

Parent/Student Guidebook

Junior Divisions (Ages 5 to 10)



Strong Hall on the campus of Missouri State University
October 10, 2014 • 8:00 AM – 5:00 PM

A Guide to
Making History.

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Introduction

The *Homeschool History Fair of the Ozarks* represents a collaborative effort among area homeschoolers to provide area children with a first-class opportunity to demonstrate some of the exciting discoveries they are making in the field of history. The fair aspires to help make the study of the past an enjoyable endeavor, while introducing key concepts necessary for historical research.

Modeled after the *National History Day (NHD)* competition, organizers envision the *SWMO Homeschool History Fair* as a lower-stakes affair as they allow younger students to participate in the event. While encouraging rigorous scholarship from children eleven years of age and older in keeping standards adopted from the *NHD*, the fair is particularly focused on deepening younger students' understanding of the work done by historians. In preparation for more challenging research when they are older and more experienced, children in the lower age divisions are introduced to such important concepts as the value of critical scholarship, differentiating between primary, secondary, and tertiary sources, learning the importance of citing those sources, and becoming familiar with the organization of annotated bibliographies. These outcomes are achieved through the completion of worksheets that entrants will submit along with their finished projects. Over the course of several years, it is hoped that students who graduate to the upper divisions will be amply rehearsed in producing quality research projects.

It is hoped that the fair will not be a burden on homeschooling families and the time they have allotted for study. Parents and students are encouraged to try and meld the fair project into the history studies they have already planned for the year. While there are special topics that are eligible for recognition, there are no limitations on the kinds of topics that can be entered. Moreover, topics might work best if they are tailored to the special interests of the child. Be creative. Be productive. And have fun.

The guidelines for the junior divisions are generally less rigid than those laid out for older students in the senior divisions. The idea is to stimulate a love for learning about the past. Junior division entrants are free to submit a project from any of the four categories. While younger students might be most comfortable with the historical exhibition category, we do not wish to impose any arbitrary limitations on the children's capabilities. Once you and your student have selected the category you are interested in submitting an entry, please review the guidelines for rules and submission requirements. Be sure to complete the entry worksheet appropriate for your child's age. There are two such worksheets: a shorter form for children ages five through seven and a

slightly more challenging form for children eight through ten. These worksheets will be used in the judges' evaluation of the projects.

Overview of the Fair

Eligible Topics

There are essentially no limitations on the possible topics that are eligible for entry in the *Homeschool History Fair of the Ozarks*. Older students may want to consult the selected theme of the *National History Day* competition if they intend to enter on the local level in the spring, but there is no requirement that students conform to a specific theme. However, certain designated topics covering specific subject matter will be eligible for special recognition. The 2014 *Homeschool History Fair of the Ozarks* special topics include the following:

- World War I (100 years since the beginning of The Great War)
- Sports History (1st Televised Baseball game was 75 years ago)
- Missouri/Local History
- Military History (including wars other than WWI)
- Ancient History
- Civil Rights in History
- Women's History
- History of Science and Technology

Representatives from area historical societies will select deserving entries in each of the special topics for recognition.

Awards

The greatest reward to be had is the valuable knowledge and skills that the students develop over the course of their research, as well as the pleasure they experience exhibiting their work before their peers. However, at each level of competition, outstanding achievement will be recognized by the *Homeschool History Fair of the Ozarks* through the issuance of certificates, ribbons, and/or medals. Special prizes may be awarded by our partner organizations at their discretion.

Divisions

Entrants in the *Homeschool History Fair of the Ozarks* are separated into one of two main divisions. Within those divisions, students are divided further according to age:

Senior Division – Designed to challenge students to produce more sophisticated research projects. Students will need to be more internally motivated and will be asked to produce more original work. They will be expected to produce a clear thesis and make a compelling argument in support of their statement. Students will be required to use primary and secondary sources, while avoiding reliance on tertiary sources in their bibliographies. Evaluation is focused on attention to detail and the depth of the students' analysis.

- **Masters** – For ages fourteen through eighteen years old.
- **Journeypersons** – For ages eleven through thirteen years old.

Junior Division – Designed to slowly introduce key concepts to young students just beginning to take part in research. While students should be encouraged to think critically about the sources they are using in their research and note the different interpretations of historical events, there are not prohibitions on the use of various tertiary sources in their research or bibliography. Students are not expected to produce a clear thesis or develop an argument. Attention is paid to the successful completion of the age-appropriate worksheets, but the focus of the evaluation is on the creativity of the student.

- **Apprentices** – For ages eight through ten years old.
- **Novices** – For ages five through seven years old.

The various age divisions are designed to facilitate greater potential for recognition for outstanding work and not as a statement on the capabilities of the students themselves.

Fair Categories

Students are invited to enter one of four categories (If desired, students will be permitted to compete in multiple categories, but they will need to submit registration paperwork for each category, pay an additional five dollars for each category, and submit appropriate worksheets each category.). The 2014 *Homeschool History Fair of the Ozarks* categories are as follow:

- HISTORICAL PAPER – Senior Division papers are between 1500 and 2500 words in length. Junior Division papers are between 500 and 1000 words in length.
- HISTORICAL EXHIBITION – Includes trifold posters, dioramas, collections, and interactive displays that conform to fair guidelines concerning size.
- MEDIA DOCUMENTARY – Documentaries may not be longer than ten minutes in length.
- HISTORICAL WEB SITE – Web sites may not exceed 100MB.
- LIVING HISTORY PERFORMANCE – Performances may not be longer than ten minutes in length.

Entrants should choose a category in which they can make the best use of their own unique skills, talents, and interests. They should be mindful to select a category that best presents their research and conclusions. They should also be sure to consider the availability of necessary resources and equipment.

Part One: Research

The word “research” comes from Middle French “*recherché*,” meaning “to go about seeking.” The first question any historian must ask herself as she sets out to do research is – For *what* am I searching? Thus historians must settle on a topic very early in the research project, as it is always easier to find something if you have some idea of what you are looking for. We will begin with a discussion of ways in which to select a topic for your fair project.

Topic Selection

Choosing a History Fair Topic

This may be the most important part of the project. It stands to reason that if your student is interested in the topic, he or she is more likely to be able to produce a project that interests others as well. A key to making history come alive is to discover a passion for the subject. As you and your student begin your own journey of discovery, think about the following questions as your student chooses his or her research topic:

- Does the topic interest your student?
- Do you think the topic is important and will interest others?

- Are you sure that you will be able to locate good source material?

Focusing and Defining a Topic

You may wish to use the fair to reinforce lessons that you have already planned. This is an excellent way to keep your student on task and avoid last minute scrambling to complete the project. Rather, than becoming a distraction from your regular studies, the fair project can be an integral part of your routine.

Of course, the best way to settle on a topic is simply to relate something in your student's life to history. Think about how your student's interests may have a historic past which others may find interesting. For instance, perhaps she is fascinated with airplanes. She digests everything she can get her hands on about the science of flight, but has yet to express interest in its long and illustrious history. The fair may present an opportunity to expand your student's horizons. Your student might try an exploration of the history of human flight. However, that is a pretty large subject. Perhaps she decides to focus on a particular figure, or focus on early ballooning. Let your student's interests and creativity give the project its direction and goal, while you assist in mapping out a path toward successful completion.

Composing a Thesis Statement

Realistically, it is unlikely the students in the Junior Division have the analytical skills necessary to compose a clear thesis or make a strong argument. Younger participants should focus on doing basic fact finding. However, it is important to try to put events and figures in their historic context. For instance, a project on the French Revolution might present a golden opportunity to compare it with the American Revolution. Children are perceptive. Give them a chance to surprise you and themselves. There is no telling what sorts of observation they might make given the opportunity.

If you do have a particularly precocious child in the Junior Division with an argument to make, let them try. The fair is intended to be a learning environment and there are no mistakes, per se, just opportunities for further growth. For example, say that you have a student with a general interest in women's history that was reduced to the broad topic of women's suffrage. Then you and your student decide to narrow the focus to examine the experience of Virginia Minor and her fight in the US Supreme Court (*Minor v. Happersett*, 1875). A thesis statement might evolve into something like this: "Despite its defeat in the US Supreme Court, *Minor v. Happersett* played a significant role in advancing the effort of women to win the right to vote."

Researching Your Topic: Locating and Organizing Your Data

Different Kinds of Sources – Primary, Secondary, and Tertiary

Understanding the various types of sources that historians use in their work is one of the fundamentals in historical research. Parents are encouraged to begin discussing the distinctions made between different kinds of sources and explaining their respective value as historical documents.

In short, primary sources are original material produced at the time the researcher is studying. They may include artifacts such as painting, documents, letters, film, photos, and recordings. Historians are interested in seeking out the most objective sources possible and while all primary sources have their own biases and perspectives they nevertheless represent direct connections to the past. Thus primary sources are nearly always the most desirable sources.

Secondary sources are not as easily defined as primary sources. However, they are accounts written after the fact. Typically they are interpretations and evaluations of primary sources. Essentially secondary sources are not evidence, but rather commentary on and discussion of evidence. Examples of secondary sources include biographies, commentaries, histories, journal articles, monographs and scholarly websites.

Tertiary sources are those which tend to distill information from both primary and secondary sources. They are particularly helpful when first learning about a subject. Examples of tertiary sources include almanacs, chronologies, dictionaries, fact books, and encyclopedias.

Do not be afraid to consult primary documents. At times they might be hard to understand as they are written for different audiences in different times and places. However, they can be extremely illuminating. Besides your local library, college libraries are particularly helpful, as they often have special collections that might relate to your topic. The Springfield/Greene County Library has an excellent collection of works focused on local history. Historical societies and state archives are great sources for more detailed material. Do not hesitate to consult experts; they usually like to discuss their work and are an outstanding source of information.

Locating Sources

It helps to think of historical research as a two-step process. The first step involves locating sources of information. Textbooks, the internet, encyclopedias, and books are always good sources of information as you first try to learn about your topic. They generally provide references and recommended reading lists that will be necessary to

more deeply understand your chosen topic. As students progress over the course of their academic career, they will rely less and less on these tertiary sources and begin to concentrate on primary and secondary sources. However, in these early years, you need not be so discerning about the kinds of sources you and your student use. Try to go for quantity, noting the occasions when sources do not agree on a particular fact. Even young children will pick up on subtle differences in interpretation of the same event. It will present a perfect opportunity to explain why it is important to consult numerous sources when doing research.

When searching for sources, begin with a visit to your local library. With your student, select a number of books on your student's subject. You might not use them all, but you never know what golden nugget of information you might find.

Starting a Bibliography and Notes

After you and your student finish collecting the necessary sources, begin keeping a record of the sources your student is investigating. Be sure that you discuss and note what your student has learned from each book. One option is to create a set of Index cards with this information. However, you should use whatever organization plan you and your student find most helpful. The gathered information will be used later to complete the bibliography question of the Junior Divisions Worksheets.

Completing the Junior Division Worksheets

Regardless of the category your student chooses to enter, he or she will need to complete the appropriate Junior Division worksheets. Judges will use the information provided on these forms to assess the kind of research your student has performed in preparing his or her project.

Junior Division (Novice) Worksheet

Question 1. What Is The Title of Your Project? The title is important, as it can be a real attention grabber. Be creative with the language. Puns are always a hit. Have fun with it. History does not have to be such a serious endeavor.

Question 2. Please Explain in Your Own Words What Your Project Is About. This question is largely self-explanatory, but will prove useful in teaching your student how to briefly describe their work and eventually compose an abstract. This should not be a summary of the project, but explanation of the size and scope of the subject matter and kind of research your student did in preparation. For instance, say a student has created a project about Amelia Earhart. Instead of chronicling her entire life, your student focuses on Earhart's final trip using biographies, eyewitness accounts, and newspaper articles. This is

the kind of information you would want to enter here, rather than a recap of the entire trip. Presumably the project will communicate all the pertinent material. This question merely seeks a preview of what judges can expect from the project.

Question 3. What was the most interesting thing that you learned during your research? This is a purely subjective question which aspires to provoke more thought in your child. It may be in thinking about the questions, students might discover a new passion that you can exploit as a teacher.

Question 4. What kinds of sources (books, television programs, documentaries) did you use in your research? This question is designed to prepare the student for composing an annotated bibliography when they are older. Novices are asked to provide at least two sources that they used in their research. In the Senior Division, students are asked to use Turabian/Chicago or MLA in composing their bibliographies. There are no such requirements for the Junior Division, but please try to help the student be as clear as possible in completing question 4. Ideally, anyone who wants to learn more about your child's research should be able to quickly and easily locate the sources listed.

Question 5. What did you enjoy most about your project? This is another purely subjective question design to get the student to reflect on some of the new knowledge that they have accumulated in working on their project. It may be of the most value to you as the teacher.

Junior Division (Apprentice) Worksheet

Question 1. What Is The Title of Your Project? Titles are important, as they can be a real attention grabber. Be creative with the language. Puns are always a hit. Have fun with it. History does not have to be such a serious endeavor.

Question 2. Please Explain in Your Own Words What Your Project Is About. This question is largely self-explanatory, but will prove useful in teaching your student how to briefly describe their work and eventually compose an abstract. This should not be a summary of the project, but explain the size and scope of the subject matter and kind of research you did in preparation. For instance, say a child has created a project about Amelia Earhart. Instead of chronicling her entire life, your student focuses on Earhart's final trip using biographies, eyewitness accounts, and newspaper articles. This is the kind of information you would want to enter here, rather than a recap of the entire trip. Presumably the project will communicate all the pertinent material. This question merely asks for a preview of what judges can expect from the project.

Question 3. What was the most interesting thing that you learned during your research? This is a purely subjective question which aspires to provoke more thought in your student. It may be in thinking about the questions, students might discover a new passion that you can exploit as a teacher.

Question 4. What is a difference between a PRIMARY source and a SECONDARY source? Parents should discuss these differences with their students. There are no requirements in the Junior Division concerning the use of sources, but students should begin to become familiar with different types.

Question 5. What is a tertiary source? Same as Question 4.

Question 6. What do you think is the best kind of source to use in researching history? Have a discussion with your student about the various sources and their appropriate uses in historical research.

Question 7. Why do you think that it is a good idea to look at several sources when doing research on a subject? This is an opportunity to discuss the how different historians can come to different conclusions about the same event or figure. You might also talk about how erroneous facts can find their way into poor scholarship and how multiple sourcing can help correct this.

Question 8. Why do you think that it is important to cite the sources we use in our research? This is an opportunity to speak to student about ensuring that the work we do is our own or is properly credited to those who originally did it.

Question 9. What is an annotated bibliography? Annotated bibliographies are extremely valuable tools as students learn to organize their research.

Question 10. What kinds of sources (books, television programs, documentaries) did you use in your research? This question is designed to prepare the student for composing an annotated bibliography when they are older. Apprentices are asked to provide at least three sources, as well as describe their content and provide an explanation of how the sources were used in their research. In the Senior Division, students are asked to use Turabian/Chicago or MLA in composing their bibliographies. There are no such requirements for the Junior Division, but please try to help the student be as clear as possible in completing question 10.

Question 11. What did you enjoy most while putting together your project? This is another purely subjective question design to get the student to reflect on some of the new knowledge that they have accumulated in working on their project. It may be of the most value to you as the teacher.

Question 12. What did you enjoy least while putting together your project? Sigh... It is not all fun. We know it. So, let's vent a little bit.

Part Two – Presentation

It is assumed that most Junior Division entrants in the fair will choose to submit a historical exhibition. However, students may be more advanced and try their hand at one of the other categories. We welcome these endeavors. Since the Junior Division focuses less on academic rigor and more on creativity and development, this section will focus on the basic guidelines for each category. Please do not allow them to become a stressful element in the process. They are here merely to provide some guidance as to the fair's expectations.

Presentation Categories

Historical Paper

It is likely too much to expect research papers from the younger entrants. However, the fair welcomes various types of creative writing projects based on historical research. For instance, students might be interested in submitting a collection of poems they wrote, or short stories, or fictional diaries. Parents should work with their students to ensure that their work is grammatically correct and well-written.

Length Requirements. Papers in the Junior Division should be no shorter than 250 words for Novices and 500 words for Apprentices. No paper should exceed 1000 words in either division. The word limit does not include the annotated bibliography or illustration captions. The use of photos, drawings, maps, or charts is permitted but should be limited.

Citations. Footnotes, endnotes or internal documentation are NOT required for the Junior Division. Simply include an annotated bibliography detailing the works that the student uses in her research. However, citations are recommended when using specific ideas or direct quotes. If your student tries to include them, you may refer her to the Turabian/Chicago or MLA manuals of style for guidance in composing citations.

Format Requirements. Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type.

Submission Procedures. The paper and the worksheet must be submitted for judging by September 26, 2014. Projects should be sent to the fair coordinator, Angie Piercy, electronically at piercyangie@hotmail.com. If the paper is submitted electronically, students will also need to bring a clean hardcopy of the paper on October 10, 2014. Or the paper may be mailed to Angie Piercy – *Homeschool History Fair of the Ozarks Coordinator*, 1303 South Maryland, Springfield, Missouri 65807. Please enclose four copies of the paper (along with the worksheet) in the envelope. Winning papers may be selected to be published on the *Homeschool History Fair of the Ozarks* website. Please be prepared to give permission for such publication.

Evaluations. Judges will be looking at the following factors when evaluating the Junior Division students' historical papers:

Historical Quality (40%)

- Is the paper historically accurate?
- Does the paper attempt to place the event or figure in its historical context?
- Does the paper and accompanying worksheet demonstrate wide research?

Clarity of Presentation (40%)

- Is the paper original, clear, organized and well-presented?
- Is the text (including the worksheet) clear, grammatical, and the spelling correct?
- Is the paper neatly prepared?

Guideline Compliance (20%)

- Does the paper conform to the length requirements? (250-1000 words for Novices; 500-1000 words for Apprentices)
- Does the paper conform to the format requirements?
- Has the appropriate Junior Division worksheet been completed and submitted?

Three judges will assign a score from one to five on each question with respect to historical quality, clarity of presentation, and guideline compliance. The scores will then be weighed and totaled. Students are NOT being judged against one another.

Historical Exhibition

An exhibit is a three-dimensional representation of your student's research, not unlike what one might encounter in a museum exhibit. Typically, students choose to create a trifold poster, but they are not constrained to this model so long as their displays conform to the fair's exhibition size requirements. Be creative. If your student likes to draw or paint, artwork is a perfectly legitimate project. Dioramas are a welcome. If your student enjoys Legos, have her create a model out of them. The sky is the limit. Just be sure that the student's topic is made clear and evident to the viewer, as the exhibit should communicate the overall narrative on its own without further explanation. Labels and captions should be used creatively with visual images and objects to enhance the message of the exhibit.

Size Requirements. Following the lead of the *NHD* guidelines, the overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that your student creates and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.

Media Devices. Media devices (e.g., tape recorders, projectors, video monitors, computers) used in an exhibit must not run for more than a total of three minutes and are subject to the 500-word limit (see below). However, it would be advisable not to rely too heavily on these devices as availability to electrical outlets may be limited. Every effort will be made to accommodate the display's needs for judging, but we cannot predict the overall demand and the available access. Please keep this in mind as your student plans her display. Viewers and judges must be able to control media devices. Any media devices used must fit within the size limits of the exhibit.

Word Limit. There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text used for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, computer files) or supplemental materials (e.g., photo albums, scrapbooks, etc.) where your student use her own words. Dates will be counted as one word, while each word in a name is individually counted. For instance, July 14, 1789, would count as one word. However, William Henry Harrison would count as three words. Words such as "a," "the" and "of" are counted as one word each. Brief citations crediting the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit. As noted above, your student's message should be made as clear as possible and be contained on the exhibit itself. Judges will have very little time to examine supplemental materials. Extensive supplemental material is inappropriate.

Submission Procedures. Historical exhibitions must be submitted between 8:00 AM and 9:00 AM, on October 10, 2014, at Strong Hall on the campus of Missouri State University. Set up must be completed by 9:00 AM, so please arrive in time to successfully accomplish this. Project must be left on display until 4:00 PM and removed from the venue by no later than 5:00 PM, on October 10, 2014.

Evaluations. Judges will be looking at the following factors when evaluating the Junior Division students' historical exhibitions:

Historical Quality (40%)

- Is the exhibit historically accurate?
- Does the exhibit attempt to place the event or figure in its historical context?
- Does the exhibit and accompanying worksheet demonstrate wide research?

Clarity of Presentation (40%)

- Is the exhibit's written material (including the worksheet) clear, grammatical, correctly spelled, organized and well-presented?
- Does the exhibit make a visual impact using illustrations, maps, photos, charts, or other objects?
- Is the exhibit neatly prepared?

Guideline Compliance (20%)

- Does the exhibit conform to the size requirements? (no more than 40 inches wide x 6 feet tall x 30 inches deep)
- Does the exhibit conform to the 500 word limitation on text? If the exhibit uses a media device does, does it conform to the three minute limitation?
- Has the appropriate Junior Division worksheet been completed and submitted?

Three judges will assign a score from one to five on each question with respect to historical quality, clarity of presentation, and guideline compliance. The scores will then be weighed and totaled. Students are NOT being judged against one another.

Media Documentary

Students with acumen in computing and electronics may wish to enter the media documentary category. Parental assistance is permitted in the Junior Divisions, though bear in mind that it should be in a tutelary capacity and that the work should reflect the student's effort. A media documentary may include a short film, a power point presentation, or a slide show. The documentary category will help develop skills in using photographs, film, video, audiotapes, computers, and graphic presentations. Your student's presentation may include primary materials, but must also be an original

production. Again, be creative. For instance, students with experience in animation may want to apply some of their skills in the creation of a historical reenactment. Have fun with the category. To produce a documentary you and your student must consider your access to necessary equipment and ability to use it.

Time Requirements. Documentaries may not exceed 10 minutes in length. The student will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Timing will include color bars and other visual leads in a video and will end when the last visual image or sound of the presentation concludes (this includes credits).

Introduction. On the day of the screening, your student will be required to announce the title of the project and the name of any participants in the presentation. Live narration and commentary during the presentation will not be permitted. The presentation must communicate the student's research on its own.

Student Involvement. Senior Division students are required to manage their own equipment during presentations. However, in the Junior Divisions, parents may be on hand to assist students. Fair associates will also be on hand to see that the operation of A/V equipment runs as smoothly as possible.

Student Production. All entries should reflect as much student production as possible. While parents may assist in the operation of all equipment, students should be becoming familiar with the necessary procedures. Your student must provide any narration, voice-over, and dramatization. Any participation on the part of others must be credited at the end of the production.

Credits. At the conclusion of the documentary, your student needs to provide a list of acknowledgments and credits for all sources used in the production. These credits should be a brief list and not full bibliographic citations.

Submission Procedures. Media documentaries and the worksheet must be submitted for judging by September 26, 2014. Projects should be sent to the fair coordinator, Angie Piercy, electronically at piercyangie@hotmail.com. If using the postal service, three DVD copies of the production should be mailed to Angie Piercy – *Homeschool History Fair of the Ozarks Coordinator*, 1303 South Maryland, Springfield, Missouri 65807. Winning productions may be selected to appear on the *Homeschool History Fair of the Ozarks* website. Please be prepared to give permission for such publication. Screening times for selected entries on October 10, 2014 will be scheduled as the date draws nearer. Every effort will be made to see that all entries are screened for the public – time permitting.

Evaluations. Judges will be looking at the following factors when evaluating the Junior Division students' historical exhibitions:

Historical Quality (40%)

- Is the production historically accurate?
- Does the production attempt to place the event or figure in it historical context?
- Does the production and accompanying worksheet demonstrate wide research?

Clarity of Presentation (40%)

- Is the production's written text (including the worksheet) clear, grammatical, correctly spelled, organized and well-presented?
- Does the production make a visual and sonic impact using illustrations, graphics, music, or other elements?
- Is the production neatly prepared?

Guideline Compliance (20%)

- Does the production conform to the time requirements? (10 minutes)
- Does the student demonstrate a level of familiarity with the equipment required to run the production?
- Has the appropriate Junior Division worksheet been completed and submitted?

Three judges will assign a score from one to five on each question with respect to historical quality, clarity of presentation, and guideline compliance. The scores will then be weighed and totaled. Students are NOT being judged against one another.

Historical Web site

With the understanding that some students are very interested in computing and that the fair provides parents with the opportunity to help their children develop meaningful skills with respect to computer science, students are invited to design historical websites. Parental assistance is permitted in the Junior Divisions, though bear in mind that it should be in a tutelary capacity and that the work should reflect the student's effort. Students choosing to work in this category will be assigned a unique URL through weebly.com where they will be permitted access as web site administrators. Web sites should be completed by 11:59 pm on September 26, 2014. After the deadline, students will no longer have administrator access and the sites will begin to undergo evaluation. Administrator rights will be returned to the student after October 10, 2014. Before endeavoring to design a web site, you must consider your relative comfort with computers, but it must be noted that weebly.com is a rather easy web site builder to navigate.

Size requirements. Junior division entries should not contain more than 750 visible, student-composed words. This word limit does not include code used to build the site, words found in materials used for identifying illustrations, citations for crediting the sources of illustrations and quotations, recurring menus, titles, and navigation instructions, or words within primary documents and artifacts. The entire site, including all multimedia, may use no more than 100MB of file space.

Navigation. One page of the web site must serve as the “home page.” The home page must include the names of participants, entry title, division, and the main menu that directs viewers to the various sections of the site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

Multimedia. Each multimedia clip may not last more than 45 seconds. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. All multimedia must be stored within the site; you may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips you may use but you must respect the file size limit. If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

Stable Content. The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

Viewing Files. The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Firefox, Safari). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins.

Submission Procedures. Historical websites URLs and the worksheet must be submitted for judging by September 26, 2014. Projects should be sent to the fair coordinator, Angie Piercy, electronically at piercyangie@hotmail.com. If using the postal service, the URL and worksheet should be mailed to Angie Piercy – *Homeschool History Fair of the Ozarks Coordinator*, 1303 South Maryland, Springfield, Missouri 65807. Web sites may be selected to be linked on the *Homeschool History Fair of the Ozarks* website. Please be prepared to give permission for such publication. Time for selected entries will be made available to student so present their website in person on October 10, 2014. Scheduling will begin as the date draws nearer.

Evaluations. Judges will be looking at the following factors when evaluating the Junior Division students’ historical exhibitions:

Historical Quality (40%)

- Is the production historically accurate?
- Does the web site attempt to place the event or figure in it historical context?
- Does the web site and accompanying worksheet demonstrate wide research?

Clarity of Presentation (40%)

- Is the web site's written text (including the worksheet) clear, grammatical, correctly spelled, organized and well-presented?
- Does the web site make a visual and sonic impact using illustrations, graphics, music, or other elements?
- Is the web site neatly prepared?

Guideline Compliance (20%)

- Does the web site conform to the word limit? (750 words)
- Does the web site conform to the size limit? (100MB)
- Do the multimedia clips conform to the time limits? (45 seconds)
- Has the appropriate Junior Division worksheet been completed and submitted?

Three judges will assign a score from one to five on each question with respect to historical quality, clarity of presentation, and guideline compliance. The scores will then be weighed and totaled. Students are NOT being judged against one another.

Living History Performance

A performance is a dramatic portrayal of your topic's significance in history and must be original in production. Junior Division entries need not be terribly elaborate productions with complex scripts and blocking. Something as simple as a monologue in costume, the dramatic reading of a letter, or a short skit portraying a historical event or figure is completely appropriate for the event.

Time Requirements. Performances must not exceed 10 minutes in length. Timing starts at the beginning of the performance following the announcement of the title and the cast. Any other introductory remarks will be considered part of the performance and will be counted as part of the overall time. The student will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for the performance. Be sure to allot time in the performance for unplanned pauses due to forgotten lines.

Performance Introduction. The title of the entry and the names of the cast should be the first and only announcements prior to the start of the performance, as the production should clearly communicate the overall message of the student's research.

Media Devices. Use of slides, tape recorders, computers, or other media within your student's performance is permitted. The student or a cast member must run all equipment and carry out any special lighting or sound effects.

Script. The written script for the performance need not be submitted for judging. If the student has trouble memorizing the script, reading directly from a script is permissible during the performance. Though great weight will be given to performances that have been memorized.

Historical Clothing. The use of historical clothing in the performances is greatly encouraged, whether homemade or purchased.

Submission Procedures. The Living History Performance category will be judged on October 10, 2014. Entrants will be given a schedule for what time they will need to be available for their performance as the fair draws nearer.

Evaluations. Judges will be looking at the following factors when evaluating the Junior Division students' historical exhibitions:

Historical Quality (40%)

- Is the performance historically accurate?
- Does the performance attempt to place the event or figure in its historical context?
- Does the performance and accompanying worksheet demonstrate wide research?

Clarity of Presentation (40%)

- Is the production's written text (including the worksheet) clear, grammatical, correctly spelled, organized and well-presented?
- Does the performer show good stage presence? Has an effort made to ensure props and costumes are historically accurate?
- Does the performance demonstrate a level of preparedness?

Guideline Compliance (20%)

- Does the performance conform to the time requirements? (10 minutes)
- Does the student demonstrate a level of familiarity with any of the equipment that might be used during the performance?
- Has the appropriate Junior Division worksheet been completed and submitted?

Three judges will assign a score from one to five on each question with respect to historical quality, clarity of presentation, and guideline compliance. The scores will then be weighed and totaled. Students are NOT being judged against one another.

Glossary of Important Terms

Annotated Bibliography – A list of the sources used in a research project that includes short descriptions of what each source is about and how the source is used in the project.

Historical Context – The appropriate settings in which to understand your subject's time period. Settings might include relevant physical, economic, intellectual, and/or socio-cultural characteristics of the place and time.

Historical Perspective – Understanding a topic's development over time and its influence.

Plagiarism – Presenting the work or ideas of others in ways that give the impression that they are your own (e.g., copying information word for word without using both quotations and footnotes; paraphrasing an author's ideas without proper attribution; using visuals or music without giving proper credit).

Primary Source – Something that is written or produced in the time period you are investigating. Primary sources may include letters, speeches, diaries, newspaper articles from the time, oral history interviews of people from the time, documents, photographs, artifacts, and anything else that provides firsthand accounts about a person or event. This definition also applies to primary sources found on the Internet. For instance, a letter written by President George Washington to the Touro Synagogue in 1790 whether scanned, transcribed, or otherwise reproduced, is a primary source for a student researching the early republic. A newspaper article about the Battle of the Midway written by a contemporary in June 1942 is a primary source. However an article about the battle published in June 2012 and not written by an eyewitness or participant would not be considered a primary source. The memories of a person who took part in the battle also can serve as a primary source because he or she was an eyewitness to and a participant in this historical event at the time. However, an interview with an expert (such as a professor of military history) is not a primary source UNLESS that expert actually lived through and has firsthand knowledge of the events being described.

Secondary Source – A source by an author who was not an eyewitness or a participant in the historical event or period. Secondary sources are interpretations of primary sources, research, and study. Secondary sources provide context for a historical event.

Essentially secondary sources are not evidence, but rather commentary on and discussion of evidence. Examples of secondary sources include biographies, commentaries, histories, journal articles, monographs and scholarly websites.

Tertiary Source – A source that tends to distill information from both primary and secondary sources. Tertiary sources are particularly helpful when first learning about a subject. Examples of tertiary sources include almanacs, chronologies, dictionaries, fact books, and encyclopedias.

For Further Information

For more information about the *Homeschool History Fair of the Ozarks* please refer the website at <http://hhfo.weebly.com>. If you have questions or comments, please visit us on Facebook or contact:

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