is mostly articulate; this entry is suited to the documentary category.
Entry is organized, visual impact/documentary category is appropriate to topic	Entry utilizes images (such as interviews, film footage, site visits) and audio to communicate central points.	Entry utilizes images and audio but relies on narration to communicate central points.	Entry utilizes images and audio, but they do not always explain central points.

Virginia History Day Judging Guidelines

Exhibit: Clarity of Presentation (20%)

	Superior	Excellent	Good
<i>Judging Criteria</i>			
Exhibit, written material is original, clear, appropriate, organized, articulate	Entry is original, creative, clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the exhibit category.	Entry is original, neat, organized, and articulate; this entry is best suited to the exhibit category.	Entry utilizes some standard methods of presentation, presents information clearly in most cases; shows evidence of organization, is mostly articulate; this entry is suited to the exhibit category.
Entry is organized, has visual impact, correctly uses, maps, photos, etc.	Entry is visual and effectively utilizes images (such as maps, photos, models, etc.) to communicate central points.	Entry utilizes visual display but relies on text more than visuals to communicate central points. Research is balanced.	Entry utilizes visual display and text but images do not always communicate central points.

Paper: Clarity of Presentation (20%)

	Superior	Excellent	Good
<i>Judging Criteria</i>			
Paper, written material is original, clear, appropriate, organized and well presented	Entry is original in style and form, clear to understand, well-organized, and well-presented; this entry is best suited to the historical paper category.	Entry is original, clear to understand, and well-presented; this entry is best suited to the historical paper category.	Entry is written in a standard research paper format, presents information clearly in most cases, and shows evidence of organization; this entry is suited to the historical paper category.

Text is clear, grammatical and correctly spelled; entry is neatly prepared

Entry text is very clear, grammatical, and correctly spelled; entry is very neatly prepared.

Entry text is clear, neat, grammatical, and correctly spelled.

Entry text clarity, neatness, grammar, and spelling are satisfactory.

Virginia History Day Judging Guidelines

Performance: Clarity of Presentation (20%)

<i>Judging Criteria</i>	Superior	Excellent	Good
Presentation, written material is original, clear, appropriate, organized, and articulate	Entry is an original dramatic presentation and is creative, clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the performance category.	Entry is an original dramatic presentation and is neat, organized, and articulate; this entry is best suited to the performance category.	Entry utilizes some standard methods of presentation, presents information clearly in most cases, shows evidence of organization, and is mostly articulate; this entry is suited to the performance category.
Performers show good stage presence; props, costumes are historically accurate.	Entry performers show good stage presence and props/costumes are historically accurate and an integral part of the presentation.	Entry performers have stage presence; props/costumes are historically accurate, but are not always an integral part of the presentation.	Entry performers are sometimes stiff and/or hard to hear/ understand; props/costumes have some historical inaccuracies and /or props are not always an integral part of the presentation.

Web Site: Clarity of Presentation (20%)

<i>Judging Criteria</i>	Superior	Excellent	Good
Presentation, written material	Entry is an original production, and it is	Entry is original, neat, organized, and articulate; this	Entry copies formats of other documentary, presents

is original, clear, appropriate, organized, and articulate	creative, clearly (neatly) presented, well-organized, and very articulate; this entry is best suited to the web site category.	entry is best suited to the documentary category.	information clearly in most cases, shows evidence of organization, and is mostly articulate; this entry is suited to the documentary category.
Entry is organized, has visual impact, and is user-friendly	All pages are interconnected with hypertext links; entry makes good use of multimedia files; entry is very interactive and easy to navigate; information is historically accurate.	All pages are interconnected with hypertext links; entry makes use of multimedia files; entry is interactive and navigable; entry is historically accurate but analysis needs more documentation.	All pages are interconnected with hypertext links; entry makes limited use of multimedia files; entry has limited interactivity and is difficult to navigate; entry has historical inaccuracies.

Adult Help with History Day Entries

Parents and teachers play an important role in helping History Day students complete the process of researching and developing entries. Following are answers to some of the most commonly asked questions about adult involvement in the History Day process.

Rule of Thumb: Adult advisors can do things *with* History Day students, but not *for* them.

Here are some examples:

- It is permissible for adults to help students locate materials and other resources, but they may not take notes, conduct interviews, or reproduce images. *Students may have film professionally developed and use copy services at libraries and archives. Students must operate copy stand equipment.*
- Students are responsible for reviewing sources and deciding on their usefulness for their entries.
- Students may, and should, have assistance with potentially dangerous equipment such as power tools. However, students are responsible for the ultimate design, construction, and presentation of their entries.
- Students must run all equipment related to the production and presentation of a documentary entry. *This includes cameras, video recorders, sound recording equipment, editing equipment, and cameras.*
- Students are responsible for setting up their own exhibits and props, and for running their own documentary equipment at all levels of History Day competition.

Most questions about History Day participation can be answered by referring to the contest rule book. If you have questions about the guide, or need a copy, please ask a History Day teacher, or contact your regional or state coordinator.

Guidelines for Media Coverage

The following guidelines are for submitting press releases to local media for regional History Day contests, for recognizing local students moving on to the state or national contests, or for any other History Day-related programming:

1. In all PR materials about the History Day program, you must include at least the following information:

Virginia History Day is a year-long educational program designed for students in grades 6-12. Throughout the school year, students conduct research of primary and secondary resources in order to prepare presentations based on an annual theme. The program culminates in a series of contests held at the district, state, and national levels.

*Virginia History Day, part of the National History Day network, is sponsored by the Colonial Williamsburg Foundation, a private, non-governmental, educational organization located in Williamsburg, Virginia. **[Name of your district]** History Day is sponsored by **[Name of sponsoring organization(s)]**. For more information, contact **[Name of your region]** Coordinator(s) at **[phone number and/or address of regional coordinator(s)]**; contact the state coordinator at (757) 220-7975; or visit the Virginia History Day web site at www.history.org/history/teaching/vahisday.cfm*

Including this information presents a complete picture of the program, provides all the necessary contact information, and acknowledges the support of the sponsoring institutions.

2. Notify your local newspapers, radio, and television stations that you are holding a District History Day contest or that your students are going to compete at the Virginia History Day or National History Day contest.

Your press release should be submitted on your organization's letterhead. Use the enclosed sample press releases as a guide.

3. Submit press releases to your local press at least three weeks before the event for which you would like coverage.
4. If possible, follow up the mailing of your press release with a phone call to the editor of the paper, the news director of the radio station, or the assignments editor at the TV station asking whether they received the press releases and checking on their interest for attending the event.
5. If you are visited by the press, have a printed copy of your press release available to give to them. If you cannot answer some of their questions about the History Day Program, direct them to the Virginia History Day Coordinator at (757) 220-7975.
6. Local organizations (i.e. regional sponsors, school districts, etc.) or other interested parties seeking media coverage of History Day-related events or recognition of student achievement that extend beyond their local area, or coverage that involves any form of History Day programming for public broadcasting should contact the state History Day coordinator before pursuing such coverage.
7. If you do receive press coverage, please let us know. We would appreciate newspaper clips, photocopies, or video clips. Contact Tab Broyles, Colonial Williamsburg Foundation, P.O. Box 1776, Williamsburg, VA 23187.

Sample Press Releases

For Immediate Release

Contact: [Your Name]

[Your phone with area code]

Students Gear Up For (Region) History Contest

[Your town], Virginia, [Date], - Area middle and high-school students will be demonstrating their knowledge of history at the [District] History Day Contest, on [Day, Location, Time]. The contest, part of a year-long program that culminates in a series of contests held at the regional, state, and national levels, invites students to submit research papers, exhibits, and documentaries or to create performances or web sites that are judged on their historical accuracy, interpretation, presentation, and use of primary research. Winners at the district

competition in junior and senior divisions will advance to the Virginia History Day Contest on **[Date]** in Williamsburg, Virginia.

Students prepare for the competition by working throughout the school year on topics that relate to an annual History Day theme. The theme for this year is **[This year's theme]**. Projects are judged by a panel of educators and historians. Students whose projects receive high scores at regional and then state competition advance to the National History Day competition at the University of Maryland, College Park, Maryland, in June.

[District] History Day and Virginia History Day are part of the National History Day network. **[Name of your district]** History Day is sponsored by **[Name of sponsoring organization (s)]**. Virginia History Day is sponsored by the Colonial Williamsburg Foundation, a private, not for profit, educational organization located in Williamsburg, Virginia. For more information, contact the **[Name of your district]** Coordinator(s) at **[Phone number and/or address of district coordinator(s)]**; contact the state coordinator at (757) 220-7975; or visit the Virginia History Day web site at www.history.org/history/teaching/vahisday.cfm

For Immediate Release

Contact: [Your Name]

[Your phone with area code]

Students Advance to Virginia History Day Contest

[Your town], Virginia, [Date] -Students from area schools will be joining other middle- and high-school students from across the state to compete at the annual Virginia History Day contest **[Date]** in Williamsburg, Virginia. At the day-long event, students will present the research papers, exhibits, documentaries, web sites and performances that earned them top honors at district competition earlier this year. Winners at Virginia History Day will go on to compete at the national level at the University of Maryland, College Park, Maryland.

Students who will be traveling to Williamsburg are: **[List students, their projects, and their teachers]**.

Virginia History Day is a year-long educational program designed for students in grades 6-12. Throughout the school year, students conduct research of primary and secondary resources in order to prepare presentations based on an annual theme. The theme for **[Year]** is **[This year's theme]**. The program culminates in a series of contests held at the regional, state, and national levels.

Virginia History Day, part of the National History Day network, is sponsored by the Colonial Williamsburg Foundation, a private, not for profit, educational organization located in Williamsburg, Virginia. **[Name of your district]** History Day is sponsored by **[Name of sponsoring organization(s)]**. For more information, contact the **[Name of your region]** Coordinator(s) at **[Phone number and/or address of regional coordinator(s)]**; contact the state coordinator at (757) 220-7975; or visit the Virginia History Day web site at www.history.org/history/teaching/vahisday.cfm

National History Day Themes

(Themes may be subject to change)

2008: Conflict and Compromise in History

2009: The Individual in History

2010: Innovation in History

2011: Geography in History: Impact, Influence, Change

- 2012:** Revolution, Reaction, Reform in History
- 2013:** Turning Points in History: People, Ideas, Events
- 2014:** Diplomacy and Dialogue in History: Successes, Failures, Consequences
- 2015:** Rights and Responsibilities in History