



2022-2023 Hawai'i History Day Toolkit

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Hawai'i History Day Team

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If you would like a historian or our staff to visit your class, please contact the Hawai'i Council for the Humanities to have the Hawai'i History Day program officer make arrangements.

This handbook has been designed to provide *suggested examples* of strategies and forms to use when employing History Day in the classroom. These materials have been developed by teachers who have had long experience with the program, but should not be considered the *only* approaches to be used.

Any part of this handbook may be reproduced for educational purposes.



Mission Statement

The History Day program is designed to promote the study of history in schools and to create a higher degree of appreciation for the value of historical thought in the students, educators, and community members who participate. The spirit of History Day is not based upon winning and losing, but on the encouragement of achievement, the recognition of excellence, and the positive critical evaluation of every student participant. Judges and program officials will always be appreciative of student effort, while encouraging academic achievement and the building of positive self-esteem. History Day entries, like history, are evolutionary in nature. It is the goal of the program to empower students with history habits of the mind and with research skills, critical thinking skills, and outlets for creative expression that will enhance their academic abilities in all areas of study.

Why Do History Day?

An independent study from NHD found that history day:

Teaches...critical thinking, writing and research skills and boosts performance across all subjects.

- NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.
- NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.

Prepares...students for college, career, and citizenship.

- NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.
- NHD students are critical thinkers who can digest, analyze and synthesize information

Inspires...students to do more than they ever thought they could.

These key findings come from the independent national study by the San Francisco-based firm Rockman et al, which was released in January 2011.

ENGAGING STUDENTS AND TEACHERS IN HISTORICAL RESEARCH & SKILLS DEVELOPMENT

Teach.



More than **half a million** middle and high school students participate annually.



More than **30,000** teachers participate annually.

Prepare.

Students learn:



Critical thinking



Problem-solving skills



Research and reading skills



Self-esteem and confidence

Inspire.



History Day has been the vehicle that creates an understanding and appreciation of history while developing the necessary 21st-century tools, skills and aptitudes for my diverse student population.



-Martin Marrin, Teacher



Hawai'i History Day 2022-2023
E MĀLAMA I KA MO'OLELO - LET US CARE FOR HISTORY

Hawai'i History Day Basics



2023 Calendar



HAWAI'I HISTORY DAY 2022-2023 CALENDAR

FRONTIERS IN HISTORY: PEOPLE, PLACES, IDEAS



HAWAI'I HISTORY DAY 2022-2023 CALENDAR

2022-2023 HAWAI'I HISTORY DAY FAIRS		
*Our 2022-2023 Fairs will be in-person this season.		
DEC. 2022 – FEB. 1, 2023 <i>(School fairs should not be held after Feb 1, 2023)</i> <i>Hawaiian Language Projects, like the youth projects, can only advance to the State level.</i>		SCHOOL HISTORY DAY FAIRS (DEC-FEB) <i>*Optional: These are planned by teachers to select which projects are entered into District Fairs</i> Groups are limited to 3 students maximum. Youth Division (grades 4-5): <ul style="list-style-type: none"> • Essay – up to 5 per school • Display – up to 8 per school • Performance – up to 5 per school • Documentary – up to 5 per school • Website – up to 5 per school • 'Ōlelo Hawai'i – up to 5 per school Junior (grades 6-8) and Senior Divisions (grades 9-12): <ul style="list-style-type: none"> • Essay – up to 8 per school per division • Display – up to 8 per school per division or 8% if over 100 • Performance – up to 8 per school per division • Documentary – up to 8 per school per division • Website – up to 8 per school per division or 8% if over 100 • 'Ōlelo Hawai'i – up to 8 per school per division
MON, JAN. 2, 2023	ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS	
FRI, FEB. 10, 2023	ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES, ALL PROJECTS DUE (Except performances, which will be judged the day of each district fair. Performances please submit process papers & bibliography by Feb. 10th). <i>*Please note:</i> <ul style="list-style-type: none"> • Judging will be virtual for all categories except performances. • All student interviews will be in person, and results will be announced at each district fair. • All projects except performances will receive their judge evaluations on Sat, March 4th. Results will be announced at each district fair. 	
SAT, FEB. 18, 2023	<i>Hybrid format (Judging-Online except Performances, Interviews & results- In person)</i>	Kaua'i District Fair at Kaua'i Community College
FRI, FEB. 24, 2023	<i>Hybrid format</i>	Moloka'i Fair at Moloka'i Intermediate School
SAT, FEB. 25, 2023	<i>Hybrid format</i>	Maui District Fair at University of Hawai'i, Maui College
SAT, MAR. 4, 2023	<i>Hybrid format</i>	Central and Leeward District Fair at Mililani High School
SAT, MAR. 11, 2023	<i>Hybrid format</i>	Honolulu District Fair at Chaminade University
SAT, MAR. 25, 2023	<i>Hybrid format</i>	Hawai'i District Fair at University of Hawai'i, Hilo Windward District Fair at King Intermediate School
SAT, MAR. 25, 2023	ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS	
SAT, APR. 1, 2023	ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES, ALL PROJECTS DUE	
SAT, APR. 15, 2023	<i>Hybrid format</i>	2022-2023 HAWAI'I STATE HISTORY DAY FAIR - Windward Community College



2022–2023 Hybrid Fairs

As we return from the pandemic, we will transition to hybrid fairs.

Tentative Schedule:

1) Judging:

- a) Will be online prior to the fair (Papers, Websites, Documentaries, & Exhibits)
- b) Districts: February 11–March 2
- c) State: April 2–April 14

2) On the day of the fair:

- a) Fairs will run from 9:00 AM–1:00 PM (Tentative Schedule -See HHD Calendar)
- b) Students will do their interview with the judges in person—for ALL Categories
- c) Performances will be judged the day of the fair
- d) Project Showcases: For Papers, Websites, Documentaries, & Exhibits
- e) Community Organization Event & Lunch
- f) Final results will be announced for projects advancing to State & National Competitions

3) Judge evaluations will be available to students via Zfairs on March 4.

- a) Except for performances who will receive their judge evaluations the Monday following their fair.

Registration: Students may register their History Day projects beginning Monday, January 2, 2023 through Friday, February 10, 2023 at midnight.

Required Interviews: Interviews with judges will be held at the district and state fairs. At least one member from each project must be present.

Papers: Student essay, process paper, and annotated bibliography need to be loaded into Zfairs as one PDF. **Please bring a copy of your essay, process paper, and annotated bibliography with you to the fair**

Documentary: The process paper and annotated bibliography need to be loaded into Zfairs as one PDF. Please include a weblink to an MP4 stored in Google Drive, One Drive, Dropbox or YouTube. **Please bring a copy of your process paper and annotated bibliography with you to the fair.**

Exhibits: Student exhibits, process paper and annotated bibliography need to be loaded into Zfairs as one PDF. **Please bring a copy of your process paper and annotated bibliography with you to the fair.**

Websites: All websites must be created using NHDWebcentral. Your Website 8 digit id number needs to be placed in your Zfairs registration folder. See the NHD rulebook for website requirements see link below. <https://hihumanities.org/wp-content/uploads/2020/10/NHDRuleBook2021Digital.pdf>

Performance: The process paper and annotated bibliography need to be loaded into Zfairs as one PDF. The performance will be judged at the fair. See the NHD rulebook for set up and interview instructions. **Please bring 3 copies of your process paper and annotated bibliography with you to the fair.**



Overview of Hawai'i History Day Fairs

Hawai'i History Day Fairs Optional School Fair, Districts, State and National

Optional School Hawai'i History Day Fair:

- These events range from small exhibitions within individual classrooms, home-schools to school-wide fairs. The goal here is to create recognition for the work of all participating students and to select the qualifiers eligible to participate in the district event.
- Check the updated yearly calendar to determine the number of entries your school can submit to the district fairs in each category.
- Hawai'i History Day differs from National History Day because it does not have separate categories for individual or groups entries in display, documentary, performance and website at the school, district or state level.
- Group entries are limited to no more than three students. Fairs provide students with valuable experience on handling the judging process and information for improving their work.

District Hawai'i History Day Fair:

- District events are held in February and March. Check the yearly calendar for a current schedule of deadlines and History Day events.
- District fairs are composed from schools within the districts (Central, Hawai'i, Honolulu, Kaua'i, Leeward, Maui, Moloka'i and Windward) designated by the Hawai'i State Department of Education.
- Private schools, charter schools and home-school projects participate in the public school district in which they are geographically located.
- At the district events a number of finalists will be selected in each category to move on to Hawai'i State History Day.
- The number of finalists from each district is determined by the Hawai'i History Day coordinators and is based, in part, upon participation numbers and quality of entries.
- Again, students are encouraged to improve upon their work prior to the State History Day.

State Hawai'i History Day Fair:

- The Hawai'i State History Day Fair is held in April. It takes place on the island of O'ahu.
- The top two winners in each category advance to National History Day Contest. After the announcement of those entries additional entries eligible to attend will also be announced.
- Many special awards are made each year for entries in a variety of historical subject areas. For a current list of awards see page 9.

National History Day Contest:

National History Day is held on the College Park campus of the University of Maryland, just outside Washington, D.C. Over 4,000 students from around the country, its territories and international schools abroad, gather for five days to present their work. In addition to the History Day event, students have opportunities to visit the historic sites in and around Washington. The event is usually held the second week of June. Monetary prizes, scholarships, and special awards are presented to national award winners.



Categories and Divisions

Students participating in Hawai'i History Day may develop entries in any one of the **five categories**:



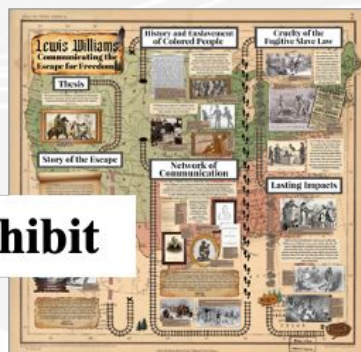
Essay



Documentary



Performance



Exhibit



Website

In addition to the categories above, students can also submit their project in a separate 'Ōlelo Hawai'i category.

There are three project divisions:

- Youth (grades 4-5)
- Junior (grades 6-8)
- Senior (grades 6-12)

Please note that at this time, Youth Projects and 'Ōlelo Hawai'i projects are not eligible to be judged in the national competition. 'Ōlelo Hawai'i projects can compete to go to Nationals as part of a different track, specific to 'Ōlelo Hawai'i. Top 'Ōlelo Hawai'i projects are showcased in national museums.

The Contest

District finalists progress to the State History Day, which is held in mid-April. First and second place winners at this event are eligible to compete at National History Day held on the University of Maryland Campus on Washington D.C. in June, at their own expense. Sometimes, additional entries eligible to attend National History Day are announced. There are also special awards given for projects in a variety of specific topics. To see the list of awards, contact our History Day office.

Note: Group entries are limited to 3 students at most



Hawai'i History Day Community Awards

Our community awards list changes yearly. The following awards were given in our 2021-2022 Hawai'i History Day season. For the most current list, please contact us at historday@hihumanities.org.

1. **Brigham Young University, Hawai'i Scholarship:** For an outstanding senior History Day project
2. **Chaminade University Scholarship:** For an outstanding senior History Day project
3. **'A'Ali'i Award:** For students demonstrating heart, resiliency, and dedication throughout the transformative journey of Hawai'i History Day
4. **Alexander and Baldwin Award:** For an outstanding project in environmental stewardship, social justice, and equality
5. **Associated Chinese University Women Award:** For an outstanding project in Chinese or Chinese-American history
6. **Barbara Peterson Bennett Award (Junior and Senior):** For first place junior and senior essays
7. **Cedric B. Cowing Memorial Award (Youth, Junior, Senior):** For first-place youth, junior, and senior essays
8. **Cedric B. Cowing Memorial Award - 'Ōlelo Hawai'i:** For first-place essays for 'Ōlelo Hawai'i projects
9. **Center for Oral History, University of Hawai'i at Mānoa Award:** For an outstanding project featuring oral history
10. **Daniel K. Inouye Institute Award:** For an outstanding project in political or social leadership
11. **Filipino American History Award:** For an outstanding project in Filipino and Filipino American history
12. **George and Marguerite Simson Biographical Research Center Award:** For outstanding project in life writing (autobiography, biography, diaries, etc.)
13. **Hawai'i Association of School Librarians Award, with the Hawai'i Nikkei History Editorial Board:** For an outstanding use of primary sources in a History Day project
14. **Hawai'i Labor Heritage Council Award:** For an outstanding project in labor history
15. **Hui o Lailima Lorraine Toma Award:** For an outstanding project in Okinawan history
16. **Dr. Jojo Peter Memorial Award:** Celebrating excellent projects in Micronesian and Pacific Islander history
17. **Kamehameha Publishing Award (1st, 2nd, and 3rd Place):** For First, Second, or Third Place 'Ōlelo Hawai'i Project
18. **Matson Giving Award:** For an outstanding project in maritime history
19. **Pacific Tsunami Museum Award:** For an outstanding project on nature in the Hawaiian Islands
20. **Robert G. Buss Award:** For a project that demonstrates outstanding creativity or imagination in thesis argument, and/or research
21. **Qwaves Out in the Silence Award:** For an outstanding project on the history of lesbian, gay, bisexual, transgender, māhū, aikane, and other queer people and movements.
22. **Wurst Family Foundation Award:** For an outstanding project on the significance or impact of education in history
23. **Johana Wurst Award:** For an outstanding project related to textiles, the fashion industry, or art and its impact on history
24. **Martin F. Wurst Award:** For an outstanding project related to transportation or machinery and its impact on history
25. **Robert Douglas Memorial Award:** For an outstanding project exploring the impact or relation of science to history



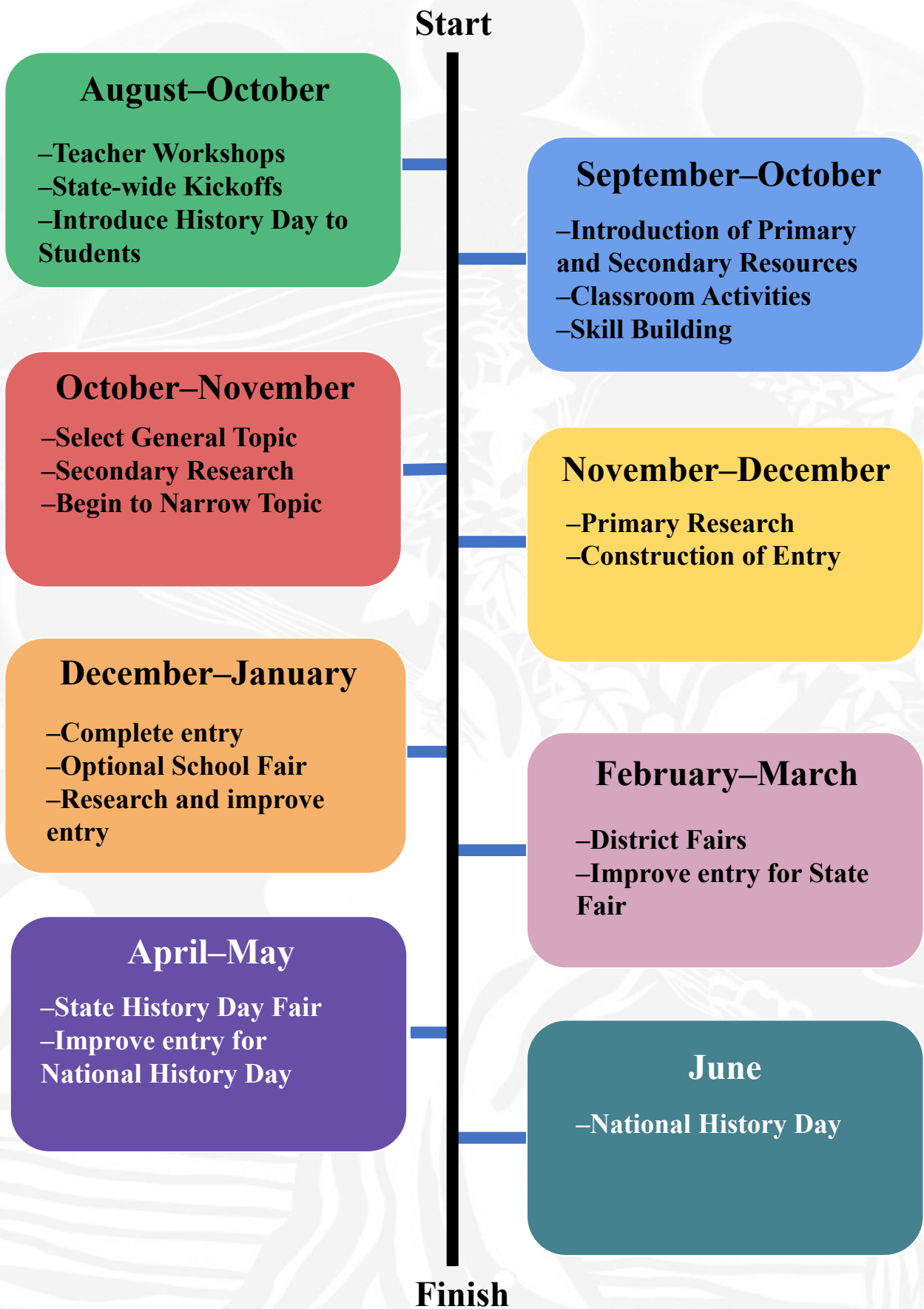
Hawai'i History Day 2022-2023
E MĀLAMA I KA MO'OLELO - LET US CARE FOR HISTORY

A large, stylized tree with a brown trunk and branches. The leaves are a mix of green and light grey. The background is a light blue sky with small white stars. At the bottom right, there are small pink and white flowers on a green base.

Creating a History Day Project



Suggested Hawa'i History Day Curriculum Timeline

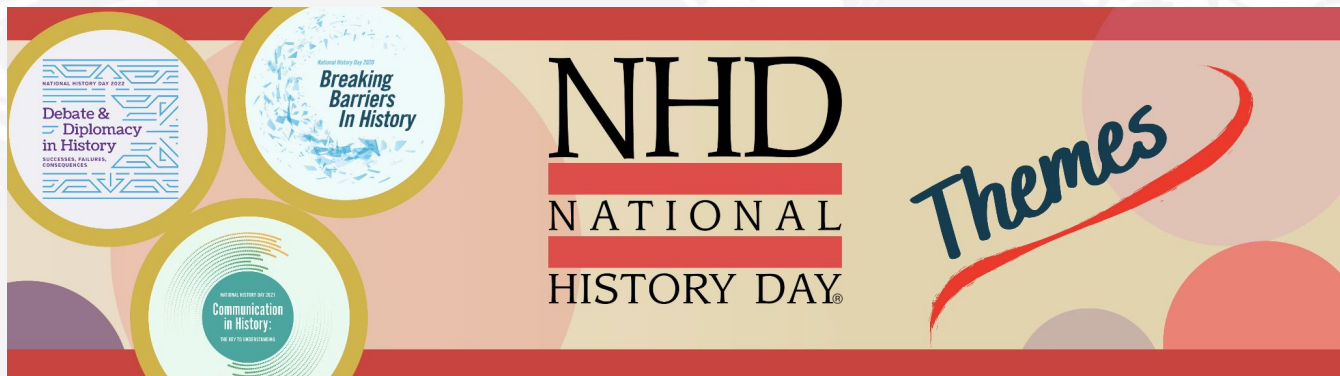




Themes and Topics

EXCITING HISTORY DAY ANNUAL THEMES

Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is *Frontiers in History: People, Places, and Ideas*. The intentional selection of the theme for National History Day is to provide an opportunity for students to push past the view of history as mere facts and dates and drill down into historical content to develop perspective and understanding. The NHD theme provides a focused way to increase student's historical understanding by Developing a lens to read history, an organizational structure that helps students place information in the correct context and finally, the ability to see connections over time. See page 12 for sample theme sheets.



THE BEGINNING – SELECTING TOPICS

Research should begin with the students selecting a general topical area, and narrowing their topic.

In choosing a topic:

1. Make sure it fits the theme. Consult with your teacher or History Day coordinators.
2. The topic should be narrow enough to be researched thoroughly in the time available.
3. The topic should be significant. The students should be able to explain why it is important for everyone to know about this topic. Topics in local history often have significance beyond their locality. They illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.
4. To ensure a topic fits the yearly theme, answer the following question: “The topic is related to (the theme) because?”

NATIONAL HISTORY DAY 2023
Frontiers in History:
PEOPLE, PLACES, IDEAS



No Ke Po‘omana‘o me Ke Kumuhana

No Ke Po‘omana‘o me Ke Kumuhana

Po‘omana‘o _____ **Makahiki** _____

Kono ka papahana Lā Mō‘aukala iā ‘oe e noi‘i i kumuhana pili i ke po‘omana‘o. Ākea ke po‘omana‘o i hiki iā ‘oe ke noi‘i e pili ana i kekahi kumuhana kūloko a i ‘ole kekahi kumuhana o ka honua. I mea e maopopo ai ‘oe i ke ko‘iko‘i o kāu kumuhana noi‘i, e nīnau aku no ka pō‘aiapili o ka hanana, ke kumu me ka hopena o ka hanana, ka loli o ke au, me nā mea a pau i pā i ia kumuhana. ‘A‘ole e noi‘i wale aku no ka manawa o nā hanana akā e nīnau aku no nā kumu o nā hanana a me nā loli (“no ke aha?” a “no laila...”). No nā ‘ano kumuhana like ‘ole, mai wehewehe i nā hanana wale nō akā e kālailai a e ho‘oholo i nā hopena o kāu kumuhana ma luna o nā kānaka, nā kaiāulu, nā lāhui, a i ‘ole ka honua.

National History Day invited students to research a topic related to the theme. The theme is broad enough in scope to encourage investigation of topics ranging from local to world history. To understand the historical importance of their topics, students must ask questions of time and place, cause and effect, change over time, and impact and significance. They must ask not only when events happened but also why they happened and what impact they had. What factors contributed to their development? Regardless of the topic selected, students must not only present a description of it, but also draw conclusions about how their topic affected individuals, communities, nations, or the world.

Kumuhana

E ho‘omaka i ka noi‘i ‘ana i kekahi kumuhana laulā a laila e ho‘ohāiki i ke kumuhana ma ka ho‘oia ‘ana i

1. Pili ke kumuhana i ke po‘omana‘o.
2. Lawa kūpono ka hāiki o ke kumuhana no ka wā noi‘i loa‘a.
3. Ko‘iko‘i ke kumuhana. Hiki i ka haumāna ke wehewehe i ke kumu e ‘ike ai ka lehulehu no ia kumuhana. He mea mau ke ko‘iko‘i o nā kumuhana kūloko i ko waho. I kekahi manawa, he kūhō‘ailona ia ‘ano kumuhana i kekahi pilikia e ‘ike ai a puni ka honua. .
4. I mea e ho‘oia ai i ka pili o ke kumuhana, e pane i ka nīnau: “Pili (ke kumuhana) i (ke po‘omana‘o) no ka mea...?”



2023 Theme Narrative:
Frontiers in History: People, Places, Ideas

3

Po'omana'o o ka Makahiki 2023:
Ka 'A'a 'ana i nā Palena ma ka Mō'aukala: Nā Kānaka, 'Āina, a Kālaimana'o

3

15

Name: _____

FRONTIERS IN HISTORY: PEOPLE, PLACES, AND IDEAS 2022 TOPIC SELECTION SHEET

I THINK THE FOLLOWING TOPICS ARE INTERESTING:

1. _____
2. _____
3. _____
4. _____
5. _____



(CHOOSE A TOPIC ABOVE AND CHECK THE BOXES
TO MAKE SURE YOU CAN DO A PROJECT ON IT!)

Topic: _____

- ☐ **It's history:** It happened more than 20 years ago
- ☐ **It's got sources:** There are plenty of primary and secondary sources on it
- ☐ **It's significant:** It connects to larger themes in history
- ☐ **It connects to the theme:** *Frontiers in History: People, Places, Ideas*
- ☐ **It demands interpretation:** There is a "big idea" you want to communicate, not just facts. Interpretation means you are able to make an argument on it.
- ☐ **Topic is focused (not too broad):** The topic focus is narrow enough to be researched thoroughly in the time available.
- ☐ **It's got soul:** You are interested in it. You connect to it and care about it.

I picked this topic because...

The event was (summary)...

The people involved were...

My project will be an exhibit paper documentary website performance
(CIRCLE ONE!)



Koho Kumuhana

Koho Kumuhana Mua

Lā Palena _____ Inoa _____

E ho'opau i nā hopuna 'ōlelo ma lalo nei.

1. 'O ke Po'omana'o Lā Mō'aukala o kēia makahiki... _____

2. 'O ka hanana a i 'ole kumuhana o ko'u Pāhana "(po'omana'o o ka makahiki)" _____

3. Hoihoi kēia kumuhana noi'i ia'u no ka mea... _____

4. Pili kēia kumuhana i "(ke po'omana'o o ka makahiki)" no ka mea... _____

5. Ua haku au i kekahi mau nīnau "Pehea" a "No ke aha" no ka'u kumuhana noi'i: _____

National History Day Mn Student Research Workbook
Unuhi a ho'ololi 'ia e Māhealani Lono

Nā Kōina: 2+ kūmole 'ōlelo Hawai'i, _____ kūmole kuamua, _____ kūmole kualua

6. 'O kekahi mau kumuhana noi'i 'ē a'e a'u e no'ono'o nei... _____

7. 'Ike au he mea nui ko'u lawena a me ka ma'ema'e o ko'u na'au no ka holomua o ko'u Pāhana (ke po'omana'o o ka makahiki). Eia kekahi o ka'u mau hana i kūpono mau ko'u lawena a me ko'u na'au... _____

8. Makemake au e hana..... (e kahalina) 'o au wale nō / pū'ulu no ka mea...

9. E hana au i ... (e kahalina)

Papa Hō'ike'ike

Kahuapa'a Pūnaewe

Pepa

Ki'i'oni'oni

Hō'ike

Nā Mana'o Ē a'e:

Pūlima Makua _____

Unuhi a ho'ololi 'ia e Māhealani Lono. Huki 'ia kekahi mau māhele mai ka puke
"National History Day Mn Student Research Workbook" mai. www.nhd.org www.hi-nhd.org

1

Nā Kōina: 2+ kūmole 'ōlelo Hawai'i, _____ kūmole kuamua, _____ kūmole kualua

Ke Kumuhana Noi'i Research Topic

Lā Palena

Aloha kāua! Ma hope o ka ho'opihapiha 'ana i ka ha'awina "Ke Koho Kumuhana Mua" na ke kumu e 'āpono i ia kumuhana noi'i a i 'ole e ho'iho'i iā 'oe e ho'ololi iki ma mua o kou ho'omau 'ana i ka noi'i.

Ke Kumuhana Noi'i i 'Āpono 'Ia:

Inoa Kumu _____ Pūlima Kumu _____

Kekahi Mau Kumuhana Hoihoi ('a'ole i 'āpono 'ia)

1. _____
2. _____
3. _____

- ☐ Pili ke kumuhana i ke po'omana'o.
- ☐ Lawa kūpono ka hāiki o ke kumuhana no ka wā noi'i loa'a.
- ☐ Ko'iko'i ke kumuhana. Hiki i ka haumāna ke wehewehe i ke kumu e 'ike ai ka lehulehu no ia kumuhana. He mea mau ke ko'iko'i o nā kumuhana kūloko i ko waho. I kekahi manawa, he kūhō'ailona ia 'ano kumuhana i kekahi pilikia e 'ike ai a puni ka honua. .
- ☐ I mea e ho'ōia ai i ka pili o ke kumuhana, pane 'ia ka nīnau: "Pili (ke kumuhana) i (ke po'omana'o) no ka mea...?"

Unuhi a ho'ololi 'ia e Māhealani Lono. Huki 'ia kekahi mau māhele mai ka puke
"National History Day Mn Student Research Workbook" mai. www.nhd.org www.hi-nhd.org

2

Resource Provided by
Kumu Māhealani Lono.

To access this resource, visit:
<https://bit.ly/LaMoaukala>

17



Starting Your Research

To succeed in solving your History Day “case,” you are going to become a detective. The old-fashioned, pre-CSI kind of detective, digging for information to solve the mystery of your target event or person.

HOW TO START

Your first thought is to jump on the web and look at Wikipedia. If you do, treat Wikipedia articles only as background. Read carefully and be cautious. Remember, no one is sure who wrote the Wikipedia article. Did the writer have a point of view? Did they leave out information that didn't support that point of view? Did they add information to make the story sound better? Go to the bottom of the article and see if sources are cited. Can you find those sources? Who wrote those articles? When? Does the source article have sources?

Google Scholar

- <http://scholar.google.com/> lets you quick start a search of scholarly literature across topics and sources. The search looks at materials from academic publishers, professional societies, universities and other scholarly groups.

Hawaii State Library databases (see below).

- A good place to start your History Day project is at your school library.
- Libraries have online catalogs of books and serials (what librarians call magazines) so you can plan your trip and make good use of your time. They also have databases and indices that will help you find information on your project topic. The two major, statewide library systems in Hawai'i are the Hawai'i State Library and the University of Hawai'i Library.

Hawai'i State Library

- You'll want to know where your own neighborhood library is located.
 1. At the Hawai'i State Library (HSL) web site <http://www.librarieshawaii.org/>
 2. Click on Locations <http://librarieshawaii.org/locations/index.htm>
 3. Look for your Island, then a city or place name near your house.
 4. When you click on a library's name it takes you to a page with phone number, address, and hours for that library and a map option showing where the library is located.
 5. You need a library card to check out books and use many online databases, but without a card you can look at the catalog and you can read books inside the Library. For information about getting a card go to <http://librarieshawaii.org>. You need a parent's permission to get a library card.

Resource by: Anita Manning

Archives and online
databases are great
ways to find
information! →





Frontiers in History: People, Places, Ideas

C

Context: What historical factors contributed to the development of a new frontier?

O

Obstacles: What obstacles caused the need to explore a new frontier?

M

My Frontier: What is the new frontier?

P

People, Places, Ideas: Who was involved? When and where did this happen?
What new ideas developed?

A

Actions: What actions were taken to transform the frontier?

S

Short-Term Impact: What were the short-term impacts of the actions on the frontier?

S

Significance: What is the significance or legacy of this event in history?





Ka 'A'a 'ana i nā Palena ma ka Mō'aukala: Nā Kānaka, 'Āina, a Kālaimana'o

P

Pō'aiapili: He aha kekahi mau kumu ma ka mō'aukala i 'a'a 'ia ai kekahi palena?

Ā

Ālaina: He aha kekahi mau ālaina i 'oni ai ka po'e e 'a'a i ka palena?

K

Ko'u Wā: He aha kekahi palena e 'a'a ai i kēia manawa?

K

Nā Kānaka, 'Āina, a Kālaimana'o: 'O wai kai komo ma ka hana? I ka wā hea a ma hea i 'ike 'ia ai ka hanana? He aha kekahi mau kālaimana'o hou i puka mai ma muli o ia mea?

H

Nā Hana: He aha nā hana ma ka 'a'a 'ana i ka palena?

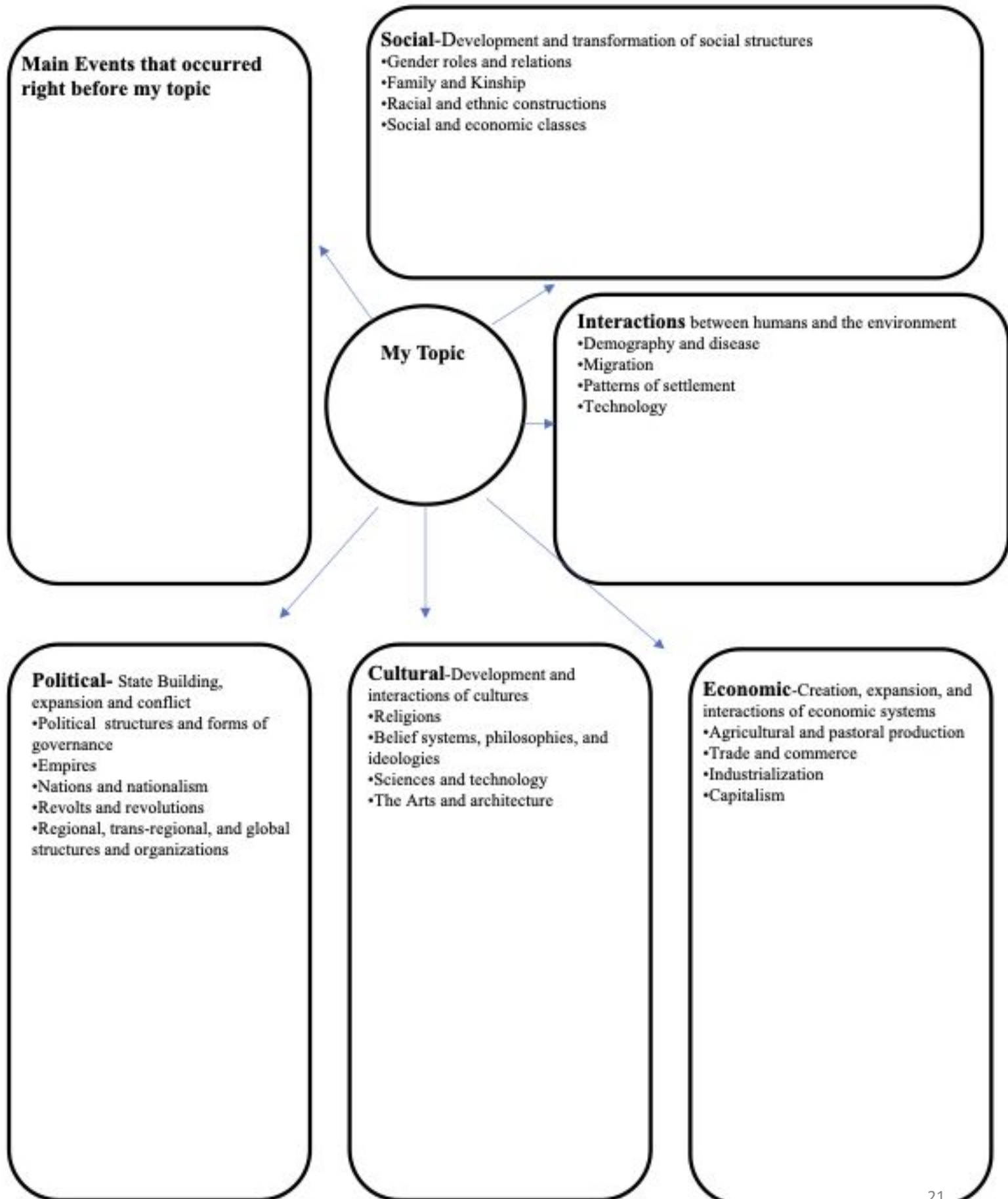
H

Hopena Hikiāpoko: He aha nā hopena hikiāpoko o ka 'a'a 'ana i ia palena?

K

Ka mea nui: He aha ka mea nui a ho'oilina paha o ia hanana ma ka mō'aukala?

Placing My Topic in the Big Picture. Name _____





Pō'aiapili

No ka 'ike 'ana i ka pō'aiapili o ke kumuhana

'O ka noi'i ka hana ko'iko'i loa o ka Pāhana Lā Mō'aūkala. E heluhelu ana 'oe i nā kūmole (nā puke, nā nūpepa, nā kahuapa'a punaewele, a pēlā wale aku) a laila e kākau ana i nā kakaha. E a'o ana 'oe i ke ko'iko'i o kōu kumuhana ma ka mō'aūkala. Me kēia 'ikepili noi'i 'oe e kūkulu ai i kōu Pāhana Lā Mō'aūkala, e kākau ai i ka mana'o ho'okele, a e haku ai i nā paukū no kēlā me kēia māhele o kōu pāhana.

E lu'u i ke kai hohonu, mai noho i ke kai papa'u wale nō.

E noi'i ma 'ō aku o ka hanana nui o kōu kumuhana. E a'o no ka wā ma mua o kōu kumuhana, no ka wā o kōu kumuhana, a no ka wā ma hope o kōu kumuhana. 'O kēia ana

KA WĀ MA MUA

KA WĀ O KA HANANA

KA WĀ MA HOPE

Ma mua loa o ka hanana

- He aha ka 'ikepili ko'iko'i mai ka wā ma mua loa o ka hanana?
- He aha nā hanana, nā kuana'ike, a i 'ole nā po'e o ka wā ma mua loa i ka'i ai i kōu kumuhana?
- He aha nā hanana o ka honua ma mua loa o ka hanana?

Ma mua pono o ka hanana

- 'O wai nā hāme'e ko'iko'i o ka hanana?
- Pehea lākou i ho'omākaukau ai no nā hana ko'iko'i o ka hanana?
- He aha nā hanana li'ili'i a i 'ole nā mana'o ma mua pono o ka hanana?
- Pehea ke 'ano o ka nohona ma ia wā?

OHIA NOHEA

- **'O** wai ma ka hanana?
- **He** aha ka hanana?
- **Inā**hea ka hanana?
- **Aia** i hea ka hanana?



- **No** ke aha i hana 'ia ai?
- **Pe**hea i hana 'ia ai?


Ma hope pono o ka hanana

- He aha kekahi o nā loli i 'ike 'ia ai ma hope pono o ka hanana?
- He aha nā hopena maika'i a me nā hopena maika'i 'ole o ka hanana?
- Pehea ka hanana i ho'ololi ai i nā ola o nā po'e o kēlā lāhui kēia lāhui?

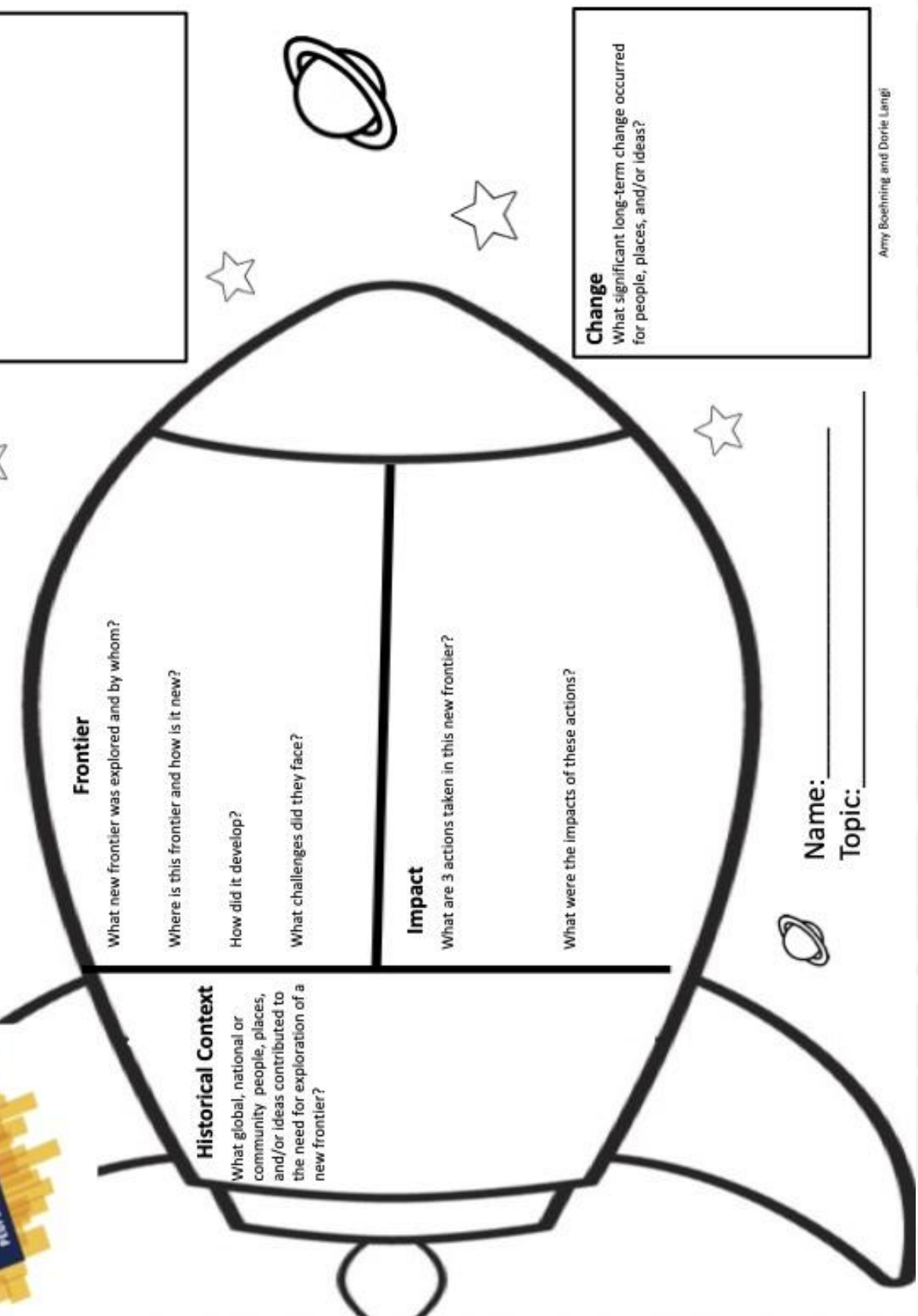
Ma hope loa o ka hanana

- A...? No laila....?
- No ke aha he mea ko'iko'i ke kumuhana ma ka mō'aūkala?
- Pehea ka hanana i ho'ololi ai i ka mō'aūkala?
- He aha ke ko'iko'i o ka hanana i kēia lā?
- He aha ka hopena kūloli o ka hanana?

Topic Graphic Organizer



**2023 Frontiers in History:
People, Places, Ideas**



Name: _____
Topic: _____

Amy Boehning and Dorie Langi

Change
What significant short-term change occurred for people, places, and/or ideas?

Change
What significant long-term change occurred for people, places, and/or ideas?

Historical Context
What global, national or community people, places, and/or ideas contributed to the need for exploration of a new frontier?

Frontier
What new frontier was explored and by whom?

Where is this frontier and how is it new?

How did it develop?

What challenges did they face?

Impact
What are 3 actions taken in this new frontier?

What were the impacts of these actions?

The Thesis Statement

is usually **one or two sentences that presents an argument about the topic**. The body of the paper or website, the script of the performance or documentary, the headings and captions in an exhibit are used to support the thesis using evidence from the research.

A good thesis statement:

1. Addresses a narrow topic
2. Is debatable

BRAINSTORM

1. What is your topic?

Who?

What?

Where?

When?

Why?

2. Connect to the National History Day theme.

Type Here

3. What is your argument (claim)?

List the actions (SPICEE) that address the issue and what Impact and change occurred do to the actions taken? (**Analysis:** Why should we care? So what?)

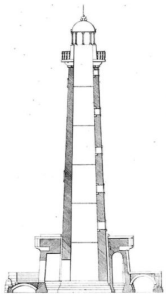
Claim 1	Claim 2	Claim 3
Action:	Action:	Action:
Historical Importance? Impact/Change:	Historical Importance? Impact/Change:	Historical Importance? Impact/Change:



Mana'o Ho'okele

No Ka Haku 'Ana i Mana'o Ho'okele

"Hō'āhuwale ka mana'o ho'okele i ka mea heluhelu i kāu e kākau ai ma kāu pepa a i 'ole e hō'ike ai ma kāu pāhana. Hō'ike aku kou mana'o ho'okele i kou mana'o kālailai e pili ana i kāu kumuhana."



Me he hale ipukukui lā kou mana'o ho'okele ...
No ka mea e ho'okele aku ia iā 'oe ma ke ala kūpono.

1

Ho'omaopopo i ke po'omana'o.

2

He aha nā māhele o kou kumuhana i launa maika'i ai me ke po'omana'o?

3

Ke kākau 'oe i nā māhele kiko'i o ka mana'o ho'okele, e ho'oi'a 'oe i ka pilina i ke po'omana'o:

- Ma ka ho'ohana 'ana i nā hua'ōlelo 'o ke po'omana'o.
- Ma ka wehewehe 'ana i ka pilina o ka māhele i ke po'omana'o.

Po'omana'o = Theme
Ka'a'ike ma ka Mō'aukala = Communication in History
Mana'o Ho'okele = Thesis Statement

No Ka Haku 'Ana i Mana'o Ho'okele

Nui nā manawa āu e kākau hou ai a e ho'oponopono ai i ka mana'o ho'okele no kāu pāhana noi'i. Pono e pane i nā kahua nīnau noi'i, haku i mau nīnau noi'i hou, ho'i i ka noi'i, a laila e ho'omaka e haku i ka mana'o ho'okele. Ke noi'i mau 'oe, e ulu a loli mau ana ka mana'o ho'okele. E ku'upau!

1. Po'omana'o = _____

Kumuhana Lauā = _____

Kumuhana Haiki = _____

Hopuna 'Ōlelo Kumuhana = _____

Mana'o Ho'okele = _____

Resource Provided by
Kumu Māhealani Lono.

To access this resource, email:
historyday@hihumanities.org



Primary and Secondary Sources

Primary Sources

Archival documents, manuscript collections, diaries, personal collections, and photographs are all primary sources. So are newspaper, magazine, or journal articles of the era if they are first hand accounts written or taken at the time of the event. A primary source is information created by the event, or in the process of the event. The writer must be an eyewitness or participant in the event.

Secondary Sources

Books, articles, interviews, media productions or any other historical source that seek to explain and interpret an event after the fact are all secondary sources. The writer is not an eyewitness to, or a participant in, the event.

Example Sources	Classification
Newspaper articles of the era	Primary
Magazine/journal articles of era (<u>if</u> written by an author who witnessed the event/must have author by-line)	Primary
Autobiographies	Primary
Authorized biographies	Secondary (Because it was probably written with the intent to influence history.)
Manuscript collections	Primary
Archival documents	Primary
History books, articles or textbooks	Secondary

Collecting Sources

Information may be found in many unlikely places. The first place to start is the school or local library. Once local sources have been exhausted and the topic narrowed, there are many ways to gather information.

Research is like detective work. Good detectives are always looking for clues to help them answer questions. Your History Day topic is like a mystery needing to be solved. As a historical detective you will need to gather information and ask questions in order to draw conclusions. You may be surprised where you find your best information. The key is to keep looking and finding new sources of information on your topic.

Primary sources may be found in:

- Archives
- Museums
- Historical societies
- Attics/personal collections
- Churches
- On microfiche and microfilm in major libraries
- Recorded oral history interviews
- Governmental offices
- Corporations/businesses
- Interviews



No Ke Kūmole Kuamua me Ke Kūmole Kualua

Ke Kūmole Kuamua me Ke Kūmole Kualua

E ho‘ohana nui ana ‘oe i nā kūmole like ‘ole no kou Pāhana Lā Mō‘aukala. Wae ‘ia nā kūmole ma ‘elua ‘ano: **Ke Kūmole Kuamua me Ke Kūmole Kualua**. E nānā pono i ka mea kākau a me ka makahiki kākau o ke kūmole no ka ‘ike ‘ana inā he kūmole kuamua a i ‘ole he kūmole kualua.

He aha ke Kūmole Kuamua?

Pili ka mea kākau i ke kumuhana noi‘i ma muli o kona ola ‘ana ma ka wā o ke kumuhana noi‘i a i ‘ole ma kona komo ‘ana i ka hanana nui o ia kumuhana.

‘O ke kūmole kuamua:

- Ua hana ‘ia ma ka wā o ka hanana a i ‘ole
- Ua komo a i ‘ole ‘ike maka ka mea kākau i ka hanana.

Nā La‘ana o Nā Kūmole Kuamua

- Koehana *Historic objects*
- ‘Ulu‘ulu Palapala *Manuscript collections*
- Nīnauele *Interview (with participant)*
- Piliolana Pilikino *Autobiographies*
- Mele (mai ia wā) *Music (from the time period)*
- Palapala Aupuni *Government records*
- Nūpepa (mai ia wā) *Newspapers from the era*
- Leka *Letters*
- Ki‘i *Photographs*
- Ki‘i‘oni‘oni *Original film footage*
- Puke Ho‘omana‘o *Diary*

He aha ke Kūmole Kualua?

Haku ‘ia nā kūmole kualua ma hope o ke kumuhana noi‘i. ‘O ka mea kākau o ke kūmole kualua, ‘a‘ole ‘o ia i ‘ike maka, ola, a i ‘ole komo ma ka wā o ia kumuhana.

Waiwai nā kūmole kualua no ka mea ua kālailai mua ‘ia ke kumuhana e ka mea kākau a hiki iā ‘oe ke ‘ike i ke ki‘i nui o kāu kumuhana.

Nā La‘ana o Nā Kūmole Kualua

- Piliolana *Biographies*
- Puke A‘o Mō‘aukala *History textbooks*
- Puke *Books (about the topic)*
- ‘Atikala *Articles (about the topic)*
- Puke Noi‘i Kū‘ikena *Encyclopedias*
- Wīkio Hakule‘i *Media documentaries*
- Nīnauele i loea *Interview with scholar/expert*
- Kahuapa‘a Punaewe *Websites*



Process Paper

The Process Paper

National History Day requires a cover page and Process Paper to accompany each project.
Check the rule book for each category requirement

The process paper should be written in paragraph form, using complete sentences and answering the following five questions. Group your answers for each section as the answer for the question. 500 word limit

1. How did you choose your topic and how does it relate to the annual theme?

A. How did you get the idea for your topic?

B. How does it relate to the annual theme?

2. How did you conducted your research?

A. Where did you go to find research sources?

B. What was your most valuable sources and why?

C. How did your ideas about your topic change as you did your research?

3. How did you create your project?

A. Briefly list the steps you took to choose your category and create your project

B. What choices did you make about information to include in your entry?

C. What were some problems you had to overcome?

4. What is your historical argument?

A. Place your thesis here:

5. In what ways is your topic significant in history?

A. Why is your topic important?

B. What changes did your topic cause

C. What conclusions have you drawn from your research?

Website Home Page

One page of the website must serve as the home page

Title

Name(s)

Division and Category

Number of student Words

Total Length of Media

Process Paper Words:

The main menu needs to direct viewers to the various sections of the site

Process paper: 1. Less than 500 words 2. Double spaced 3. 5 Paragraphs with each paragraph answering one of these five questions

- 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?

CREDITING SOURCES

- All quotes and visual sources (e.g., photographs, paintings, charts, graphs) must be credited on the website or exhibit and cited in the annotated bibliography.
- *You must remove the hyperlink from all URLs listed within a website's on-screen source credit.*
- Source credits do not count toward the word total.



Alice Paul, 1918, Library of Congress

*This source credit is REQUIRED and does NOT count toward the word limit.



Alice Paul was responsible for the campaign for women's' suffrage and the introduction of the Equal Rights Amendment.

*This DOES count toward the word limit because it shows analysis and interpretation.

NHD Annotated Bibliography

Work  cited

1. Use the title **Annotated Bibliography**
2. Use Chicago or MLA format
3. Each citation is single spaced
4. Lists all primary resources and then all secondary resources in alpha order
5. Each annotation must be no more than two or three sentences
6. Each annotation answers the questions
 - How was the source used?
 - How did the source help you understand the topic?

The 1st line lines up with the margin

Single Space
each citation

Sample:

Indian Land For Sale Advertisement. 1911. Advertisement. Library of Congress.
<https://www.loc.gov/resource/rbpe.24002400/?st=gallery>

I used this advertisement to show me what happened to the Indian Land being sold due to the Dawes Act. It helped me understand a little more about the trickery in the Dawes Act because it says no taxes need to be paid, but people lost their land from hidden taxes.

All additional lines are indented

Save
every
cite you
review

Don't
wait to
the last
minute

Judges
prefer
Chicago

Noodle
Tools can
make it
easier

Check out the video: (5 minutes)

WHAT IS AN ANNOTATED BIBLIOGRAPHY? (ANNOTATIONS)

<https://www.nhd.org/annotated-bibliography>

Avoiding Plagiarism

You Can Eliminate Plagiarism

To avoid plagiarism, you must give credit whenever you use:

1. Another person's idea, opinion, or theory:
2. Any facts, statistics, graphs, drawings-any pieces of information- that are not common knowledge;

Put in Quotations

- On everything that comes directly from the text especially when taking notes
- If you use four or more words in the same exact order

Check your paraphrase against the original text

- Be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Paraphrase

- Reread the original passage until you understand it full meaning
- Cover up the text with your hand, or close the text so you don't see any of it.
Write out the idea in your own words without Peeking

Decide if something is "Common Knowledge"

Material is probably common knowledge if.....

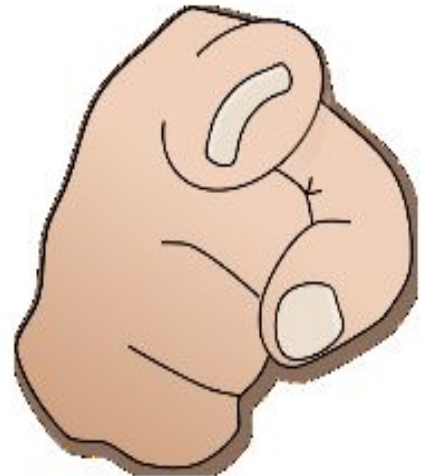
1. You find the same information undocumented in at least five other sources
2. You think it is information that your readers will already know
3. You think a person could easily find the information with general reference sources

Write your first draft without notes

- Remember the story is in your head, not in your notes.
- Make a note where you want to insert a quote.

Manage your time wisely


When you fall behind in your assignments, are exhausted, plagiarism can slip into your work.



The bottom line: Be honest about where you get your information



Hawai'i History Day 2022-2023
E MĀLAMA I KA MO'OLELO - LET US CARE FOR HISTORY

A large, stylized tree with a brown trunk and branches, filled with green and light green leaves. It is set against a light blue sky with small white stars. At the bottom right, there are small pink and white flowers on a green base.

Important Documents and Templates



History Day Essay Organizer Template

Templates, like the Essay Organizer Template below, can make the process of guiding students to write their essay. To access this resource, email historyday@hihumanities.org

History Day Essay Organizer

Name: _____

Title: _____
(A short phrase focusing on your topic and words from the theme is a clever way.)

Instructions: Do the sections in the order of the numbers listed.

- Always start with your **thesis** which is #1.
- Write all of your **topic sentences** for your three body paragraphs next (#2, 3, 4).
- Then include your **quotes and analysis**. (#5 - 6; 8 - 9; 11 - 12)
- Add any **additional information** you've researched to support your analysis. (#7, 10, 13)
- Add information about the immediate impact and change over time (#14-15)
- Finally finish your **introduction** (#16 - 17) and **conclusion** (#18 - 20).
- The last thing to do is to think of a **clever title**.

Introduction

Paragraph 1

16. Hook: (Catchy sentence to grab your reader's attention. Do not begin with a question. An interesting quote, an unusual or surprising event, an amazing fact is a great way to begin.)

17. Background Information about the individual or event: (Look at your research on the 5Ws and the H--Who, What, When, Where, Why and How. Pick the most interesting of these and write **two or three sentences** introducing your topic.)

1. (Start Here) Thesis: Central argument and three supporting details in one sentence: Be sure to use some words from the theme in your thesis sentence and state how your topic impacted history.

Body

Paragraph 2

2. Topic Sentence: Write one general sentence about the first supporting detail of your thesis.

5. Quote: Provide a quote from your research that supports this supporting detail. Primary source quotes are the best when possible. Be sure to **introduce the author by name** and explain who they are, what they have written, or why they are an expert.

6. Analysis: Explain in your own words in a sentence or two how this quote supports the topic sentence above.

7. Additional Information: If you have additional information or quotes from your research on this supporting detail include it here.

Paragraph 3

3. Topic Sentence: Write one general sentence about the second supporting detail of your thesis.

8. Quote: Provide a quote from your research that supports this supporting detail. Primary source quotes are the best when possible. Be sure to **introduce the author by name** and explain who they are, what they have written, or why they are an expert.

9. Analysis: Explain in your own words in a sentence or two how this quote supports the topic sentence above.

10. Additional Information: If you have additional information or quotes from your research on this supporting detail include it here.

Paragraph 4

4. Topic Sentence: Write one general sentence about the third supporting idea of your thesis.

11. Quote: Provide a quote from your research. Primary source quotes are the best when possible. Be sure to **introduce the author by name** and explain who they are, what they have written, or why they are an expert.

12. Analysis: Explain in your own words in a sentence or two how this quote supports the topic sentence above.

13. Additional Information: If you have additional information or quotes from your research on this supporting detail include it here.

Paragraph 5

14. Explain the significant (Impact) short-term changes, reform, or affects that occurred ..

Paragraph 6

15. Explain the significant change over time, reform, or affects on individuals, communities, nation, or the world that changed the course of human society. (Legacy)

Conclusion

Paragraph 7

18. Restate Thesis: Restate your thesis in different words. (Central argument and three supporting details in one sentence: The restatement can be more than one sentence.

19. Optional: Explain alternate or opposing views—give a rebuttal (or counter argument) to these opposing views. This provides balance and moves an average essay to an exceptional essay.

20. Final Statement: Explain in a sentence or two why this topic matters, what future generations can learn from studying this event or person—what is its legacy.

Adapted from Colleen Spring and Laie Elementary school



'Oloke'a

Inoa Haumāna _____ Lā _____

No Ka Ho'okumu 'Ana i Pepa Kākau me nā Paukū ('Oloke'a)

Po'oīnoa (Title Idea)

I. Paukū Ho'olauna

Ka lou (Hook idea)

Mana'o Ho'okele (Thesis statement)

Mana'o Ho'oka'ina (Statement of organizational parts)

II. Paukū Kino 'Ekahi (Hopuna'ōlelo Kumumana'o) (Topic Sentence)

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

II. Paukū Kino 'Elua (Hopuna'ōlelo Kumumana'o) (Topic Sentence)

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

III. Paukū Kino 'Ekolu (Hopuna'ōlelo Kumumana'o) (Topic Sentence)

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

V. Panina (Conclusion Paragraph)

Hiki iā 'oe ke pua'i mana'o ma ka wā kākau oloke'a a i 'ole hiki iā 'oe ke kākau ke ho'oponopono 'oe i kou kāmua.

Resource Provided by
Kumu Māhealani Lono.

To access this resource, email:
historyday@hihumanities.org

HAWAI'I HISTORY DAY RELEASE FORM ORAL HISTORY INTERVIEWS

In order to preserve and make available the history of Hawai'i, America or the world for present and future generations, I hereby grant the following students permission to reproduce and use in the development of a History Day project (historical paper, display, documentary, performance, or website) the following oral history interviews and information. I understand that the Hawai'i History Day program may make use of excerpts or images from completed projects for publicizing and promoting History Day (including television, radio and print media). I give as a donation all my rights, title and interest and accept that there will be no remuneration for my donation and that neither Hawai'i History Day nor the students are responsible for any expense or liability incurred as a result of my participation in this program.

Recording(s) and edited transcripts
of interviews recorded on

Biographical data sheet dated

Notes of untapped interviews dated

NAME OF INTERVIEWEE

SIGNATURE OF INTERVIEWEE

ADDRESS

DATE OF SIGNATURE

PHONE NUMBER

SIGNATURE OF HISTORY DAY STUDENT(S)

SCHOOL OF STUDENTS



Name: _____

[illegible]

HISTORY DAY STUDENT CHECKLIST



"HOW AM I DOING"

Circle the response that most nearly describes your progress so far.

- | | | | |
|---|-----|-----------|----|
| 1. I am working as hard as I can and am making excellent progress. | Yes | Sometimes | No |
| 2. I am about where I think I should be. | Yes | Sometimes | No |
| 3. I am finding it easy to locate secondary sources for my entry. | Yes | Sometimes | No |
| 4. I am finding it easy to locate primary sources for my entry. | Yes | Sometimes | No |
| 5. I understand my topic. | Yes | Sometimes | No |
| 6. I understand why I chose my topic. | Yes | Sometimes | No |
| 7. I understand the issue related to my topic. | Yes | Sometimes | No |
| 8. I understand the period in history in which my topic takes place. | Yes | Sometimes | No |
| 9. I am meeting my deadlines. | Yes | Sometimes | No |
| 10. I am confident I will complete my entry on time. | Yes | Sometimes | No |
| 11. I am working well with other members of my group (if applicable.) | Yes | Sometimes | No |

Fill in the blanks to complete the following questions.

I have read _____ background sources.

I have taken notes from _____ sources.

I have located a total of _____ sources.

I need help on _____



National History Day Checklist

Congratulations! You did it! Remember to ensure that your project is ready...do one final check with the checklist below. Best of Luck!!!

National History Day Checklist

		Thesis: 1. Uses theme words 2. Must have points 3. Should be debatable
		Title: 1. Expresses the main idea of the thesis and uses theme words
		Subtitles: Short but tells what each section is about
		Introduction: Includes background information about your topic
		Historical Context: The project analyses the main events that were happening that influenced the topic
		Point 1: Matches point one in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		Point 2: Matches point two in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		Point 3: Matches point three in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		Immediate Impact or Change 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		Impact or Change Over Time 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		Shows Analysis: 1. Conclusion: Tells why the topic is important and restates thesis
		All pictures have captions (what it is, year, where found)
		Cover Page: Matches instruction in rule book
		Process paper: 1. Less than 500 words 2. Answers these five questions •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?
		Annotated Bibliography: 1. Uses Chicago format or MLA 2. Each cite is single spaced 3. Lists all primary then all secondary in alpha order 4. Each entry answers the questions (1-How you used the source 2-How the source helped you understand the topic)



Hawai'i History Day 2022-2023
E MĀLAMA I KA MO'OLELO - LET US CARE FOR HISTORY



Contest Information





Entry Guidelines by Category

PERFORMANCE ENTRIES

- A Performance entry may be entered as a group project, with up to three students in the group.
- Performances may not exceed 10 minutes in length.
- A PDF of the cover page, process paper and annotated bibliography need to be uploaded into the entry registration.

HISTORICAL PAPER ENTRIES

- Historical papers must be done individually. Projects in this category cannot be entered as a group project.
- Students will submit their essay in this order, cover page, process paper, essay, and annotated bibliography as one PDF into the registration system.
- Papers must contain between 1500 and 2500 words.

DOCUMENTARY ENTRIES

- A Documentary entry may be entered as a group project, with up to three students in the group.
- Documentaries may not exceed 10 minutes in length including credits.
- A weblink to the documentary MP4 and a PDF of the cover page, process paper and annotated bibliography need to be uploaded into the entry registration.
- NHD only accepts a shareable weblink to the documentary using Google your Google Drive, One Drive, or DropBox. Hawai'i accepts YouTube.

EXHIBIT ENTRIES

- An Exhibit entry may have up to three students and are limited to 500 student composed words.
- Submit the cover page first, process paper second, the annotated bibliography third and the exhibit (Using the NHD virtual template as one PDF into the registration system).

[Google Drawings NHD Template](#)

[Microsoft Publisher NHD Template](#)

WEBSITE ENTRIES

- A Website entry may be entered as a group project, with up to three students in the group.
- Save your process papers and annotated bibliography as a PDF inside your website.
- All website entries must use the NHD Web Central website editor.

ŌLELO HAWAII ENTRIES

- Students can submit their entry in 'ōlelo Hawai'i, following the same guidelines for each category.
- In addition to national project standards, each project will require at least one source in 'ōlelo Hawai'i.
- Judges will also be looking for the student's ability to connect the relevance and meaning of their project to their own community.
- These entries will be judged in 'ōlelo Hawai'i.
- If projects advance beyond the district fair, they will compete for top awards and exclusive 'ōlelo Hawai'i awards at the State Fair. Due to National History Day, not being able to judge these excellent projects (yet!) 'Ōlelo Hawai'i Projects are not eligible for the national contest.
- If students advancing to the State Fair wish to compete and enter the National Contest they must create an English translation of their entire project for the State Fair. They will need to submit the English version for judging by the regular project deadline.

*Note: 'Ōlelo Hawai'i projects with English translation will be ineligible for 'ōlelo Hawai'i awards at the Hawai'i History Day State Fair.



Using the NHD System

The points below are just some things for your consideration, things to remember as you register your project in the NHD ZFairs system. For more information on using the NHD system, please contact historyday@hihumanities.org.

All Revised Entries must be submitted electronically and uploaded into the registration system by the due date.

Students should refer to the checklist in the NHD Rulebook to make sure they have completed everything required for their entry.

Please use a non-school email address.

X Student@k12.hi.us

Use the following naming convention for your written Material: "Title_Division_2022.pdf"
o Examples



The Tea Party_JR
Exhibit_2022.pdf



Ping ping
Diplomacy_SR
Essay_2022.pdf

Hawai'i History Day, unlike National History Day, does not separate individual and group entries to be judged for display, documentary, performance or website. Advancement to the NHD fair is not guaranteed even if there is only one entry that is either an individual or group.

Divisions

- Youth division includes grades 4-5.
- Junior division includes grades 6-8.
- Senior division includes grades 9-12.

***Note: Youth Division Projects are not eligible for the Washington DC National History Day Contest**

Cover Page: Matches instruction in rule book

PAPER	EXHIBIT	PERFORMANCE	DOCUMENTARY
Title	Title	Title	Title
Name	Names	Name	Names
Junior Division	Senior Division	Junior Division	Senior Division
Paper	Group Exhibit	Individual Performance	Group Documentary
Paper: 2,406 words	Exhibit: 495 words	Process Paper:	Process Paper:
Process Paper:	Process Paper:	435 words	415 words
410 words	485 words		



Interviews and Judging

Student Interviews:

- Interviews of students are approximately five minutes.
- **Students must be interviewed in order for their projects to be eligible for participation in State or National History Day.** At least one student of a registered project must be present for the scheduled interview with judges.
- Students should be aware of this requirement and make appropriate schedule adjustments to avoid missing the interview.
- If informed at the time registration forms are submitted, Hawai'i History Day may be able to schedule interviews early in the morning or closer to mid-day to help students with conflicting activities.

Interview information & schedule:

- When students register for district and/or the state fair, their interview time and place will be sent to their teachers, one week before the contest, and placed on their nametags.
- Student names and interview times are also posted outside of the rooms where their interview will take place.
- Students with research papers or displays should be outside their interview rooms or in front of their displays at least fifteen minutes before their scheduled interviews.
- Students with performance or documentary projects should be at the assigned rooms at least thirty minutes prior to their scheduled presentations (interviews will take place immediately following each presentation).
- The timer in the room will call students five minutes before their scheduled presentations. They will have five minutes to set up, ten minutes to give their presentation, five minutes to take down, and five minutes for the interview.
- While the interview is taking place, the next project will be setting-up.



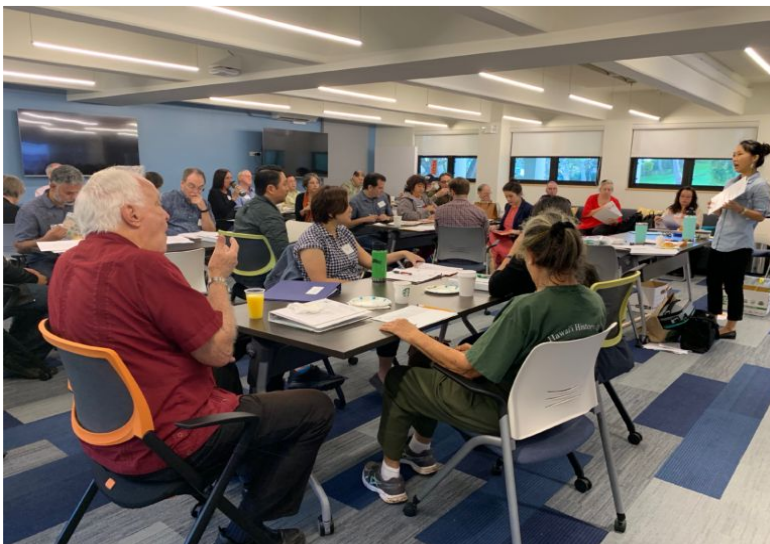


Interviews and Judging

Judging and run-offs:

- At the district and state events, judge teams of two or three persons are assigned to review entries in each format category and division (such as junior papers, senior papers, junior displays, etc.).
- Entries from each school are distributed among different judge teams.
- Each judge team nominates one or two of its most qualified entries for a run-off for that category. Students with performance or documentary projects in the run-offs must give their presentation once more, but **there will be no interviews in the run-offs for any category.**
- A group of run-off judges will then select the qualifiers for the state event and the first, second and third place entries at State History Day. At the state event, Hawai'i History Day will announce those projects that are eligible to attend National History Day.
- Hawai'i History Day is primarily concerned about the learning of history and not the competition among entries, the judges are asked to provide, for the benefit of each student entrant, detailed comments about the entry.
- Digitized judging forms are sent to teachers after the district and state events to return to students.
- **Students who advance to the state and national events should review these comments and are encouraged to revise their entries as may be appropriate.**

Teachers should inform students that, although judges may correct spelling or grammar for an entry, the primary judging criteria involve the historical quality of the project. Comments on grammar, spelling and presentational quality make up only a small proportion of the final evaluation. It is also important to remember that judges are often better able to offer constructive criticism and advice for projects that are of relatively higher quality. Therefore, students should not consider the presence of extensive critical comments as a negative evaluation. On the contrary, often it indicates that the project is an exciting one that holds much promise for further historical examination and interpretation.





Hawai'i History Day 2022-2023

E MĀLAMA I KA MO'OLELO - LET US CARE FOR HISTORY



Contest Reference Documents





Contest Evaluation Sheets (English and 'Ōlelo Hawai'i)

The following pages contain English and 'Ōlelo Hawai'i version of our contest Evaluation forms.
To download these forms, visit our resource page:

<https://hihumanities.org/what-we-do/hi-history-day/hawai%ca%bbi-history-day-resources/>



STRENGTHS & AREAS FOR IMPROVEMENT

[illegible]

OVER

Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Exhibit contains no more than 500 student-composed words.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Visuals and quotes are credited on the exhibit.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Media devices (optional) total run time is ≤ two minutes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not applicable
Process Paper is submitted.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Process Paper word count is listed on the Title Page.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Annotated Bibliography is submitted.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Annotated Bibliography is separated into primary and secondary sources.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Annotations do not exceed two to three sentences.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

[illegible]

OVER

NĀ 'AO'AO IKA IKA A ME NĀ 'AO'AO

btesb

He ≤40" ke ākea x 72" ka lō'hi a i 'ole 30" ke anawaena a lala paha. He 500 hua'ōlelo na ka haumana i haku ma ka pāhana. ☐ 'Ae ☐ 'A'ole

Puana'i 'ja nā ki'i me nā 'ōlelo puana'i ma ka pāhana. ☐ 'Ae ☐ 'A'ole

Inā he pāpaho wikiō/'aukiō ('a'ole koi 'ia), he ≤ 'elua minuke ka lō'ihī. Ho'ouna 'ia ka Pepe Ka'ina Hana.

Hō'ike 'ia ka nui hua'ōlelo o ka Pepa Ka'ina Hana ma ka Pale o Mua. Ho'ouna 'ia ka Papa 'Ōwehe Kūmole.

Ho'oka'awale 'ia nā kūmole kuamua a me nā kūmole kualua ma ka Papa 'Ōwehe Kūmole.
He 'elua a he 'ekolu a emi honuna'olelo ka lō'ihī o nā 'ōwehe kūmole.

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

Time is \leq ten minutes.
Entry is student-produced.
Entry includes source credits at the end.
Process Paper is submitted.
Process Paper word count is listed on the Title Page.
Annotated Bibliography is submitted.
Annotated Bibliography is separated into primary and secondary sources.
Annotations do not exceed two to three sentences.

OVER

NĀ 'AO'AO IKAİKA A ME NĀ 'AO'AO

He 's'umi minuke ka lō'ihi.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
Na ka haumāna nō i	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
ho'omākaukau i ka pāhana.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
Hō'ike 'ia ka pailaha ma ka hopena o ke ki'i'oni'oni.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
Ho'ouua 'ia ka Pepa Ka'ina Hana.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
Hō'ike 'ia ka nui hua'ōlelo o ka Pepa Ka'ina Hana ma ka Pale o Mua. Ho'ouua 'ia ka Papa 'Owehe Kūmole.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole
Ho'oka'awale 'ia nā kūmole kuunua a me nā kūmole kuaulu ma ka Papa 'Owehe Kūmole. He 'elua a he 'ekolu a emi honuua'ōlelo ka lō'ihi o nā 'ōwehe kūmole.	<input type="checkbox"/> 'Ae	<input type="checkbox"/> 'A'ole

HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
THEME	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
WIDE RESEARCH	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/>
PRIMARY SOURCES	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
HISTORICAL CONTEXT	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.	<input type="checkbox"/>

STRENGTHS & AREAS FOR IMPROVEMENT

[illegible]

OVER

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
PERFORMANCE	<input type="checkbox"/> Dramatic arc consistently advances the historical argument. <input type="checkbox"/> Characters and scenes are consistently developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc mostly advances the historical argument. <input type="checkbox"/> Characters and scenes are mostly developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc somewhat advances the historical argument. <input type="checkbox"/> Characters and scenes are somewhat developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc has limited connection to the historical argument. <input type="checkbox"/> Characters and scenes are limited in development and connection to the historical argument.	<input type="checkbox"/> <input type="checkbox"/>
TECHNICAL	<input type="checkbox"/> Speech is consistently clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is mostly clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is somewhat clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is limited in clarity, effectiveness, expressiveness, and pacing.	<input type="checkbox"/>
STUDENT VOICE	<input type="checkbox"/> Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

Annotations do not exceed two to three sentences.

☐ Yes ☐ No ☐ Not applicable

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

OVER

KA POLOLEI O KA MŌ'AUKALA - 80%					
	'OI KELAKELA	MAIKA'I LOA	MAIKA'I	'ANO MAIKA'I	E HO'OIKAIKA
KUHIKAU O KA PĀHANA MŌ'AUKALA CLAIM	Pa'a pono kā ka haumāna pāhana i ka 'ike mai nā kumu'iwai.	Pa'a kā ka haumāna pāhana i ka 'ike mai nā kumu'iwai.	'Ano pa'a kā ka haumāna pāhana i ka 'ike mai nā kumu'iwai.	'A'ole pa'a kā ka haumāna pāhana i ka 'ike mai nā kumu'iwai.	<input type="checkbox"/>
KUMUHANA O KA MAKAHIKI	Ākāka loa ke kumuhana o ka makahiki i loko o kā ka haumāna pāhana.	Ākāka ke kumuhana o ka makahiki i loko o kā ka haumāna pāhana.	'Ano ākāka ke kumuhana o ka makahiki i loko o kā ka haumāna pāhana.	'A'ole ahuwale ke kumuhana o ka makahiki i loko o kā ka haumāna pāhana.	<input type="checkbox"/>
NO'I NOELO	He nui kūpono nā 'ano kūmole a ka haumāna i ki'i ai ma ka papa kūmole.	He 'ano nui nā 'ano kūmole a ka haumāna i ki'i ai ma ka papa kūmole.	He mau 'ano kūmole a ka haumāna i ki'i ai ma ka papa kūmole.	He li'ilii' wale nō nā 'ano kūmole a ka haumāna i ki'i ai ma ka papa kūmole.	<input type="checkbox"/>
NĀ KŪMOLE KUAMUA	Kāko'o pihā nā kūmole kuamua i kā ka haumāna pāhana.	Kāko'o nā kūmole kuamua i ka hapa nui o kā ka haumāna pāhana.	'Ano kāko'o nā kūmole kuamua i kā ka haumāna pāhana.	Loa'nā nā kūmole kuamua, 'a'ole nā'e kāko'o i kā ka haumāna pāhana.	<input type="checkbox"/>
PŌ'AIAPILI MŌ'AUKALA	Kālailai piha 'ia nā 'ao'ao a pau o kā ka haumāna kumuhana pāhana.	Kālailai 'ia ka hapa nui o nā 'ao'ao o kā ka haumāna kumuhana pāhana.	'Ano kālailai 'ia kekahi mau 'ao'ao o kā ka haumāna kumuhana pāhana.	'A'ole i kālailai nui ka haumāna i kāna kumuhana pāhana.	<input type="checkbox"/>
HE MAU KUANA'IKE	He nui nā kuana'ike pa'a ma kā ka haumāna pāhana.	He mau kuana'ike i pa'a ma kā ka haumāna pāhana.	'Ano pa'a ka kekahi mau kuana'ike ma kā	Li'ilii' wale nō nā kuana'ike i pa'a ma kā ka haumāna pāhana.	<input type="checkbox"/>
KA POLOLEI O KA MŌ'AUKALA	Pololei ka mo'olelo.	Li'ilii' wale nō nā hemahema o ka mo'olelo.	'Ano pololei ka mo'olelo, he ma hemahema nā'e.	Hemahema ka mo'olelo a akāka 'ole i ka mea heluhelu.	<input type="checkbox"/>
KA PĀHANA O KA HŌHONA KANAKA	Kālailai pono 'ia nā hopena o ia kumuhana ma ke panina o ka pāhana.	Kālailai 'ia nā hopena o ia kumuhana ma ke panina o ka pāhana.	'Ano kālailai 'ia nā hopena o ia kumuhana ma ke panina o ka pāhana.	'A'ole i kālailai nui 'ia nā hopena o ia kumuhana ma ke panina o ka pāhana.	<input type="checkbox"/>

NĀ 'AO'AO IKA IKA A ME NĀ 'AO'AO

KE AKĀKA O KA PĀHANA - 20%					
	'OI KELAKELA	MAIKA'I LOA	MAIKA'I	'ANO MAIKA'I	E HO'OIKAIA
HANA KEAKA	Ho'omohala pono 'ia ka mo'olelo i loko o ka hana keaka. Ho'olauana pono 'ia nā hāme'e a pili kā lākou hana i ka mo'olelo.	Ho'omohala 'ia ka mo'olelo i loko o ka hana keaka. Ho'olauana 'ia nā hāme'e a pili kā lākou hana i ka mo'olelo.	Ano ho'omohala 'ia ka mo'olelo i loko o ka hana keaka. 'Ano ho'olauana 'ia nā hāme'e a 'ano pili kā lākou hana i ka mo'olelo.	'A'ole ho'omohala pono 'ia ka mo'olelo ma ka hana keaka. 'A'ole pili loa ka hana a nā hāme'e i ka mo'olelo.	<input type="checkbox"/>
MAU MEA 'E A'E	Akāka loa ka ha'i'olelo 'ana, maika'i kona ho'omohala 'ia, a kīpono no ke kumuhana.	Akāka ka hape nui o ka ha'i'olelo 'ana, maika'i kona ho'omohala 'ia, a kīpono no ke kumuhana.	Ano akāka ka ha'i'olelo 'ana, kona ho'omohala 'ia, a 'ano kīpono no ke kumuhana.	'A'ole akāka loa ka ha'i'olelo 'ana, kona ho'omohala 'ia, a kīpono 'ole no ke kumuhana.	<input type="checkbox"/>
KO KA HAUMĀNA MANA'O	Akāka loa ka 'oko'a o ke haumāna mana'o pono'i ko nā kūmole.	Akāka ka 'oko'a o ke haumāna mana'o pono'i ko nā kūmole.	Ano akāka ka 'oko'a o ke haumāna mana'o pono'i ko nā kūmole.	'A'ole akāka ka 'oko'a o ke haumāna mana'o pono'i ko nā kūmole.	<input type="checkbox"/>

He 'elua a he 'ekolu a emi hopuna'ōlelo ka lō'ihi o nā 'ōwehe kūmole.

[illegible]

