



University of Colorado
Denver

NATIONAL
HISTORY DAY
in Colorado

JUNIOR

Poster Contest 101

National History Day in Colorado
for 4th and 5th Graders

Why History Day?

- o Everybody has a learning modality that works best for them.
 - o Visual--Reading, Graphics
 - o Auditory--Listening, Music
 - o Tactile--Art, Sports, Science
- o How do we can we appeal to that learning modality?
 - o Appeal to a subject area/topic that taps into it.
- o Every NHDC project requires students to hone their writing, research, and analytical skills THROUGH a topic that appeals to appeals to their learning modality, THEREBY strengthening weaker modalities.

Why History Day?

NOT JUST FOR STUDENTS IN THE
“MIDDLE OF THE PACK”

- o By allowing students to choose a topic that appeals to their best learning style... weaker modalities are strengthened...
 - o GIFTED STUDENTS ARE CHALLENGED
 - o STUDENTS STRUGGLING ARE “PULLED UP”

The Poster Contest Is...

- o An introduction to a larger curriculum that continues to incorporate individual learning modalities and interests up through middle and high school.
- o An introduction to thesis writing, primary and secondary source research, and the “so what?” factor.
- o But basically... a scaled down version of the exhibit category.

The Basics

- o The project is completed on the next year's topic;
 - o The theme for 2017 is **Conflict and Compromise**
 - o The theme for 2018 is **Triumph and Tragedy**
- o The project is completed on a Colorado topic
- o Includes a thesis statement
- o Utilizes at least five total sources, of which at least two are primary
- o Analysis and interpretation of those sources
- o Process Paper
- o Bibliography

1. Theme and Topic

o The topic can relate to the theme in any way, as long as the student makes their case, though they should refer to it explicitly in their thesis and throughout their project.

o The topic should be specific.

For example, the impact of WWII in Colorado is too broad, but students could focus on Amache, the Japanese internment camp that was in Holly, Colorado

2. Thesis

This economic and political environment caused President Harry Truman and Secretary of State George Marshall to devise the European Recovery Plan, or ERP. The ERP was an economic stimulus program that injected over \$13 billion into the struggling economies of Western European countries. **This program, now referred to as the “Marshall Plan,” marked a turning point in American foreign policy. It was a reversal from post-World War I (WWI) isolationism and generated long-lasting relations with other nations.**

-Andrew Weissman, “Pivotal Politics”
2013 National Gold Medalist

Judge Benjamin Lindsey changed the way that court systems work **by taking a stand** for children so that they could not be tried as adults.

The thesis should address the “so what?” Why does this topic matter historically? What are its historical impacts, both short- and long-term?

Topic + Theme + Impact = Thesis

3. Sources

o **Primary Sources: From the time period being studied.** A primary source is a document or physical object, which was written or created during the time that an event took place, a person lived, and/or an idea was spread. A primary source could also be a source produced by someone who lived during the time period being researched. Primary sources are as close to the actual historical event or person that you can get.

- o Diaries or journals
- o Newspapers
- o Speeches
- o Letters
- o News footage, films, cartoons, etc.
- o Interviews
- o Poems
- o Books or articles
- o Autobiographies
- o Plays, music, or art

o **Secondary Sources: Written several years after the time period being studied.** A secondary source interprets and analyzes the event, person, and/or idea being studied, as well as the primary sources.

- o A textbook
- o A book or article about the effects of an event, for example WWI
- o A book or article that interprets previous findings
- o Encyclopedias

A History Day Project is basically a secondary source created via primary sources and other secondary source expertise.

4. Analysis and Interpretation

History Day Projects are **NOT** biographies!

For example: Martin Luther King was a leader in the Civil Rights Movement

History Day Projects **ARE** like science experiments.

Thesis = Hypothesis Research = Experiment

Sources = Data

They make a claim that **MUST** be proven!

For example: The Civil Rights Movement did not make as much progress as it could have after King's assassination.

5. The Process Paper

- Includes a student narrative that addresses the following: topic choice, research methods, project creation, how the topic connects to the theme, and the topic's historical importance in history.
- Written in complete paragraphs using "I" statements.
- NOT a place for them to add new information that was not on their poster
- NOT longer than 500 words

6. Bibliographies

- o Should be in a basic MLA-type format.

Last, First. *Title of Book*. City of Publication: Publisher, Year.
Medium of publication.

Last, First. "Title of Article." *Title of Magazine/Journal*. Day
Month Year: pages. Medium of publication.

For more citation formats: owl.english.purdue.edu

- o In middle school and high school, students will have to do this with many more sources, as well as annotations.

Project Construction

- Poster board no larger than 30" x 40"
- Portrait or landscape orientation
- There are no limits to the components that may be added to the poster, but they must hang and stay on the poster.
- Front side: Creative, colorful, fact-filled components that relate to a Colorado topic and the 2016 theme:
Taking A Stand in History
- Back side: Process paper and bibliography

The Contest

POSTER



JUDGING CRITERIA	EVALUATION		
	EXCELLENT	GOOD	NEEDS IMPROVEMENT

Historical Quality (60%)				
Entry is historically accurate.				
Shows analysis and interpretation.				
Places topic in context.				
Shows variety in sources.				
Uses at least 2 primary sources.				
Research shows perspective.				

Relation to Theme (20%)				
Clearly relates topic to theme.				
Demonstrates significance and draws conclusions.				

Clarity of Poster (20%)				
Written material is original, clear appropriate, and organized.				
Poster has visual impact.				

Rules Compliance	Yes	No
No more than 500 words.		
Poster does not exceed 36" x 40".		
All components hang on poster.		
Poster includes a bibliography with at least 5 sources.		
Poster includes process paper.		

COMMENTS:

- Areas for Improvement
- Strengths

- We encourage to hold in-school contests, similar to science fair.
- Top 3 posters (more depending on participants) will be displayed at Museum, College, or Library in vicinity, and at NHDC annual fundraising luncheon.

Judging Criteria

o **Historical Accuracy (60%)**

- o Entry is historically accurate
- o Shows analysis and interpretation
- o Places topic in context
- o Shows variety in sources
- o Uses at least 2 primary sources
- o Research shows perspective

o **Relation to Theme (20%)**

- o Clearly relates topic to theme
- o Demonstrates significance and draws conclusion

o **Clarity of Poster (20%)**

- o Written material is original, clear, appropriate, and organized
- o Poster has visual impact

o **Rules Compliance**

- o No more than 500 words
- o Poster does not exceed 30" by 40"
- o All components hang on poster
- o Poster includes a bibliography with at least 5 sources
- o Poster includes process paper
- o Topic is related to Colorado history



Go forth and make miniature
historians!

