

Student Guidebook

Senior Divisions (Ages 11 to 18)



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

A Guide to
Making History.

TABLE OF CONTENTS

Introduction	ii
Overview of the Fair	1
Eligible Topics	1
Awards	1
Divisions	1
Fair Categories	2
Part One: Research	3
Topic Selection	3
Choosing a History Fair Topic	3
Focusing and Defining a Topic	4
Composing a Thesis Statement	5
Researching Your Topic: Locating and Organizing Your Data	5
Different Kinds of Sources – Primary, Secondary, and Tertiary	5
Locating Sources	6
Starting a Bibliography and Notes	6
General Guidelines for All Categories in the Senior Divisions	6
Required Written Materials for All Entries	8
Part Two: Presentation	10
Presentation Categories	10
Historical Papers	10
Historical Exhibitions	11
Media Documentaries	13
Historical Website.....	15
Living History Performances	17
Glossary of Important Terms	19
For Further Information	20

Introduction

The *Homeschool History Fair of the Ozarks* represents a collaborative effort among area homeschoolers, the Greene County Historical Society and the Missouri 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 *Homeschool History Fair of the Ozarks* as a lower-stakes affair as to 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. 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 senior divisions essentially follow those laid out by the *NHD*. Students who are considering entering the *NHD* competition in the spring of 2015, are strongly encouraged to look over the resources available at *NHD* website at <http://mo.nhd.org/index.htm>. Students preparing for a subsequent entry in the *NHD* are advised to ensure that their project conform to this theme. Though the *Homeschool History Fair of the Ozarks* maintains no official relationship with *NHD*, we would like to give students valuable feedback on their work that might assist them if they choose to take their projects to the next level.

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 2015 *National History Day* competition if they intend to enter on the local level in the spring of 2015, 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. The division is further divided into two age groups:

- **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. The division is further divided into two age groups:

- **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 250 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 meaning “*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 you are interested in the topic, you will be likely to produce a project that interests others as well. A key to making history come alive is to discover a passion for the subject. Think about a time in history or individuals or events that are interesting to you. Start a list. Read books, newspapers or other sources of information and add to your list. Talk with relatives, neighbors, or people you know who have lived through a particular time in history that interests you and add more ideas. Keep thinking, reading and talking to

people until you have many ideas that are interesting. Now go back through the list and circle the ideas that connect with the theme. From the ideas that you circled, select one to begin your research. Keep your list because you might need it again. As you begin your own journey of discovery, think about the following questions as you choose your research topic:

- Does the topic interest you?
- 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

Once you have made your choice, you may ask yourself the following questions to help draw some conclusions and develop a thesis:

- How is my topic important?
- How was my topic significant in history in relation to the National History Day?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?

A Note to Parents: 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 life to history. Think about what your interests are. Think about your interests' historic past and about what others may find interesting. For instance, perhaps you are fascinated with airplanes. You digest everything you can get your hands on about the science of flight, but have yet to express interest in its long and illustrious history. The fair may present an opportunity to expand your horizons. You might try an exploration of the history of human flight. However, that is a pretty large subject. Perhaps you decide to focus on a particular figure, or focus on early ballooning. Let your interests and creativity give the project its direction and goal.

Composing a Thesis Statement

As you narrow the focus of your topic to identify a specific issue, you need to be thinking about a problem in history and trying to develop an argument or position you would like to take. This is best understood as a process that might look like the following example:

Theme: Turning Points in History
Interest: The Civil War
Topic: Battles
Issue/Events: The Battle of Gettysburg

Researching Your Topic: Locating and Organizing Your Data

Different Kinds of Sources – Primary, Secondary, and Tertiary

As you research your topic you will need to consult a variety of primary, secondary, and tertiary sources to put it in its historical context and build a cogent narrative that highlights its significance in history. Understanding the various types of sources that historians use in their work is one of the fundamentals of historical research.

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 with the tendency 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.

Your project needs to incorporate primary documents as much as possible. 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 be afraid 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 begin the process of learning about your topic. They generally provide references and recommended reading lists that will be necessary to more deeply understand your chosen topic. As you deepen your understanding of the subject matter, you will rely less and less on these tertiary sources and begin to concentrate on your primary and secondary sources. Ideally, tertiary sources should not be included in your annotated bibliography as you will focus most of your attention on more reliable sources.

When searching for sources, begin with a visit to your local library. Select a number of books on your 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 have finished collecting the necessary sources, begin keeping a record of the sources you are investigating. Be sure that you note what you learned from each book, article, or website. One option is to create a set of index cards with this information. However, you should use whatever organization plan you find most helpful. The gathered information will be used later to complete an annotated bibliography.

General Guidelines for All Categories in the Senior Divisions

Regardless of the category you choose to enter, you will need to meet a number of minimum requirements in order to be considered for recognition. Judges will be evaluating, among other things, your ability to successfully comply with these guidelines. If you are preparing for the NHD, please refer to the NHD Rulebook for additional rules and requirements.

Development Requirements. Your entry must be original work, researched and developed in the current contest year. Revising or recycling material from a previous year will disqualify the project for consideration for special recognition.

Construction Requirements. Your entry must be researched, designed, and constructed by you. Parents and teachers are permitted to offer help and advice with respect to mechanical aspects of your project.

- You may seek assistance with typing papers and other written materials.
- You may ask for guidance as you analyze your research, but your conclusions must be your own.
- You may have photos and slides professionally developed, if necessary.
- You may have help with tools used to construct your exhibit or props.

Contest Day Set-up – You are responsible for the set-up of your exhibit or props. You are permitted assistance with the carrying of your materials, but set-up should be done by you.

Supplying Equipment. You are responsible for supplying all props and equipment. All entries should be constructed keeping transportation, set-up time, size, and weight in mind (e.g., foam core v. solid oak for an exhibit; folding table v. antique desk for a performance). Students must provide their own equipment, including computers and software for exhibits. Please contact fair coordinator about the availability of Internet access. Projection screens, computer access, and DVD players will be made available for students in the documentary and performance categories.

Discussion with Judges. You should be prepared to answer judges' questions about the content and development of your entry, but a formal, prepared introduction, narration, or conclusion is inappropriate. Judges will guide the interview in order to assess whether the project is the result of your own work. Ultimately, your entry should be able to stand on its own without any additional comments from you. You should be prepared to explain the design, research, and creation of your entry if questioned by the judges.

Prohibited Materials. Items potentially dangerous in any way—such as weapons, firearms, animals, organisms, plants, etc.—are strictly prohibited. Such items may be subject to confiscation by security personnel. Replicas of such items that are obviously not real are permissible. Please contact the fair coordinator to confirm guidelines before bringing the replica to a contest.

Required Written Materials for All Entries

Your entry must include the following written material in the order presented below:

- A title page as described below.
- A process paper as described below (process papers are NOT required from students submitting historical papers).
- An annotated bibliography as described below.

These materials should be typed or neatly printed on plain white paper, and stapled together in the top left corner. Do not enclose them in a cover or binder. You must provide four copies of these materials, except in the historical paper. The title page and annotated bibliography must accompany historical paper entries.

Title Page. A title page is required as the first page of written material in every category. Your title page must include ONLY the title of your entry, your name, division you are in, and the category you have entered.

Process Paper. All categories except historical paper must include a process paper with the entry. It must describe in 500 words or less how you conducted your research and created your entry. The process paper must include three sections that explain:

- How you chose your topic.
- How you conducted your research.
- How you selected your presentation category and created your project.
- And for those students preparing for an entry in the NHD competition in the spring of 2015, you may want to consider how your project relates to the this year's theme which will be announce on future date.

Sample process papers can be viewed at www.nhd.org on the "Creating an Entry" page in the Contest section.

Annotated Bibliography. An annotated bibliography is required for all categories. List only those sources that contributed to the development of your entry, sources that provided usable information, or sources that provide you with new perspectives in preparation for your entry. You likely will include fewer sources than you actually reviewed, as not every book or article you look at will prove helpful to you.

Sources of visual materials and oral interviews must be included. The annotations for each source must explain how you used the source and how it helped you understand your topic. Annotations of web sites should describe who sponsors the site. For example:

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

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

The Separation of Primary and Secondary Sources. You are required to separate your bibliography into primary and secondary sources. Some sources may be considered as either primary or secondary. Use your annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Listing a source under both primary and secondary is inappropriate.

Style Guides. Style for citations and bibliographic references must follow the principles in a recent edition of one of the following style guides.

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

Regardless of which manual you use, the style must be consistent throughout all written material.

Plagiarism. You must acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in the disqualification of your project for special recognition.

Part Two – Presentation

In this section we will detail the specific requirements for each of the fair's four categories. Links to additional resources can be found online at <http://hhfo.weebly.com/> or www.nhd.org.

Presentation Categories

Historical Paper

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

Length Requirements. Papers in the Senior Division should be no shorter than 1500 words and no longer than 2500 words. 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 required for the Senior Division. Citations are used to credit using specific ideas of others and/or direct quotes. You should refer to 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 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 you submit your paper electronically, you 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 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 Senior Division students' historical papers:

Historical Quality (50%)

- Is the paper historically accurate?
- Does the paper demonstrate analysis and interpretation?
- Does the paper place the event or figure in its historical context?
- Does the paper demonstrate wide research?
- Does the paper utilize primary sources?
- Is the research well-balanced?

Clarity of Presentation (30%)

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

Guideline Compliance (20%)

- Does the paper conform to the length requirements? (1500-2500 words)
- Does the paper conform to the format requirements?
- Does the paper include an annotated bibliography?

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. For students preparing an entry in the 2015 *NHD*, please note that judges in that competition also consider a paper's relation to the annual theme in their evaluations.

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. The sky is the limit. Just be sure that your 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 your 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 you create 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 when planning your 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 you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, computer files) or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your 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 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 Senior Division students' historical exhibitions:

Historical Quality (50%)

- Is the exhibit historically accurate?
- Does the exhibit demonstrate analysis and interpretation?
- Does the exhibit place the event or figure in its historical context?
- Does the exhibit demonstrate wide research?
- Does the exhibit utilize primary sources?
- Is the research well-balanced?

Clarity of Presentation (30%)

- Is the exhibit's written material 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 required written material (title page, process paper, and annotated bibliography) 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. For students preparing an entry in the 2015 *NHD*, please note that judges in that competition also consider an exhibit's relation to the annual theme in their evaluations.

Media Documentary

Students with acumen in computing and electronics may wish to enter the media documentary category. Minimal parental assistance is permitted in the Senior 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 presentation should include primary materials, but must also be an original production. Again, be creative. Have fun with the category. To produce a documentary you must consider your access to necessary equipment and ability to use it.

Time Requirements. Documentaries may not exceed 10 minutes in length. You 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, you 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, 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. The 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, you need 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 all required written materials 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 Senior Division students' historical exhibitions:

Historical Quality (50%)

- Is the production historically accurate?
- Does the production demonstrate analysis and interpretation?
- Does the production attempt to place the event or figure in its historical context?
- Does the production demonstrate wide research?
- Does the production utilize primary sources?
- Is the research well-balanced?

Clarity of Presentation (30%)

- Is the production's written text 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?
- Have the required written materials (title page, process paper, and annotated bibliography) 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. For students preparing an entry in the 2015 *NHD*, please note that judges in that competition also consider a documentary's relation to the annual theme in their evaluations.

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. Minimal parental assistance is permitted in the Senior 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. Senior division entries should not contain more than 1200 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 all required written materials 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 (50%)

- 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 (30%)

- 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)
- Have the required written materials (title page, process paper, and annotated bibliography) 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. For students preparing an entry in the 2015 *NHD*, please note that judges in that competition also consider a performance's relation to the annual theme in their evaluations.

Living History Performance

A performance is a dramatic portrayal of your topic's significance in history and must be original in production. It should be scripted based on research of your chosen topic and should have dramatic appeal, but not at the expense of historical information.

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. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance. Be sure to allot time in the performance for unplanned pauses due to forgotten lines.

Performance Introduction. The title of your entry and the names of the cast are to 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. You or cast member must run all equipment and carry out any special lighting or sound effects.

Script. The written script for the performance should NOT be submitted with the required written materials for judging.

Costumes. Costuming 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 Senior Division students' historical exhibitions:

Historical Quality (50%)

- Is the performance historically accurate?
- Does the performance demonstrate analysis and interpretation?
- Does the performance attempt to place the event or figure in its historical context?
- Does the performance demonstrate wide research?
- Does the performance utilize primary sources?
- Is the research well-balanced?

Clarity of Presentation (30%)

- Is the production's written text clear, grammatical, correctly spelled, organized and well-presented?
- Does the performer show good stage presence? Has an effort been 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?
- Have the required written materials (title page, process paper, and annotated bibliography) 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. For students preparing an entry in the 2015 *NHD*, please note that judges in that competition also consider a performance's relation to the annual theme in their evaluations.

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:

Angie Piercy
Homeschool History Fair of the Ozarks Coordinator
1303 South Maryland
Springfield, MO 65807
piercyangie@hotmail.com