



Project Checklist – Performance

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| Student Name(s) | | | |
| Performance Title | | | |
| Process Paper Word Count (Max: 500) | | Length of Performance (Max: 10 minutes) | |

GENERAL RULES

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| √ | Requirement: |
| | My/our topic clearly relates to the annual theme. |
| | I/we have read the <i>Contest Rule Book</i> . |
| | I/we have independently researched and created this performance in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students. |
| | This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students. |
| | I/we have not used any improper assistance. |
| | I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification. |

PERFORMANCE RULES

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| √ | Requirement: |
| | My/our performance is an original, dramatic production presented live, scripted based on my/our research and analysis. |
| | My/our performance is less than ten minutes from start to finish. |
| | I/we understand that the performance time begins after the title of the entry and the name(s) of the participants are announced. |
| | I/we can set up the performance in five minutes or less. |
| | I/we will be able to remove our props and participate in an interview with judges within five minutes following the performance. |
| | The title of the performance and my/our name(s) are the only details shared prior to the performance. |
| | I/we understand that projectors, mp3 players, or media devices are allowed in a performance, but I/we have to operate these devices during the performance. Only participants in the performance may be involved in the production of any media. |
| | I/we will not give a copy of our script to the judges. |
| | I/we understand that interaction with judges and audience members is prohibited. |
| | I/we are responsible for gathering costumes and props for the performance. |

WRITTEN MATERIALS for the PERFORMANCE CATEGORY

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| √ | Requirement: |
| | <p>My/our written materials begin with a title page containing the following:</p> <ul style="list-style-type: none"> ○ Title of the performance ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Performance ○ Number of words in the process paper <p>No other information (school, state, teacher, course) is contained on this page.</p> |
| | <p>Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p> |
| | <p>My/our annotated bibliography contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p> |
| | <p>My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.</p> |
| | <p>My/our written materials are assembled in the following order and stapled/clipped in the top left corner:</p> <ul style="list-style-type: none"> ○ Title page ○ Process paper ○ Annotated bibliography <p>I/we did not enclose these materials in a binder or folder.</p> |

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

| HISTORICAL QUALITY - 80% | | | | | |
|--------------------------------|--|---|---|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL ARGUMENT | <input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project | <input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project | <input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project | <input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear | |
| WIDE RESEARCH | <input type="checkbox"/> Integrates body of credible research into a fully developed historical argument | <input type="checkbox"/> Provides a body of detailed and credible information | <input type="checkbox"/> Provides a body of credible information | <input type="checkbox"/> Provides a body of mostly credible information | |
| PRIMARY SOURCES | <input type="checkbox"/> Primary sources develop the historical argument | <input type="checkbox"/> Primary sources support the historical argument | <input type="checkbox"/> Primary sources illustrate the historical argument | <input type="checkbox"/> Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL CONTEXT | <input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s) | <input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s) | <input type="checkbox"/> Explains the causes of the historical event(s) | <input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE PERSPECTIVES | <input type="checkbox"/> Integrates multiple perspectives throughout the historical argument | <input type="checkbox"/> Demonstrates how multiple perspectives shape the topic | <input type="checkbox"/> Includes more than one perspective | <input type="checkbox"/> Provides only one perspective | |
| HISTORICAL ACCURACY | <input type="checkbox"/> Historical information is accurate | <input type="checkbox"/> Historical information includes only minor errors | <input type="checkbox"/> Historical information includes several errors that impede understanding | <input type="checkbox"/> Historical information includes major errors that impede understanding | |
| SIGNIFICANCE IN HISTORY | <input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact | <input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact | <input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact | <input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | <input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive | <input type="checkbox"/> Student ideas are distinct from research | <input type="checkbox"/> Student ideas reflect research | <input type="checkbox"/> Student ideas are difficult to discern from research | |

STRENGTHS & AREAS FOR IMPROVEMENT
