

Hawai'i History Day

A program of Hawai'i Council for the Humanities



Judges Orientation

State History Day Fair

Hawai'i History Day: Spring 2021

Cynthia Smith: Judge Coordinator
Honolulu Community College

Today's Topics

- What is Hawai'i History Day?
- 2021 National History Day Theme
- Virtual Fair Logistics
- Timeline
- Judging Duties
- Community Building
- Judging Criteria
- Using the Judges Portal

What Is History Day?



Introduction

Watch Video:

https://www.youtube.com/watch?v=AIU39RUppFE&feature=emb_title



Sign Up to be a History Day Judge!

If you are interested in becoming a History Day Judge for Hawai'i History Day 2020-2021, please sign up through the link [here](#).



Become A History Day Judge!

You can help Hawai'i students to learn, grow, and succeed. Sign up to be a judge for Hawai'i History Day!

"Thank you to all the students. At the heart of the program, it's all about you. You taught me how priceless this work is."

History Day 2021—Every year for history day, a theme is chosen for students to follow as they do their history day projects. Judges need to be aware of this theme and judge accordingly. The theme for 2021 is "Communications in History." Students showcase their projects in historical interpretation and research, producing essays, display boards, websites, performances, and documentaries.



in this section:

Hawai'i History Day Calendar 2020-2021

E Malama I Ka Mo'olelo

'Olelo Hawai'i for Hawai'i History Day

National History Day Themes

2020 Hawai'i History Day Virtual State Fair

Emma Nakūina: 2019-2020 Hawai'i History Day Burton

Resources for Teachers

Resources for Students

Judges Resources –

Be sure to look these over

<https://hihumanities.org/what-we-do/hi-history-day/guidelines-for-judges/>



History Day Theme 2021

Communication in History: The Key to Understanding



Honoring: Mary Kawena Pukui as local role model



Virtual Fair Logistics

Virtual Judging

- State Fair – projects from 8 districts.
- Judge Assignments finalized just prior to the start of judging.
- Use of NHD Portal

Virtual Fair Logistics

Virtual Judging (con.)

* Judge Coordinators and HCH are all here to help and answer any questions.

> Judging questions - contact any of the Coordinators:

- Cynthia Smith: smithcyn@hawaii.edu
- Ryan Koo rkoo@hawaii.edu
- Malia Lau Kong maliakon@hawaii.edu
- Mieko Matsumoto miekofm@hawaii.edu
- Liana Horovitz liana@hawaii.edu
- Mark Ombrello ombrello@hawaii.edu
- Sam Giordanengo samuelg@hawaii.edu
- Kalikoaloha Martin ernesty@hawaii.edu

* Technical problems – contact Dorie (historyday@hihumanities.org) at HCH and Cynthia (smithcyn@hawaii.edu)

Time line

- ❑ **April 12 – Judging Starts**
- ❑ **April 19 – Deadline for submitting ranking**
- ❑ **April 20 – 22 – Run offs**
- ❑ **April 22 – deadline for submitting judging comments**

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|----------------------|---------------------------------|----------------|---|---|--|---------------------|
| Jan 31 | Feb 1 | 2 | 3 | 4 | 5 | 6 Judge Training |
| 7 | 8 | 9 | 10 Judge Training | 11 Judge Training | 12 Judge Training | 13 |
| 14 Valentines Day | 15 Presidents' Day | 16 | 17 Start Judging Papers and Webs | 18 Start Judging Exhibits | 19 Start Judging Documentaries Performance | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | March 1 | 2 | 3 Deadline Papers and Websites Ranks and Evals | 4 Deadline Exhibits and Olelo Hawaii Ranks and Evals | 5 Deadline Documentaries and Performances Ranks and Evals | 6 |
| 7 | 8 Run Offs | 9 Run Offs | 10 Run Offs | 11 Special Awards Nominations Due | 12 District Results | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | April 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 Start Judging | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 Deadine Ranking and Evals | 20 Run Offs | 21 Run Offs | 22 Run Offs | 23 | 24 State Fair |

[See link to calendar](#)

Judging Duties

- View Projects

- Confer with co-judge to do ranking

- be sure you talk to each other about each project

- use Zoom, or portal link, or phone

- Rank

Be sure to discuss all projects together.

- ☐ some choosing for Run-Offs;

- ☐ some determining top winners for State

Rank all projects

Judging Duties (con.)

- Complete Judge Forms – provide feedback
 - rubric
 - comments – word count requirement; use of ‘General Comments’ box
 - No interviews 😞
-

Lead Judge Duties:

- Contact teammate(s) to select a target date for discussion of projects.
- Schedule meeting to confer (Zoom or video conferencing or phone)
- Ensure the team stays on track - avoid last minute judging and meeting
- Input final ranking decisions

Additional Tips

- > Type out in WORD first, save, then cut and paste
- > Though you confer, each judge enters their own comments
- > In your comments- do not reference their school (not supposed to know that) and do not indicate personal follow up or give email etc.. Any one on one communication (e.g. follow up to let them know about a source) goes through HCH and teachers.
- > Don't wait til the last minute – get an early start.

Community Building

Breakout rooms

Please briefly share your response to the following questions:

- Why do you judge?
- What keeps bringing you back, or what made you judge this year?

Judging Criteria

Video:

<https://www.youtube.com/watch?v=RxncvHG1XQY&feature=youtu.be>

New NHD Judging Sheet

Rubric – need to fill out (unlike past years)

- 80% - History and theme
- 20% - Quality of Presentation

Comments – please spend time on this

- Be concrete and specific
- Commend strengths, encourage
- Couch suggestions for improvement gently and constructively

| 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 | <input type="checkbox"/> <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |
| 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) | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |
| SIGNIFICANCE IN HISTORY | <input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history | <input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history | <input type="checkbox"/> Draws a conclusion about the topic's significance in history | <input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history | <input type="checkbox"/> |
| | <input type="checkbox"/> Analyzes the short-term and long-term impact | <input type="checkbox"/> Explains the short-term and long-term impact | <input type="checkbox"/> Explains the short-term OR long-term impact | <input type="checkbox"/> Attempts to explain the short-term OR long-term impact | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |

STRENGTHS & AREAS FOR IMPROVEMENT

| CLARITY OF PRESENTATION - 20% | | | | | |
|-------------------------------|--|---|--|---|--------------------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| WRITTEN MATERIAL AND VISUALS | <input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood | <input type="checkbox"/> Presents written material that is appropriate to the topic and can usually be understood | <input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand | <input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable | <input type="checkbox"/> |
| | <input type="checkbox"/> Provides clear and concise text that does not contain grammatical or mechanical errors | <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors | <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors | <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding | <input type="checkbox"/> |
| | <input type="checkbox"/> Provides visual sources that enhance the topic | <input type="checkbox"/> Provides visual sources that are appropriate to the topic | <input type="checkbox"/> Provides visual sources that are somewhat appropriate to the topic | <input type="checkbox"/> Provides visual sources that are not appropriate to the topic | <input type="checkbox"/> |
| TECHNICAL | <input type="checkbox"/> Presents all visual material clearly | <input type="checkbox"/> Presents most visual material clearly | <input type="checkbox"/> Presents some visual material clearly | <input type="checkbox"/> Presents visual material that is not clear | <input type="checkbox"/> |
| | <input type="checkbox"/> Structures exhibit through segmentation and orientation | <input type="checkbox"/> Mostly structures exhibit through segmentation and orientation | <input type="checkbox"/> Attempts to structure exhibit through segmentation and orientation | <input type="checkbox"/> Little attempt to structure exhibit through segmentation and orientation | <input type="checkbox"/> |
| | <input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic | <input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic | <input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic | <input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic | <input type="checkbox"/> |

Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.

☐ Yes ☐ No

Exhibit contains no more than 500 student-composed words.

☐ Yes ☐ No

Visuals and quotes are credited on the exhibit.

☐ Yes ☐ No

Media devices (optional) total run time is ≤ two minutes.

☐ Yes ☐ No ☐ Not applicable

Process Paper is submitted.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

GENERAL COMMENTS

Judging Criteria

Rules – Key rules to pay attention to

- Papers: 1500 to 2500 words - words in footnotes count toward total word count unless a citation
- Website: 1200 words (does not include primary source quotes); multimedia limited to 3 minutes; no hyperlinks to outside website
- Exhibits: 500 words – including titles, subtitles, timelines; quotes and source credits do not count
- Performance and Documentary: 10 minutes.
- Annotated bibliography: annotations should only be 2-3 sentences.

Exhibit is \leq 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.

☐ Yes ☐ No

Exhibit contains no more than 500 student-composed words.

☐ Yes ☐ No

Visuals and quotes are credited on the exhibit.

☐ Yes ☐ No

Media devices (optional) total run time is \leq two minutes.

☐ Yes ☐ No ☐ Not applicable

Process Paper is submitted.

☐ Yes ☐ No

Annotated Bibliography is submitted.

☐ Yes ☐ No

Process Paper word count is listed on the Title Page.

☐ Yes ☐ No

Judging Criteria

Rules (con.)

All categories must include a process paper (new for essays)

Students are required to answer certain questions:

1. How did you choose your topic and how does it relate to the annual theme?
2. How did you conduct your research?
3. How did you create your project?
4. What is your historical argument?
5. In what ways is your topic significant in history?

This is a teaching tool. Do not use to make judge rankings but can read to better understand student process.

Judging Criteria

Rules Violations

- I. Rules violations result in lower rankings.
 - Examples: missing bibliography, missing process paper, missing title page. Most problematic – over word limit or over time limit
- I. Disqualification – only for severe breaches: plagiarism or reusing an old project

Discuss and confer with Judge Coordinator to determine impact.

Using the Judge Portal

NHD Portal – used for:

- Projects posted for viewing
- Submitting Judge Sheets (rubric and comments)
- Submitting nominations for Special Prizes.

Need to register prior to the fair

Projects will be available on the start day of judging.

- Video: <http://bit.ly/HHDJudgePortal>

Final Points

Judge Cost Share Survey:

https://docs.google.com/forms/d/14tTjvS8VUdKyg6Jpyuo4C_IR2GoTszOwHfX8nKPxd3o/edit

Thank You

for supporting Hawai'i History Day



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