Dear Students and Educators—

Welcome to the 2018-2019 season of Illinois History Day! Thank you for participating in the 72nd Illinois History Day. My name is Abigail Cline and I am the new Education Coordinator here at the Abraham Lincoln Presidential Library and Museum. For a little bit of background on who I am and where I come from, I was born in Springfield, IL, I received my BA in History and Theater from Monmouth College in 2012 and my MA in Public History from the University of Illinois at Springfield in 2015. I have been with the ALPLM since 2010 working in the theater department and on August 20th made the exciting transition to the education department. I have served as a judge at past IHD state competitions, so I am not a complete stranger to the IHD process.

We would like to take a moment to highlight a few changes we’ve made to the rule book this year:

• The 2017-2018 rule limiting students to one entry per contest year remains. Students are only allowed to submit one project total to the competition. They may not submit one project in multiple categories nor can they submit one project as an individual and submit as part of a group. We understand that some schools have their students create multiple project types. Students will have to choose which project they wish to submit before registering for regionals.

• Illinois History Day exhibits will not be limited to 500 words this year. We strongly suggest limiting student-created words to no more than 2,000. Note that if your project is NHD-eligible and it advances to the national competition you will be required to reduce your word count to 500 to meet NHD contest rules.

• As a reminder, students will not be able to print at the Convention Center. If students need to print materials on the day of the State Contest they will be sent to the Abraham Lincoln Presidential Library.

Educators, you can request a Google Hangout session or webinar with the History Day staff at the Abraham Lincoln Presidential Library and Museum to answer any History Day questions you and/or your students may have about any part of the project creation process.

We are excited to start another Illinois History Day season with you all! We cannot wait to see what you have in store for us this year. Good luck and happy History Day!

Sincerely,

Abigail Cline
State Coordinator
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ILLINOIS HISTORY DAY

Illinois History Day began in 1947 as a publication entitled *Illinois Junior Historian* and later *Illinois History* sponsored by the Illinois State Historical Society. By 1963 the monthly essay and art contest for the magazine soon grew into physical fairs where students could show off their talents and craftsmanship.

Illinois History Day is an annual state-wide academic competition in which students can create a wide variety of projects (exhibit, research paper, website, documentary, or performance) about an aspect of Illinois history. Students from sixth grade through eighth grade participate in the Junior Division and students from ninth grade through twelfth grade participate in the Senior Division.

Illinois History Day consists of four regions; Northern, Central, Southern, and Chicago Metro. Students will participate in their respective regional competitions in hopes of being selected to participate in the state competition held in Springfield on the first Thursday in May.

Students must ensure that their projects meet the qualifications listed in this handbook. Projects will be assessed based on historical accuracy, clarity in argument, relevance to Illinois, and the overall quality of the presentation.

Click the link below for Illinois History Day resources.

https://www2.illinois.gov/alplm/museum/Education/ilhistoryday/Pages/ILHistoryDayResources.aspx
Illinois History Day is Thursday, May 2, 2019

1. Northern
• Registration deadline: December 8, 2018
• Papers and websites due: January 4, 2019
• Fair Date: February 23, 2019
• Contact: Lise Schlosser
  historyfair@niu.edu

2. Central
• Registration deadline: February 1, 2019
• Papers and websites due: February 8, 2019
• Fair Date: March 9, 2019
• Contact: Abby Cline
  Abigail.Cline@illinois.gov

3. Southern
• Registration deadline: February 1, 2019
• Research Papers due: March 8, 2019
• Fair Date: March 23, 2019
• Contact: Natasha Zaretsky
  zaretsky@siu.edu

*Chicago Metro Area
• Fair Dates:
  February 23 – Suburban Senior
  March 9 – City Senior
  March 30 – Metro Juniors
  April 9 - Metro Senior Finals
• Contact: Lisa Oppenheim
  Oppenheim@chicagohistory.org
National History Day (NHD) is similar to Illinois History in many ways, students complete a project (research paper, exhibit, website, documentary, or performance) at a regional or state level in hopes of making it to the final stage of competition. Students from all over the country come together in June to present their projects, projects that have been judged to be the best in their state. If you want the chance to compete at a higher level

NHD institutes an annual theme that students must work into their topic, the theme for the 2018-2019 year is Triumph and Tragedy. Illinois students who choose to participate in NHD must apply the annual theme to their project as well as the required focus on Illinois history. Illinois students have the option to opt-in to the National History Day program but it is not a requirement. When registering for the regional contest, you must indicate on your registration form your NHD status.

A panel of upstate and downstate coordinators with National History Day experience will select those advancing to the national competition from those who are registered to compete. Be sure to check with the NHD Contest Guide to be certain of all the requirements for NHD. Ensuring that projects comply with NHD requirements is the responsibility of the educator.

Students must indicate they wish to be eligible for NHD consideration when they register for the regional history fair. Students cannot register for NHD after the regional history fair.

Copies of the NHD Contest Guide are available on the National History Day website.

For more information contact Abby Cline at Abigail.Cline@illinois.gov.

To learn more about National History Day, Click Here

http://www.nhd.org/about

To view the NHD Rule Book, Click Here

CONTEST AND CATEGORY RULES

REGISTRATION

SUMMARY STATEMENT FORM
Rule #1: All contestants must be in Grades 6-12. Students in Grades 6, 7, and 8 must enter the Junior Division. Students in Grades 9, 10, 11, and 12 must enter the Senior Division.

Rule #2: No student may participate in more than one entry. Group projects are still encouraged.

Rule #3: A paper, individual exhibit, individual performance, individual website, and individual documentary must be the work of one (1) student. A group exhibit, group performance, group website, and group documentary must be the work of two (2) to five (5) students.

Rule #4: All entries must show student research on some aspect of local or state history of Illinois. All entries must be student-produced and constructed.

Rule #5: Students are not allowed to resubmit another student's project or a project that they submitted from a previous year's fair.

Rule #6: All students must adhere to their school's rules and code of conduct in formulating any project and providing its individual parts or artifacts. If you have questions, request permission from your teacher.

Rule #7: Two copies of the Summary Statement Form and Annotated Bibliography are required for Illinois History Day competition.

Rule #8: Securing the summary statement form & any other property (i.e. props, artifacts, etc.) are the student's responsibility.

Rule #9: An annotated bibliography is required for all entries. Students should refer to standard bibliographic form such as MLA Handbook for Writers of Research Papers or Turabian's A Manual of Style for Writers of Term Papers. NOTE: An annotated bibliography is distinguished from other bibliographic forms by a brief (often two to three sentences) explanation of how the source was especially distinctive and useful for the topic on which you have written.
Rule #10: Annotated bibliographies must be divided into “primary” and “secondary” sources. Some sources can be qualified as both, but the student must decide which category each source belongs under and justify that decision. Do not list the same source under both.

Rule #11: Students who receive Superior ratings on papers and websites will have three weeks from the date of their regional to make necessary revisions before returning them to be judged for the state competition.

Rule #12: Audio used with a project must be kept to a level which does not distract any judge from evaluating any other project in the same project area.

Rule #13: All exhibits, websites, documentaries, and performances must be accompanied by a completed “Summary Statement Form” for both Regional and Illinois History Day. Papers will use a Thesis Statement and Outline page instead of a Summary Statement form.
ILLINOIS HISTORY DAY REGIONAL & ILLINOIS HISTORY DAY

Research Paper Rules

Rule #1: Papers must be written by only one student and they may submit only one paper.

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Rule #2: The text of a Junior Division or Senior Division research paper should be no less than 1,500 words and no more than 2,500 words. The same guidelines apply for National History Day entries.

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Rule #3: Papers can be about the student's own community, region, or the state of Illinois as a whole.

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Rule #4: Papers must have a cover sheet including the following information: Title, Student Name, School, Division, Word Count, and NHD Status (indicate if project is competing for NHD).

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Rule #5: Research papers must begin with a single, separate sheet including a Thesis Statement and an Outline, in place of the Summary Statement Form. The Thesis Statement should be a paragraph of two to three sentences declaring what question or questions you hope to answer in the following paper. The Outline should contain no more than five subheadings. This does not count towards the student-composed word count.

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Rule #6: All research papers must contain an annotated bibliography. Students are encouraged to follow the style found in Turabian's A Manual of Style for Writers of Term Papers, or MLA Handbook for Writers of Research Papers. Lack of a bibliography will result in automatic disqualification. Use of style must be consistent throughout.

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Rule #7: Papers MUST have footnotes or endnotes. Specific information on footnote form is available in Turabian's A Manual of Style for Writers of Term Papers or MLA Handbook for Writers of Research Papers is acceptable. Parenthetical citations will not be accepted. NOTE: The page numbers that were used must be given in the footnote or endnote citation; if reference material came from a vertical file where no page numbers were available, please indicate that no page numbers were given.

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Rule #8: Papers must be typed and double-spaced.

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Rule #9: Papers advancing to the state competition must be submitted as a PDF. Entries submitted through Google Drive will not be accepted.
ILLINOIS HISTORY DAY REGIONAL & ILLINOIS HISTORY DAY

Individual and Group Exhibit Rules

Rule #1: A group may range from two (2) to five (5) students. Performances may also be created by an individual student.

Rule #2: All exhibits must be constructed by the individual/students and have a maximum of 2500 words on the exhibit panels. The point of research and planning in the exhibit category is to condense and synthesize the topic into a visual presentation that is self-explanatory.

Rule #3: An exhibit may contain additional written material, but it must take the form of captions and/or labels, documents, oral history, quotations, etc.

Rule #4: Exhibit entries should be no more than 40” wide, 30” deep, and 6’ high. Any project which does not comply with these sizes cannot receive a "Superior."

Rule #5: An exhibit must have an annotated bibliography. Students should refer to *Turabian's A Manual of Style for Writers of Term Papers*, or *MLA Handbook for Writers of Research Papers*, to determine the correct bibliographic form.

Rule #6: Exhibits must be visual and stationary. The use of media devices must be integral and functional to the project and must not run for more than three (3) minutes. Judges must be able to operate all media devices.

NOTE: Projects that use media devices which run for more than three (3) minutes will not qualify for a "Superior" rating.

Rule #7: Exhibits can be about the student's own community, region, or the state of Illinois as a whole.

Rule #8: Exhibits must have an annotated bibliography. Students should refer to *Turabian's A Manual of Style for Writers of Term Papers*, or *MLA Handbook for Writers of Research Papers*, to determine the correct bibliographic form.

Rule #9: A "Summary Statement Form" must be included with all exhibits.
ILLINOIS HISTORY DAY REGIONAL & ILLINOIS HISTORY DAY

Individual and Group Performance Rules

Rule #1: A group may range from two (2) to five (5) students. Performances may also be created by an individual student.

Rule #2: Performances must be the creation of the contestants. Additional recorded music, photographs, slides, etc., must be fully credited within the bibliography.

Rule #3: Performances can be about the student's own community, region, or the state of Illinois as a whole.

Rule #4: Students will be allowed five (5) minutes to set up, ten (10) minutes to perform, and five (5) minutes to remove any props after the performance is over. Performances that exceed the time limits will not be eligible to receive a "Superior" rating.

Rule #5: Students must supply their own equipment and props.

Rule #6: Use of computers or other media devices as accompaniment or a supplement to the live performance is permitted. Supplemental visual material must be integral to the performance, and is the responsibility of the student. Only participating students may be able to control these elements.

Rule #7: Performances must have an annotated bibliography. Students should refer to Turabian's A Manual of Style for Writers of Term Papers, or MLA Handbook for Writers of Research Papers, to determine the correct bibliographic form.

Rule #8: A "Summary Statement Form" must be submitted to the judges prior to performance.

Rule #9: Students will be assigned a time for their performance. Performances are open to the public.

Rule #10: Students should be available in the contest area twenty (20) minutes prior to their performance.
ILLINOIS HISTORY DAY REGIONAL & ILLINOIS HISTORY DAY

Individual and Group Documentary Rules

Rule #1: A group may range from two (2) to five (5) students. Documentaries may also be created by an individual student.

Rule #2: Documentaries can be about the student's own community, region, or the state of Illinois as a whole.

Rule #3: All documentaries must be accompanied by a "Summary Statement Form."

Rule #4: A maximum of five (5) minutes is given to set up, a maximum of ten (10) minutes for the presentation, and a maximum of five (5) minutes is given to take down the media. Documentaries which exceed the time limits will not be eligible to receive a "Superior" rating.

Rule #5: Contestants may be present for the entire 20-minute presentation. Please be prepared to answer any questions the judges may have. However, formal narratives will not be accepted.

Rule #6: Contestants will be assigned a time for their presentation. Presentations are open to the public.

Rule #7: Students must have an annotated bibliography. Students should refer to Turabian's A Manual of Style for Writers of Term Papers, or MLA Handbook for Writers of Research Papers to determine the correct bibliographic form.

Rule #8: Professional photographs, slides, recorded music, etc., may be used, but such items must be integrated into the presentation by the student producers and must be fully credited within the bibliography and are the responsibility of the student. Students must narrate all audio portions except, for example, when using an oral history excerpt.

Rule #9: Added visual material is not allowed.

Rule #10: Live involvement by students is limited to the running/operation of media devices/equipment. Judges must be able to control all media devices if students are not present to do so.

Rule #11: Computers, DVD players, and monitors will be provided. Any additional equipment that is required must be provided by the student.
ILLINOIS HISTORY DAY REGIONAL & ILLINOIS HISTORY DAY

Individual and Group Website Rules

Rule #1: All website entries must be original productions constructed using the NHD web site editor whether or not the project is being considered for NHD eligibility. The Weebly builder does not require an email and ensures even ground in website creation. Websites will also be locked from editing after their deadline, then will be reopened to make changes suggested by regional judges. Entries submitted through other website builders will not be accepted.

https://nhd.weebly.com/

Rule #2: Websites can be about the student's own community, region, or the state of Illinois as a whole.

Rule #3: A group may range from two (2) to five (5) students. Websites may also be created by an individual student.

Rule #4: Web site entries may contain no more than 1,200 visible, student-composed words. Code used to build the site and alternate text tags on images do not count toward the word limit. Also excluded are: words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; words within primary documents and artifacts; and the annotated bibliography and process paper that must be integrated into the site. The entire site, including all multimedia, may use no more than 100MB of file space.

You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. You must operate all software and equipment in the development of the web site.

Note: Using objects created by others for specific use in your entry violates this rule. For example, using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exists is acceptable.

Rule #5: The annotated bibliography and summary statement form must be included as an integrated part of the web site. Students should refer to Turabian's A Manual of Style for Writers of Term Papers, or MLA Handbook for Writers of Research Papers to determine the correct bibliographic form. They should be included in the navigational structure. They do NOT count toward the 1,200 word limit.

Rule #6: One page of the web site must serve as the “home page.” The home page must include the names of the participants, entry title, division, school, city and state, student composed word count, 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.
Rule #7: Multimedia clips may not last more than 4 minutes TOTAL (one four-minute clip, two two-minute clips, etc.). 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). If you use any 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.

Rule #8: 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.

Rule #9: 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 plugins, per Rule 4.

Rule #10: You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Deadlines for websites will vary by region. Because all required written materials are integrated into the site, NO printed copies are required.
ILLINOIS HISTORY DAY

Registration Guidelines

Educators must register their students prior to their regional competition. All registration information, such as category and National History Day status, will remain the same for both the regional competition and the Illinois History Day. Once the registration is complete the information will stand for both the regional fair and Illinois History Day. Registration will not be accepted less than two weeks before the regional competition.

Please contact your regional coordinator for registration materials and deadlines. Registration forms may vary by region.

Information required for registration is:

- Educator/Sponsor Name
- Name and Address of sponsoring institution
- Email from Educator/Sponsor
- Project type
- Title of project
- Name(s) of student(s) involved with project
- Division (Junior/Senior)
- Indicate whether your project requires electricity
ILLINOIS HISTORY DAY

Summary Statement Form

All Illinois History Day exhibit, website, documentary, and performance projects must have a Summary Statement Form. Research Papers will use an Outline and Thesis page. An example Outline and These page is shown in the Research Paper Best Practices section of this rule book. This form helps the judges learn more about how participants selected their topics, formed their thesis statements, and conducted their research. Participants must submit this form along with their annotated bibliography when turning in their regional contest projects. An example of the Summary Statement Form is below. The complete Summary Statement Form may be found at https://www2.illinois.gov/alplm/museum/Education/ilhistoryday/Documents/Expo_Summary_Form.pdf

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**HISTORY FAIR SUMMARY STATEMENT**

Attach an annotated bibliography (AB) that is divided between primary and secondary sources. Submit two copies of the SS and AB at the competition. Please type. If more space is needed, please include it on a separate page.

Student name(s) ____________________________

Title ______________________________________

Check if applicable (and respond to Question 3):
- [ ] This project uses the National History Day theme.

Project Category:

- [ ] Exhibit
- [ ] Website
- [ ] Paper
- [ ] Documentary
- [ ] Performance

Student Composed Word-Count: ___________

Student Composed Word-Count: ___________

Total Word-Count (excluding citations): ___________

Time: ___________

Time: ___________

1. **THESIS STATEMENT**

Present the project’s argument or interpretation in two sentences. If you are using the NHD theme, you might want to make it evident in your thesis statement.

2. **SUMMARY OF PROJECT**

Briefly explain your project and its conclusion. Include: How and why did change happen and what was the impact? Why is it historically significant? What historical meaning or importance can we learn from your findings?
3. Required for projects using the National History Day theme only. 
Explain how this project integrates the NHD theme into its argument.

4. PROCESS

A. What historical question did you start off with—and how did it change once you began doing your research?

B. What kinds of sources did you use as evidence to develop your argument (for example, letters, photographs, government documents, interviews, etc.)?

C. Select one piece of evidence that you used and explain how it influenced your argument.

D. List libraries (other than school), museums, and other institutions that you visited to do your research.
GETTING STARTED:

TOPIC SELECTION

THESIS DEVELOPMENT

RESEARCH/CITATIONS
Getting Started:

Choosing a Project Type

Does your project have a lot of visual sources? Do you have a lot of say about your topic? Are you comfortable performing in front of others? Do you like working with new technology? Many different factors will go into deciding what project type you should pursue. Remember you may only submit one project to Illinois History Day.

- Do you like to speak at length about a certain topic? Do you like working alone? Do you like writing? Then the Research Paper is for you! Research papers can only be created by individuals. While it is the heaviest on writing, a research paper can provide more opportunity to go in depth about your topic with a 1,500-2,000 word count.

- Do you like using a combination of images and text to convey information? Do you like making concise arguments? Do you want to work in a group or by yourself? Then the Exhibit might be your best choice! Exhibits combine visual and textual elements to present a concise argument. Exhibits are strongly encouraged to remain under a 2,000 student-composed word count. If you decide to make your project eligible for National History Day and it advances to the national competition, please know that you will be required to reduce your student-composed word count to 500 words. This project type can be created by individuals or by a group.

- Do you love performing in front of others? Do you enjoy creating skits and portraying different characters? Do you want to work in a group or by yourself? If your inner performer is screaming to be free, then Performance is for you! If you do not get stage fright you or up to five of your friends can create a Performance that is no more than 10 minutes long. A Performance is a live interpretation of a historical topic and everything from script to costumes props is up to you.

- Do you like going through old photographs and film clips? Do you like producing short videos for your friends and family? Do you want to work in a group or by yourself? Then Documentary might be the category for you. Documentaries can be produced by individuals or groups and are 10 minutes in length.

- Do you like working with different medium on the internet? Do you like working with new technologies? Do you want to work in a group or by yourself? Then Websites might be the category for you! Websites combine the visual elements of exhibits and the in-depth analysis of research papers. Websites allow 1,200 student composed words.
Getting Started:

How to Choose a Topic

Selecting a topic can be one of the hardest parts of Illinois History Day. Think about the questions below as you start to decide on your topic. Use the worksheets at the end of this section to help you select your topic and start developing your thesis.

- Do you find your topic interesting?
  - This is more important than you think! Being stuck with a topic that you find boring or frustrating makes research and project creation twice as hard.

- Is your topic really broad?
  - Picking a topic like “Abraham Lincoln” is very broad. Ask yourself questions about your topic to refine your research question.

- Are there enough sources to support your thesis?
  - Some topics are a lot of fun, but if there are only few sources available it will be more difficult to thoroughly prove your argument.

- Does your project have a strong connection to Illinois?
  - Some project topics have a very weak connection to Illinois history. If your project is about someone who was simply born in Illinois and did little within the state, consider changing your topic, or reframe your research to focus on their time in Illinois or how their being from Illinois adds to the state’s history.

- Is your topic engaging for others?
  - Projects on family history are encouraged, but be sure to explain why your topic should be relevant to a broader audience.

- If you are planning to enter your Illinois History Day project in the National History Day competition, does your topic strongly relate to the annual theme?
  - The theme for the 2018-2019 NHD contest is Triumph and Tragedy

- Do you like to work by yourself or in a group?
  - Research papers can only be entered by individuals while the other categories (exhibit, performance, website, or documentary) can be entered by either individuals OR groups (groups can consist of a minimum of 2 to a maximum of 5 students)
Getting Started:
How to Choose a Topic

Illinois History Day requires that your project be about an aspect of Illinois history. This being said, there are some topics that are covered far more often than others.

Below are the Top 25 Most Covered Topics. **This by no means eliminates these topics from your selection pool!** Just keep in mind that other students are likely to cover the same subject. If you do select one of these topics, try to find a line of inquiry that will set your project apart from the other students.

1. Abraham Lincoln
2. Enrico Fermi/Manhattan Project
3. 1893 World’s Fair
4. 1871 Chicago Fire
5. Jane Addams/Hull House
6. Frank Lloyd Wright
7. Al Capone
8. 1909 Cherry Coal Mine Disaster
9. 1903 Iroquois Theater Fire
10. 1958 Our Lady of Angels Fire
11. Chicago Stockyards (Sinclair/The Jungle)
12. Emmitt Till
13. Pullman
14. Rockford Peaches
15. 1982 Tylenol Murder
16. Underground Railroad
17. Prohibition
18. Chicago Public Housing (Freedom Movement)
19. Walt Disney
20. John Deere
21. Starved Rock
22. 1886 Haymarket Riot
23. Daniel Burnham
24. 1919 Black Sox Scandal
25. 1968 Democratic National Convention
Getting Started:

How to Narrow Your Topic

Illinois is full of interesting and wonderful history, but sometimes deciding what your Illinois History Day project is about can be difficult. Some topics are incredibly broad and you may be taking on too much if you do not narrow your focus.

Imagine you are putting your topic through a funnel. You want to start broad, a general area of interest. Do some basic research on your topic. As you learn more about your topic, refine your research question that will ultimately become your thesis statement.

Here are a few examples:

General Interest: Abraham Lincoln
Broad Topic: Lincoln’s Law Career
Narrow Topic: Lincoln representing riverboat men in court
Thesis Statement: Lincoln representing a bridge company in court led to him patenting a flotation device for boats.

Abraham Lincoln, 1864, Library of Congress

General Interest: Jane Addams
Broad Topic: Jane Addams and the Hull House
Narrow Topic: Jane Addams worked with children in the city
Thesis Statement: Jane Addams’s work with children lead to reform in the juvenile justice system.

Jane Addams, 1931, Chronicling Illinois
Illinois History Day
Thesis Statements

The key to a great Illinois History Day project is a strong thesis statement. A thesis statement is one or two sentences placed at the start of your project that tells your reader what your project is about and what you are trying to argue. A strong thesis statement should display why your topic is important; what impact did it make in history? The argument in your thesis statement is strong, should also be opinionated, someone should be able to present a counter argument. It should also be specific and include a very brief description of your topic (including a time frame).

So, a strong thesis statement:
• Should be specific
• Should be opinionated
  o If you can think of a counter argument, it is a strong statement
• Should display why your topic is important
• Include a time frame and a brief description of your topic

A thesis statement is not a statement of fact but instead a statement of an argument.

• Abraham Lincoln issued the Emancipation Proclamation in 1863.
  This is not a strong thesis statement. While it is specific, it is not opinionated and does not show any significance to the greater historical narrative.

• Abraham Lincoln was the greatest president in history!
  This is also not a strong thesis statement. It certainly is opinionated, someone could argue that Lincoln was not a great president much less the greatest in history, but it is not specific and like the example above does not show the significance of Lincoln’s presidency.

• In 1863 Abraham Lincoln issued an executive order known as the Emancipation Proclamation, which he hoped would settle tensions surrounding slavery and unite the Union, instead the Emancipation Proclamation further divided the nation.

For a research paper it should be at the end of your introduction paragraph, for a performance and documentary it could be after your opening statement, for an exhibit it could be placed on the page following the home screen, for an exhibit it could be centrally located on your board.
IHD and NHD Topic Selection
Sheet Individual

NAME:__________________________________________________________

Use this worksheet to help you select a topic for this year’s National History Day theme of Triumph and Tragedy. This sheet must be completed, TYPED, and turned in by _______. Make sure you consult the evaluation rubric at the end of the document and self-assess before you submit.

My broad or general area of interest is …

My narrow topic idea is …

**This topic applies to the History Day theme of “Triumph and Tragedy” because …

This topic is connected to Illinois history because …

I am interested in this topic because …

Some key words, people, places, and dates related to my topic that I will use to search for information are …

Some initial “What”, “How” and “Why” questions I have about my topic are …

Some primary sources that I will try to find include …
Some resources that I have already found include (in proper form) …

Some places that I will try to contact for information include …

Some specific people that I can contact for information or assistance include …

I am going to develop the following organizational system for my project …

I am thinking about selecting the following category for my project (this may change):

- Paper
- Documentary
- Performance
- Exhibit
- Website

I will remain positive in the research process by …

Am I in it to win it, or am I just trying to survive this project … or somewhere in between …

Any questions for my teacher?
Illinois History Day Topic Selection Sheet

Project Name:

Student Name:

TEACHER COMMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Topic Selection Evaluation</th>
<th>Ugh</th>
<th>Okay ...</th>
<th>Nice job!</th>
<th>Oh yeah!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little to no thought or effort put into selection of written responses</td>
<td>Some effort is obvious, but more thought and effort is necessary'</td>
<td>Solid effort put forth in most responses</td>
<td>Excellent effort is obvious in all responses</td>
<td></td>
</tr>
<tr>
<td>Incomplete or missing responses</td>
<td>Responses are sparse and basic</td>
<td>Responses are complete, with one or two needing more information</td>
<td>You are already ahead of the game in researching your topic</td>
<td></td>
</tr>
<tr>
<td>You are nowhere near ready to research</td>
<td>There is still a little work to do in order to get ready for research</td>
<td>You are ready to start researching their topic</td>
<td>Selection sheet turned in ahead of due date</td>
<td></td>
</tr>
<tr>
<td>Selection sheet turned in very late</td>
<td>Selection sheet turned in late</td>
<td>Selection sheet turned in on time</td>
<td>Individual contract turned in</td>
<td></td>
</tr>
<tr>
<td>Individual contract not turned in</td>
<td>Individual contract not turned in</td>
<td>Individual contract turned in</td>
<td>You mean business on the project</td>
<td></td>
</tr>
<tr>
<td>You aren’t taking this project very seriously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Illinois History Day Topic**
**Selection Sheet Group**

NAMES: _____________________________________________________________

_____________________________________________________________

Use this worksheet to help you select a topic for this year’s National History Day theme of **Triumph and Tragedy**. This sheet must be completed, **TYPED**, and turned in by [DATE]. Make sure you consult the evaluation rubric at the end of the document and self-assess before you submit.

**Our broad or general area of interest is …**

**Our narrow topic idea is …**

**This topic applies to the History Day theme of “Triumph and Tragedy” because …**

**This topic is connected to Illinois history because …**

**We are interested in this topic because …**

**Some key words, people, places, and dates related to my topic that we will use to search for information are …**

**Some initial “What”, “How” and “Why” questions we have about my topic are …**

**Some primary sources that we will try to find include …**

**Some resources that we have already found include (in proper form) …**
Some places that we will try to contact for information include …

Some people that we can contact for information or assistance include …

We are going to develop the following organizational system for our project …

We are thinking about selecting the following category for my project (this may change):

   Documentary       Performance       Exhibit       Website

We will remain positive in the research process by …

Are we in it to win it, or are we just trying to survive this project … or somewhere in between …

Any questions for our teacher?
Illinois History Day Topic Selection Sheet Group

Project Name:

Student Names:

TEACHER COMMENTS AND EVALUATION

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My Illinois History Day Topic

My teacher has the following restrictions:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

My/Our favorite general topics in history are:

1. ________________________________________________________________________________
2. ________________________________________________________________________________

My/our area of interest is: ______________________________________________________________________________________

My/our favorite topic in Illinois history is: ______________________________________________________________________________________

Possible Illinois History Day topics are:

1. ________________________________________________________________________________
2. ________________________________________________________________________________

My/our library or teacher has the following books relating to the topic:

1. ________________________________________________________________________________
2. ________________________________________________________________________________
3. ________________________________________________________________________________
4. ________________________________________________________________________________

I/we can visit this library or museum to find out more:

1. ________________________________________________________________________________
2. ________________________________________________________________________________

Name: ___________________________
THESIS DEVELOPMENT

TOPIC: _________________________________________________________________

WHO: Who was involved? Who was affected?
________________________________________________________________________

WHAT: What happened? What was the main event?
________________________________________________________________________
________________________________________________________________________

WHERE: Where was/were the place(s) it took place?
________________________________________________________________________

WHEN: When did it happen? How long of a time period was it?
________________________________________________________________________

WHY: Why is it important? What were outcomes?
________________________________________________________________________
________________________________________________________________________

Summarize the 5W’s above
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

So what? How did your topic change history?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pull it all together into a thesis statement.
________________________________________________________________________
________________________________________________________________________
**Topic Selection Worksheet**

**Instructions:** Use this worksheet to help you select a topic for this year’s Illinois History Day.

Name(s) of individual(s) involved in this entry: _____________________________________________

____________________________________________________________________________________

**This year’s NHD theme:** ______________________________________________________________

My/our general area of interest: _________________________________________________________

____________________________________________________________________________________

Preliminary topic idea: __________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Issues/questions to be explored in my/our research: __________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Working title (and subtitle if appropriate): _________________________________________________

____________________________________________________________________________________

Thesis Statement (my/our project will examine, compare, discuss, show, etc.): ______________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

This year’s History Day theme is __________________________________________________________

1. I think my topic will be __________________________________________________________________

2. I am interested in this topic because _____________________________________________________

3. This topic relates to the theme’s key concept:

   Triumph and Tragedy ________________________________________________________________
Illinois History Day  
Research/Citations

When creating their projects, students can use either *MLA Handbook for Writers of Research Papers* or *Turabian’s A Manual of Style for Writers of Term Papers*. Either style is acceptable, as long as usage is consistent throughout. Students are required to use foot or endnotes instead of parenthetical citations, no matter the writing style.

There is a difference in how a source is cited in the footnotes/endnotes and the bibliography in the *Turabian Manual of Style*.

The first line of a foot/endnote citation will be tabbed in one space when using Turabian. Do not forget to include the page numbers you used in your foot or endnotes!

**Books:**

A footnote for a single author book will look like this:


If you cite this book again, you will shorten it like this, again, it is tabbed in one space:


When it comes to citing it in the bibliography, it will look like this, anything after the first line will have a hanging indent:


An annotated bibliography will give two or three sentences about why and/or how this sources was useful. Bibliographies should be sorted into primary and secondary sources, if a source qualifies as both, it can only be placed in one column and that decision should be justified in the annotation:


This book gave me information on what Mary Todd Lincoln did in her daily life in Springfield. It looked beyond her marriage to Abraham Lincoln.
Here are some examples of other types of sources you may use:

**Journal Article:**

*Footnote*


*Bibliography*


**Website:**

*Footnote*


*Bibliography*


**Newspapers:**

*Footnote*


*Bibliography*


**Video:**

*Footnote*


*Bibliography*

Photograph:

Footnote


Bibliography


Oral History:

If you conduct an oral history interview for your project it MUST be cited in your foot/endnotes (if your project type requires them) and bibliography.

Footnote


Bibliography


If you are doing a group project and not everyone participates in the interview process, list the names of those who conducted the interview.

If you are using a citation generator, either through the internet or whichever word processor you are using, be sure to check that all the information required is included. Sometimes these generators do ask for all necessary information.

For more tips on how to cite sources in your footnotes or endnotes and bibliography, click the link for the manual you and your teacher have agreed to use.

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

https://owl.english.purdue.edu/owl/resource/747/01/
BEST PRACTICES
Illinois History Day
Best Practices: Research Paper

Research papers are solely textual and are a popular project type. Research papers allow more room for discussion and interpretation. It is similar to a paper you may write for school. Research papers can only be submitted by individuals and require a computer to type up the project.

Basics

- Submission: Individual
- Word Count: 1,500-2,500
- Annotated Bibliography: Required
  - Citation Style: MLA or Turabian
  - Footnotes or endnotes required
- Summary Statement Form: Not required
  - A separate page with the thesis statement and outline of the paper is required in place of the Summary Statement Form

Things to Consider

- Do you like to work alone?
- Does your topic work in a non-visual medium?
- Which citation style do you prefer? MLA? Turabian?
  - Remember both styles are required to use footnotes.

If you really like your topic and have a lot to say about it or like working alone, consider the Research Paper. While it is text-only, research papers allow more room for you to discuss your topic and prove your thesis statement. If you write a research paper, you will be required to use either MLA Handbook for Writers of Research Papers or Turabian’s A Manual of Style for Writers of Term Papers when constructing your paper. Regardless of citation handbook, usage must be consistent throughout. You will also be required to use footnote or endnote citations rather than parenthetical or in-text citations, as well as attach an annotated bibliography of all the sources cited in your paper.
Example Thesis Statement and Outline

**Thesis Statement:** Mary Todd Lincoln is often depicted as a possessive and shrewd woman disliked by all. But Mary Todd Lincoln’s presence in Washington D.C. during the Civil War brought balance and comfort to those who served their nation at the time.

*Your outline can look like this*

I. Before the war
II. Aid in the White House
III. Hospital camps
IV. Friends and Family
V. After the war

*OR look like this*

I. Before the war
   a. Life in Lexington
   b. Life in Springfield
II. Aid in the White House
   a. Lincoln’s Presidency
III. Hospital camps
   a. Letter Writing
   b. Bedside Companion
   c. Nursing
IV. Friends and Family
   a. Cabinet
V. After the war
Illinois History Day
Best Practices: Research Paper

Example Title Page

Title

Student’s Name
School
City, Illinois
Division
Word Count
NHD Status: Yes or No
Illinois History Day
Best Practices: Exhibit

Exhibit is the most popular of the project types. Exhibits are both a textual and visual medium. The objective of the exhibit is to state your argument in a concise and direct manner. Photographs, labels, and captions should be used to enhance your argument, they can also be interactive (within reason) with music, videos, or flip panels.

Basics

- Submission: Individual or group (2-5 students)
- Word Count: 2000 student-composed words
- Annotated Bibliography: Required
  - Citation Style: MLA or Turabian
- Summary Statement Form: Required

Things to Consider

- Will you have enough material to cover your board?
- Can you condense your argument into 500 words?
- Does your exhibit fit the allotted dimensions?
  - Projects can be no larger than 40 in. wide, 30 in. deep, and 6 ft. high.
- Is your font size and type readable from a distance?
- Do you know how to visually organize your argument?

An exhibit is a visual representation of your topic. You will be required to submit a summary statement form and an annotated bibliography following either the MLA Handbook for Writers of Research Papers or the Turabian's A Manual of Style for Writers of Term Papers for your bibliographic form. Your thesis statement should be in a central location on your board. This will enable judges to immediately determine what your project is about.
Illinois History Day
Best Practices: Exhibit

The suggested word count maximum for exhibits is 2000 student-composed words. Brief citations and direct quotations do not count against the student-composed word count. Dates count as one word. See below for examples of how to count words:

When accompanying a photograph, a citation (which is required) does not count toward your word count but a caption does.
- “Mary Todd Lincoln, 1861, Library of Congress” a citation, would not add to the word count.
- “Mary Todd Lincoln supported the Union despite her connections to Kentucky” a caption, would add 11 words to your count.

<table>
<thead>
<tr>
<th>What’s on the Exhibit Board</th>
<th>Number of Student-Composed Words</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Todd Lincoln was a controversial first lady...</td>
<td>8</td>
<td>These are all student composed words</td>
</tr>
<tr>
<td>On November 4, 1842 Mary and Abraham were married...</td>
<td>7</td>
<td>The date counts as one word</td>
</tr>
<tr>
<td>When Mary Lincoln wrote “…I am so fond of sightseeing” in a letter to her husband...</td>
<td>10</td>
<td>Direct quotations from primary and secondary sources do not count as student-composed words</td>
</tr>
<tr>
<td>“Four score and seven years ago, our father brought forth…”</td>
<td>0</td>
<td>Direct quotations from primary and secondary sources and brief, factual credits do not count as student-composed words</td>
</tr>
<tr>
<td>Abraham Lincoln, Gettysburg Address, November 19, 1863</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Illinois History Day
Best Practices: Performance

Performance is the live interpretation of a topic. Performances are student-created production; the script to costumes to props is up to the creator(s). While the performance category allows for more creativity in how the content is conveyed, it must still be historically accurate. Performances require the most public speaking, if you get stage fright this project type is not for you.

Basics

- Submission: Individual or group (2-5 students)
- Time Limit: 10 minutes
- Annotated Bibliography: Required
  - Citation Style: MLA or Turabian
- Summary Statement Form: Required

Things to Consider

- Do you have enough material to fill ten minutes?
  - If you have a lot of sources, are you able to cut it down to ten minutes without sacrificing your thesis statement?
- Do you get stage fright?
- Can you tell your story in first person?
- Can you set up and deconstruct your set (if you have one) in 5 minutes?

Performances do not need to be elaborate, full-set productions. Use props and media only when it is key to the “plot” of your historic event. Your script should do most of the heavy lifting when it comes to the research you have done on your topic. Simplicity is often key to a History Day performance.

Be sure to leave plenty of time to rehearse and revise your script as well as time for collecting necessary costumes and props.
Below are several examples of successful NHD performances:

**Junior Group**

*Title IX: Bat “Her” Up*
Margaret Murphey and Gabrielle Every from Wisconsin

[https://www.youtube.com/watch?v=ajUfTgB4r14](https://www.youtube.com/watch?v=ajUfTgB4r14)

**Junior Individual**

*Black, White, and Blue: Vivien Thomas and the Cure for Blue Baby Syndrome*
Jasmine Hughley from Georgia

[https://www.youtube.com/watch?v=xCze9k5ZSr4](https://www.youtube.com/watch?v=xCze9k5ZSr4)

**Senior Group**

*Solidarity: The Polish People Take a Stand for Freedom*
Sydney Fox, Allison Hodge, and Matthew Clark from California

[https://www.youtube.com/watch?v=W2ECCt5WsI0](https://www.youtube.com/watch?v=W2ECCt5WsI0)

**Senior Individual**

*Beyond the Boundaries of Barbed Wire: Japanese Americans in a Stand for Racial Justice*
Faith Nishimura from California

[https://www.youtube.com/watch?v=mHkfkgkw9IE](https://www.youtube.com/watch?v=mHkfkgkw9IE)
Illinois History Day
Best Practices: Documentary

Documentary is a growing category that uses a lot of different primary sources. Documentaries rely heavily on visual sources like photographs and film clips. Interviews with experts or someone who was part of the chosen topic is highly encouraged. Creating a documentary requires access to a computer, editing software, and recording equipment.

Basics

- Submission: Individual or group (2-5 students)
- Time Limit: 10 minutes
  - Credits are required and count toward the 10 minute limit
- Citation Style: MLA or Turabian
  - Annotated bibliography required
- Summary Statement Form: Required

Things to Consider

- Do you have enough material to fill ten minutes?
  - If you have a lot of sources, are you able to cut it down to ten minutes without sacrificing your thesis statement?
- A majority of the content (no less than 7 minutes) should be students generated and narrated. The use of pre-existing interviews and video clips is allowed, but note that one minute is 10% of the total screening time.

Live narration is not allowed for NHD eligible documentaries. If you have created a PowerPoint documentary, create a timed slideshow and record the narration on a separate device that can run simultaneously.

While laptops and monitors are provided at the regional and state competitions, sometimes technology goes awry. Bring at least one method of playing your documentary (laptop, tablet, etc.) in case something goes wrong as well as a back-up copy of your project (flashdrive, DVD, etc). 

Credits are required at the end of documentaries. These should be acknowledgements of where you got your sources, not a full citation; that goes in the Annotated Bibliography.
Below are several examples of successful NHD documentaries:

**Junior Group**

*The Americans are Very Strong*

Molly McLaughlin and Olivia Romig from Kansas

[https://www.youtube.com/watch?v=SnLL8b11hxk](https://www.youtube.com/watch?v=SnLL8b11hxk)

**Junior Individual**

*The 1971 FBI Burglary: Taking a Stand Against Illegal Government Surveillance*

August Butterworth from Minnesota

[https://www.youtube.com/watch?v=NSZAr30vLhs](https://www.youtube.com/watch?v=NSZAr30vLhs)

**Senior Group**

*Standing with the Voiceless: The Life and Legacy of Archbishop Oscar Romero*

Venka Panabakam, Sidra Nadeem, and Denise Martinez from Arkansas

[https://www.youtube.com/watch?v=J_bNY1qCN48](https://www.youtube.com/watch?v=J_bNY1qCN48)

**Senior Individual**

*Schoolhouse Speech: Taking a Stand in Tinker v. Des Moines*

Ivan Kavanaugh from Massachusetts

[https://www.youtube.com/watch?v=Y_gu2q2jXoA](https://www.youtube.com/watch?v=Y_gu2q2jXoA)
Illinois History Day
Best Practices: Website

Websites is a rapidly growing category and combine the visual aspect of exhibits and the room for argument of a research paper. There is a lot of flexibility in form and the use of multimedia (pictures, audio, video, etc.) is encouraged. Websites can be created by a group or an individual. A computer with a connection to the internet is required for this project type. For the Weebly Builder, go here: https://nhd.weebly.com/

Basics

- Submission: Individual or group (2-5 students)
- Word Count: 1,200
- Citation Style: MLA or Turabian
  - Annotated bibliography required
- Summary Statement Form: Yes
  - Both the Summary Statement Form and the annotated bibliography should be embedded within the website.
- All websites must use the Weebly Builder
  - https://nhd.weebly.com/

Things to Consider

- Do you like to work with computers?
- Do you know how to visually organize your argument?

The word count for websites is 1,200 visible words. Required factual credits on photographs and charts do not count toward the word count, neither does the Summary Statement Form, the annotated bibliography, menus, titles, navigation instructions, nor required content on the home page.

Students are required to build their websites through the NHD Weebly builder, even if they are not competing at the NHD level, this puts website creation on a level playing field, and we are able to lock the websites so they cannot be edited while judging is taking place.