

# Chicago Metro History Fair Papers

## What is a Historical Paper?

A History Fair paper is a well-written historical argument, not a biography or a book report. The process of writing a History Fair paper is similar to other papers you may have written, but probably on a larger scale. The research and writing skills you develop writing a paper will be essential throughout the rest of your academic career, as well as life.



## The Basic Framework

- Must be completed as an individual. No group papers.
- No less than 1,500 words, no more than 2,500 words (about 6-10 pages)—the word limit does not apply to your notes, appendices, outline, Summary Statement, or Annotated Bibliography.
- Must be the work of the student—presenting the work of another as your own, or filling the paper with excessively long quotations, is not acceptable.
- Contains citations to document research evidence (footnotes, endnotes, or other internal documentation).
- **Be sure to check the complete category rules!**

## Why Should I Choose the Paper Category?

Creating a History Fair paper can be a rewarding experience and a successful way to communicate an argument about a topic. You will especially enjoy the paper category if you like to write and can express your ideas well in written words. The paper category is also great because you need very little (or no) visual evidence to support your argument, unlike a documentary or exhibit. In some cases, you may be able to use your History Fair paper in another venue—perhaps submitting the paper to a writing competition, fulfilling another school research requirement, or even be considered by a magazine or journal that accepts student publications. Since you cannot create a group paper for History Fair, you have to be willing to work alone.

It's important to remember that papers operate on a bit different judging schedule than the other categories. You will complete and submit your paper in advance of the History Fair competitions, and the paper deadline may be 1-2 weeks earlier than the competition that your peers will attend. This gives judges time to evaluate your paper. While it may be a challenge to complete the project before students in other categories, you will be far more relaxed than your fellow students the night before the competition. Even though your paper will not be judged at the competition, paper students should plan to attend unless you have some kind of conflict. At the competition, paper students participate in a special program designed to share their work.

### Need to see a sample?

Visit  
[www.chicagohistoryfair.org](http://www.chicagohistoryfair.org)

Select:  
 "Making History",  
 Then ["HF Project Guide"](#)



# Paper Rules

*A History Fair paper is a traditional research paper offering a historical argument with supporting evidence.*

- Papers are written only by individuals, not groups.
- Papers are 1,500-2,500 words in length (about 6-10 double-spaced pages). Please note that *all* words or numbers in the text of the paper count should be counted individually toward the word limit. This includes student-composed text as well as quotations from primary or secondary sources. The word limit does not apply to citations, the outline or Summary Statement, the Annotated Bibliography, illustration credits, and appendix material. The word count must be provided on the paper's title page.
- The paper is preceded by a title page (title, student name, division/category, and word count only), Summary Statement, and outline. It concludes with an Annotated Bibliography, which is divided between primary and secondary sources.
- Citations must be included as either endnotes, footnotes, or parenthetical citation. Citations should be provided for paraphrased ideas, as well as direct quotations. Both Turabian and MLA styles are acceptable; whatever style is selected, be consistent.
- Papers are printed (one-sided) on plain white 8.5 x 11 inch paper with one-inch margins on all sides and page numbers. Use an easy-to-read 10 or 12 point font and double-space text in the body of the paper. Staple all materials together — no binders.

*[See also: "Rules for All Categories"]*

## IMPORTANT COMPETITION NOTES

*Submit two complete sets to the History Fair office by the contest deadline — note that the paper deadline may be different than the deadline for other categories. Each set includes the following, stapled together on plain white paper (no binders), in this order:*

- Title page with project title, name, division, category, and word count
- Summary Statement and outline
- Research paper
- Proper citations (footnotes, endnotes, or parenthetical citations)
- Appendix material (optional)
- Annotated Bibliography (see "Rules for All Categories")

Electronic copies are NOT accepted. One title page (only one) should list the name of the school. Though your paper will not be evaluated *at* the competition, paper students should plan to attend to participate in paper category activities.

### **Important Change, beginning for the 2014-2015 Contest Year**

**A Summary Statement and outline** are required for research papers. **History Fair no longer requires a separate thesis page for papers;** the thesis should be embedded in the paper's introduction.

# Rules for All Categories

- Exhibits, documentaries, websites, and performances may be completed individually or by a group of 2-5 students. Papers are individual only. All students in a group must be involved in the research and creation of the project.
- Topics must connect with Chicago or Illinois history in order to advance to the state contest. Non-Illinois topics are permitted at the regional and finals competitions. Teachers often require integration of the National History Day theme, but the theme is not required by the Chicago Metro History Fair. Projects registered as “NHD eligible” will be assessed on how well their project integrates the NHD theme.
- Students may research, create, and enter only one project each year. Sharing research in multiple projects is not permitted. Revising or reusing an entry from a previous year may result in disqualification. Entries submitted for competition must be original and have been researched and developed in the current contest year.
- Students are responsible for the research, design, and creation of their own project, as well as operating their own equipment and materials. Students may receive advice from adults on the mechanical aspects of creating an entry and/or reasonable help necessary for safety, but the work must be completed by students. Feedback on the student’s work is permissible (help proofreading; suggestions or questions based on the student’s ideas, etc.). Materials created by others specifically for use in the entry violate this rule.
- Each project is required to have a Summary Statement and Annotated Bibliography.
- Word counts must be provided for exhibits, websites, and papers. Time lengths must be provided for documentaries and performances. [See *individual category rules for more specifics.*]
- Exhibits, performances, and documentaries will be judged and interviewed at the public competitions. Papers and websites are judged in a separate stream, which may have different deadlines for submission. Paper and website entrants will have an opportunity to share their projects at the competitions.
- Students should not prepare a formal, verbal presentation; however, they should plan to respond to questions posed by judges. The interviews are important to the History Fair experience, but the entry is judged on its merits alone.
- Plagiarism is unacceptable, and constitutes grounds for disqualification. [See [www.plagiarism.org](http://www.plagiarism.org)]
- Items potentially dangerous in any way—such as weapons, firearms, animals, etc.—are strictly prohibited.
- The Fair Use Doctrine allows students to use pre-existing materials (photos, footage, music, etc.) for educational purposes, including student productions like History Fair; therefore, students need not seek formal permissions within the context of the competition. However, if the project is shown in non-educational settings, then permissions should be sought as appropriate.
- Teachers may have additional rules/restrictions for the History Fair at individual schools. Students should comply with all rules set by their teacher.

## Required Materials

All projects must include an **Annotated Bibliography** and **Summary Statement**. In the bibliography, each source should be *annotated* with a short description of how the student used that source. The bibliography must be divided between *primary* sources (sources from the time period or written by someone with firsthand knowledge) and *secondary* sources (sources written after the time period, typically by a historian). Bibliographies must follow either the *Turabian* or *MLA* style format. Include all sources that contributed useful information, perspectives, or visuals, but not necessarily every source consulted. Annotations may describe why students placed the source as primary/secondary if it is not immediately obvious; and, in the case of web sources, may also describe who sponsors the site. Bundle photos or other materials from the same collection into a single citation. Cite oral history transcripts, questionnaires, or other supplementary materials in the bibliography—do not provide copies of them. Students must acknowledge all sources used in the development of the entry in the Annotated Bibliography in order to avoid plagiarism.

The [Summary Statement](#) provides the project’s thesis, a summary of the argument, and information about the development of the project. The form is available on the History Fair website. Except for websites, the Summary Statement and Annotated Bibliography should be printed on plain, white paper and stapled together. The Annotated Bibliography and Summary Statement are not included in the word count.

# Paper Writing Process

Creating a paper for History Fair is similar to other research papers and generally falls into three basic steps:

## 1. Collection of information

The process you will go through to collect information for a paper is the same as for all other History Fair categories. The information you collect will form the basis for your entire paper. See the History Fair website ([www.chicagohistoryfair.org](http://www.chicagohistoryfair.org)) for more information on **research** and **note-taking**.

## 2. Organization of information

Organizing your information well is the key to creating a successful historical paper. This begins with the **analysis** of your research and development of your **argument**. Once you know what you are trying to prove in your **thesis statement**, you can then begin to divide your research into different categories and draft an **outline** that builds your case through **claims and evidence**. Remember that each section in your outline (and in your final paper) should help support and prove your thesis—the thesis provides the roadmap for your entire project.

## 3. Presentation of the topic in an interesting and convincing way

A historical research paper is more than just a story and is more interesting than just the presentation of one fact after another. To create a **structured argument**, each paragraph should have a topic sentence to focus the content of that paragraph. By following an outline that is connected to your thesis, you are going to build solid and convincing support for your argument. Additionally, what sorts of **supporting materials** can you incorporate into your paper? Are there quotations from historical actors that you can incorporate into your paper as evidence? Would a relevant map, photograph, or chart help your viewer to understand your argument? Finally, it is important to work through **multiple drafts** of your paper before you turn in the final copy to a competition or your teacher. Think critically about your paper and ask for feedback from others. Do you have a clear argument? Is your paper well-organized? Have you checked for spelling and grammatical errors?

## Frequently Asked Questions about the Paper Category

### How do I count words in a historical paper?

Each word or number in the text of the paper counts as one word. The word limit does not apply to: notes, the outline, the Summary Statement, illustration credits, the Annotated Bibliography, or appendix materials.

### May I include an appendix in my paper?

Yes, but appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and graphs.

### May I include illustrations in my paper?

Yes, illustrations (such as photographs, maps, charts, and graphs) can be included in your paper. However, it's important that all supplemental material is directly tied to the content of your paper and that illustrations effectively help you to support your argument. They should not just be used for decoration.

### May I include other elements—such as an exhibit board or PowerPoint—with my paper?

No, in choosing the paper category you are limited to submitting only your written paper and supporting materials (Annotated Bibliography, Summary Statement, outline and optional appendix). No outside elements are permitted.

### Is creative writing permitted as a historical paper?

Creative writing, such as fictional diaries or poems, are allowed, but pose special problems. Remember that all paper entries must still conform to category rules and, most importantly, papers must convey and support a historical argument, which can be difficult to communicate in a creative writing format. Traditional research paper formats are recommended, but if you'd like to submit creative writing, make sure you have guidance from your teacher.

# Annotated Bibliographies and Citations

The Annotated Bibliography and the citations in your paper work together to show your reader the research that you have done and to demonstrate how this research influenced your argument. Understanding bibliographies and citations and successfully incorporating them into a research paper is a skill that is necessary through middle school, high school, college, and beyond.

## Annotated Bibliographies

A bibliography is a list of sources you consulted in creating your paper. This listing of every source that contributed to your project will be stapled to the end of your paper. History Fair bibliographies are **annotated**, which means that each citation includes a short description of how the source was useful to you. Keep a working bibliography to track the sources you have used throughout your research process. It will be very challenging, if not impossible, to try and remember this information once you have finished your project. Your Annotated Bibliography must be divided between **primary** (sources from the time period or by someone with firsthand knowledge) and **secondary** sources (generally history books and articles written after the time period).

Your bibliography must follow either the MLA or Turabian (also known as Chicago) style manuals.

- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
- Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*

Turabian is preferred by historians, but your school may require you to use MLA. Check with your teacher.

## Citations

Citations are used within the paper to show the origins of ideas or quotations presented in the paper. History Fair students can use several different styles of citations – footnotes, endnotes, or parenthetical citations – depending on the citation style they choose (MLA or Turabian).

### What is a citation?

Your historical paper will be created using the evidence and ideas created by other researchers or historical actors. Citations are a writer's explanations that ideas or quotations presented in the paper are not their own. Citations not only give credit to the originators of the ideas, but also point out the historical evidence in support of your argument.



**NOTE:** The failure to acknowledge the origin of an idea or a quote is the equivalent to using someone else's work and claiming it as your own. This is plagiarism and can have serious consequences!

### You should provide a citation when you:

1. **Quote a primary source:** For example, you may decide to quote from a speech or interview given by the person you are studying or from an observer at that time.
2. **Quote a secondary source:** If you include a direct quotation in your paper from a secondary source (such as a book written by a historian) you must cite it.
3. **Paraphrase:** Even if you change the author's ideas into your own words you must cite where you found this information when you include it in your paper.



**NOTE:** Footnotes and endnotes can also be used to provide further explanation for your paper. If there is an idea that requires additional explanation, but that explanation would interrupt the flow of your text, you can discuss it in a footnote. Please note, however, that extensive footnotes should not be used to get around the word limit.

### What do I put in a citation?

Citations are brief and provide enough information to guide the reader to the correct complete reference in the Annotated Bibliography.

- **Parenthetical citations** usually include the author's last name and page number.
- For the first time you reference a book in a **footnote or endnote**, you usually include the author's name, title, publishing information, date, and page. For each time you create a footnote or endnote for that source after that, your citation can be shorter, usually just the author's last name and page number.



**NOTE:** The requirements and formatting for parenthetical citations, footnotes, or endnotes will vary depending on the style guide you are using (MLA or Turabian) and the type of source you are referencing (book, article, interview, etc.). **Be sure to refer to the appropriate guide for more information!**

# Citations

## Where do I place citations?

You have several options for placement of citations depending on personal preference and the style manual you are using. You will select from one of the following:

- **Parenthetical Citations:** Parenthetical citations are placed in parentheses at the end of the sentence where they are referenced. *When you do your word count for your paper, it will include words in parentheses, so you may need to count manually (excluding citations).*
- **Footnotes:** For footnote citations, a superscript number is placed at the end of the sentence that refers to a citation at the bottom of the page. Most word processing programs can format footnotes automatically.
- **Endnotes:** For endnote citations, a superscript number is placed at the end of the sentence that refers to a citation on a separate page at the end of the paper. Most word processing programs can format endnotes automatically.



**NOTE:** While placing citations in parentheses in the text is permissible according to the MLA style rules and may be required by some schools, many readers prefer footnotes since they do not interrupt the flow of the text. Most History Fair students will use footnotes or endnotes.

### Sample Page with Parenthetical Citation

This parenthetical citation tells the reader the page where the author found the information (page 626) and gives you just enough information to find the complete citation in the bibliography.

Parenthetical citation is most common using the MLA style manual.

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The fair's administration spent a large amount of time contacting foreign countries. They wanted to ensure that foreign press was spreading the word about the exposition. In late 1891 two groups of exposition officials traveled to Northern and Southern Europe contacting commercial and industrial companies. The two groups wanted foreign people to come see the fair, and they wanted foreign countries to participate (Crawford 626). Foreign exhibitors were initially hesitant because they needed to transport their goods great distances, which was quite expensive (Davis 385-390 and "The Columbian Exposition" 129). In order to lure in other nations, Director-General Davis offered foreigners generous amounts of space for their exhibits. Thus, a myriad of unique exhibits from around the world were displayed at the fair.

Besides individual promotion, the press was essential in The World's Columbian Exposition's commercialization.

"See here, the world's fair directors and commissioners, and managers, do you not think it about time you stopped patting each other on the back...to thank the Chicago press for what it has done for you?...It has made the world's fair what it is in the present and what it will be in history. It has brought millions through the turn-stiles where only thousands would have come" (Shaw 83).

commented Teresa Dean, a reporter for the Chicago Inter-Ocean. The Chicago press advertised the exposition phenomenally. Two years before the fair started, the Department of Publicity and Promotion distributed approximately 2,000-3,000 mail packages to various U.S. states (Schulman 1). The Department of Publicity and Promotion wrote pamphlets, leaflets, and books in every commonly used language to mail to foreign countries (Handy 1 and Schulman 1). Despite the floods of information, service still was not impeccable. One article describes how President Grover Cleveland was asked to make a speech about the fair, but he claims to have received no official information ("Didn't Mention" 1). Notwithstanding the occasional advertising flaws, Chicago successfully advertised the fair to other states. Through Chicago's press, individual state papers offered special four-day tours at the exposition. Journalist Marian

He was born Frederick Allen Hampton in 1948 in Chicago, and grew up in Maywood, then a predominantly white suburb. He attended Proviso East High School from 1962 to 1966, where he experienced the racial tensions of the times. Race riots would break out during the school day, and teachers would have to lock the doors as police cleared the building floor by floor. Police used violent tactics to put down some of the riots, sometimes resulting in severe injuries.<sup>19</sup> Hampton became actively interested in civil rights, and as a senior was placed in a school group called the Cross-Section Committee, a multiracial organization formed by the principal to discuss racial issues in the school.<sup>20</sup>

Following his graduation, Hampton became a member of the NAACP, and soon reached a position as head of the Youth Council of the organization's West Suburban Chicago branch. With the NAACP, he hoped to achieve better communities for black people through nonviolent demonstration and organization. In the summer of 1966, just after he graduated, black youths in Maywood were upset because Maywood had no swimming pool and they were denied access to the neighboring communities' pools because of their race. Hampton helped organize a demonstration.<sup>21</sup> When the assembled group became rowdy, he calmed them and turned it into a peaceful march on the Town Hall. His natural leadership skills were apparent, and he was able to recruit some 500 members to the NAACP.<sup>22</sup>

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<sup>19</sup> Doug Deuchler, personal interview by the author, 15 February 2003.  
<sup>20</sup> Proviso East High School, *Provi* (Chicago: Proviso East High School, 1966); George Bliss, letter to the author, 10 December 2002.  
<sup>21</sup> The current Maywood swimming pool, built in 1970, was posthumously named after Hampton. Bill Hampton et al., eds., *The Essence of Fred Hampton* (Chicago: Salsedo Press, 1994), 25.  
<sup>22</sup> Don Johnson et al., "Chairman Fred died a natural death," *Chicago Journalism Review*, December 1969, 10-11. In his pre-Panther years, Hampton was frequently called in to speak to groups discussing race issues in Maywood. Joan Elbert, telephone interview by the author, 18 May 2003; Jon F. Rice, *Up on Madison, Down on 75<sup>th</sup>* (Evanston, Illinois: The Committee, 1983), 12.

**Sample Page with Footnote Citation**

This small superscript number refers readers to the footnote at the bottom of the page.

Footnotes and Endnotes are most common in the Turabian Manual of Style. Historians generally use Turabian.

**HOT TIP!**  
 Did you know that online programs like NoodleTools, Easybib, and CitationMachine will help you format your notes and bibliography?

**ENDNOTES**

**Sample Page of Endnote Citations**

Endnotes also use small superscript numbers within the text, like the footnotes above, but the citations appear on a separate page at the end of the paper, instead of at the bottom of the page.

Though an endnote page looks a lot like a bibliography, it is not the same thing. You need both!

- ...king about Patriotism," *Educational Leadership*, February 2008, 48-54.
- ...the Historical Profession in Transition: Its Response to the Challenges of the 1960s and 1970s," *The History Teacher* 23 (May 1990): 294-296; Margaret Woodhouse and Dan B. Fleming, "Moral Education and the Teaching of History," *The History Teacher* 9 (February 1976): 203.
- <sup>3</sup> Donald C. Lord, "Teacher Training and the Inquiry Method: The Program at Texas Women's University," *The History Teacher* 2 (January 1969): 26.
- <sup>4</sup> Richard Brown, "Learning How to Learn: The Amherst Project and History Education in the Schools," *Journal of Curriculum Studies* 87 (Nov/Dec 96): 267-274.
- <sup>5</sup> Karl Schmitt, "Education and Politics in the German Democratic Republic," *Comparative Education Review* 19 (February 1975): 44.
- <sup>6</sup> John Rodden, *Textbook Reds: Schoolbooks, Ideology, and Eastern German Identity* (University Park, PA: University of Pennsylvania Press, 2006).
- <sup>8</sup> "History Day '76" [final report], p. 3, 1ZH1 Box 1, Folder 3, Case Western Reserve University Archive (hereafter CWRU).
- <sup>9</sup> "History Day" [Clipping from NEH *Humanities*], 1ZH2 Box 3, Folder 6; [Untitled notes about the International Science Fair], CWRU 1ZH2, Box 3, Folder 1, CWRU.
- <sup>10</sup> "Planning Grant for Regional History Day 1978," [NEH grant proposal], p. 15, 1ZH3 Box 1, Folder 1, CWRU.
- <sup>11</sup> Richard S. Kirkendall, "Report of the Executive Secretary for the Year 1973-1974," *Journal of American History* 61 (September 1974): 576-580; Richard S. Kirkendall, "The Status of History in the Schools," *Journal of American History* 62 (September 1975): 557-576.
- <sup>12</sup> Kirkendall, "The Status of History in the Schools," 563.
- <sup>13</sup> Ibid.
- <sup>14</sup> Ibid., 563-564.
- <sup>15</sup> Ibid., 566-567.

**Did you know?**  
 If you quote from the same author several times, you can shorten your citation. If you have several pieces written by the same author, you will need to include the title of the source (but not the publication information) the next time you quote from this source. If you are using the exact same source as the one above, you can use "Ibid."

# Tips for Creating a Spectacular Paper



## Find Your Voice

Using the right tone in your paper will make your paper as professional and polished as it can be. Your History Fair paper is a type of formal writing, so use a formal voice and style for your paper. ***the way U rite sez alot 2 ur reader.*** Don't use slang, informal abbreviations, jargon, or offensive language, or write the way you might write in a text message to your friends. Think about the mechanics and look of good writing: grammar, punctuation, capitalization, spelling, and well-formed paragraphs. Look at historical books or articles for models.

## Focus on the Writing

In the paper category, your words are all you have to convey your argument and analysis to the judges. A well-structured argument will go a long way to convey your ideas. You will likely have much more to say than you can include in just 2,500 words. You are going to have to think critically about what information is most relevant to your paper. Decide what evidence is most effective in establishing your thesis. In doing this, you will likely create multiple drafts of your paper before you are ready for your first competition.



## Polish Your Work

Putting an extra polish on your work is especially important in the paper category. You will not be with your judges when they read your paper, so it needs to tell the story on its own. In addition to asking others to help you with proofreading, it's a good idea for you to proof your paper from a printed copy, not just on the computer screen where it is much easier to miss errors. In addition, try reading your paper aloud. Sometimes your eyes don't notice a mistake until your ears tell you that something isn't right.

## Prepare in Advance

History Fair papers are submitted before the competition, usually with your registration materials. The version of the paper that you submit in advance is the final version that judges will use for the competition. In order for judges to have adequate time to read your paper, you may need to turn in your final product 1-2 weeks prior to the competition. Make sure that your timeline for completing a paper includes this variable.

## At the Competition

The competitions provide an opportunity for you to meet History Fair students from other schools and talk about your paper with other paper authors and students in the exhibit, performance, documentary, and website categories as well. Activities designed for paper students will give you an opportunity to share your work with others at the competitions. Should your project advance to another round of competition, you will have a chance to revise your work—we strongly recommend that you take advantage of this opportunity.

## The Paper Stands Alone

When evaluating your History Fair paper, judges should be able to find all the information about your topic in your paper itself. The paper has to stand on its own. Have someone who has never seen your paper look at it (a friend, teacher, neighbor, etc.). Without saying anything, let them read through the entire paper. Then, ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my paper? What evidence have I shown to support that argument? What do you like about my paper? What is confusing to you?

# What are the Qualities of a Good Paper?

As you create your paper, go through this list and ask yourself if you've met all the criteria for a good History Fair project. Judges will use these criteria to evaluate your project.



## Historical Knowledge—35% Junior Division (gr. 6-8); 30% Senior Division (gr. 9-12)

- My paper is historically accurate:** All the information in my paper is true to the best of my knowledge.
- My paper demonstrates thorough, balanced, relevant knowledge:** I have made an effort to fully explain my topic and show different perspectives.
- I place my topic in historical context:** My topic didn't take place in isolation. I made sure to place my topic into historical context – the intellectual, political, social, and cultural setting for my topic.



## Historical Analysis—25% Junior Division (gr. 6-8); 30% Senior Division (gr. 9-12)

- My project offers a historical interpretation/argument that is supported by evidence:** I present a thesis in my project and back it up with information drawn from my research.
- I have demonstrated historical significance and impact:** My project offers an answer to the “so what?” question. I explain why it is important to know about these events in history.
- I have shown change over time and cause and effect:** My paper offers an explanation of what things changed over time and why the changes took place.



## Relation to National History Day Theme – *Optional*

*The National History Day theme is optional in Illinois. If you choose to use the theme, it should be integrated into the analysis presented in your project. Consider using the theme in your thesis so that it is threaded throughout your project.*



## Sources—20%

- My project uses a depth and range of available primary sources:** I consulted a wide variety of sources from the time period for my project (newspaper accounts, diary entries, photographs, archival accounts, and other first-hand accounts).
- My project uses a depth and range of secondary sources:** I used accounts written by historians and other experts to understand the issues involved in my topic and their long-range significance.
- I make effective use of sources in my paper:** Sources are used as evidence for points made in my text.



## Clarity of Presentation—20%

- My paper tells a coherent, well-organized story:** I made sure my paper is easy to read and understand. My paper has a natural flow that makes sense to the reader.
- I used the paper medium effectively:** My topic is well-suited for a written message. I was careful to write clearly to emphasize my historical message and used quotations appropriately to reinforce my own ideas.
- My paper and other written materials show attention to detail and make an impact:** My words and quotations are carefully written and selected. I have proofread and edited my paper and Annotated Bibliography.

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