



# 2023-2024 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 - Mālama Our History



# Hawai'i History Day Basics





# Hawai'i History Day 2023-2024 Calendar



Fall 2023	
HAWAII HISTORY DAY KICKOFF	
Sat, September 30, 2023	Virtual Statewide Hawai'i History Day Kickoff
September–December, 2023	School visits, student and teacher support, and outreach (Arranged by request. Contact us at <a href="mailto:historyday@hihumanities.org">historyday@hihumanities.org</a> )
Spring 2024	
SCHOOL FAIRS (OPTIONAL)	
<b>DEC. 2023 – FEB. 1, 2024</b>  <i>(School fairs should not be held after Feb 1, 2024)</i>  <i>Hawaiian Language Projects, like the youth projects, can only advance to the State level.</i>	<b>SCHOOL HISTORY DAY FAIRS (DEC-FEB)</b> <i>*Optional: These are planned by teachers to select which projects are entered into District Fairs</i>  <i>Groups are limited to 3 students maximum.</i> <b>Youth Division (grades 4-5):</b> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school</li> <li>• Display – up to 8 per school</li> <li>• Performance – up to 5 per school</li> <li>• Documentary – up to 5 per school</li> <li>• Website – up to 5 per school</li> <li>• 'Ōlelo Hawai'i – up to 5 per school</li> </ul> <b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b> <ul style="list-style-type: none"> <li>• Essay – up to 8 per school per division</li> <li>• Display – up to 8 per school per division or 8% if over 100</li> <li>• Performance – up to 8 per school per division</li> <li>• Documentary – up to 8 per school per division</li> <li>• Website – up to 8 per school per division or 8% if over 100</li> <li>• 'Ōlelo Hawai'i – up to 8 per school per division</li> </ul>
REGISTRATION FOR DISTRICT FAIRS	
Sat, December 9, 2023	All Schools Registration Training: ZOOM meeting, produce video
Mon, January 8, 2024	Registration Opens: <ul style="list-style-type: none"> <li>• Students who are entering their projects into the District Fair need to complete a profile in ZFairs and provide their information</li> </ul>
Fri, January 26, 2024	Registration Closes: Student registration information must be in the ZFairs system by 5:00 PM
Th, February 15, 2024	Essay and Website Projects Due <ul style="list-style-type: none"> <li>• Essays and Websites must be uploaded by Feb 15, 5:00 PM. Projects in all other categories are due on the day of the fair and must be brought to the fair. (See 2024 Project Guidelines for more details)</li> </ul>
Sat, February 17, 2024	Judging Starts
2024 HAWAII HISTORY DAY DISTRICT AND STATE FAIRS	
Sat, February 24, 2024	Honolulu District Fair at <i>Chaminade University (Hale Hoaloha)</i> Kaua'i District Fair at <i>Kaua'i Community College</i>
Sat, March 2, 2024	Windward District Fair at <i>Windward Community College</i> Hawai'i District Fair at <i>University of Hawai'i at Hilo</i> Maui District Fair (Location TBD)
Sat, March 9, 2024	Central+Leeward District Fair at <i>Mililani High School</i>
March 13, 2024	Moloka'i District Fair at <i>Moloka'i Intermediate School</i>
Sat, April 20, 2024	<b>2023–2024 Hawai'i State History Day Fair at <i>Windward Community College</i></b>
Wed, April 24, 2024	National Qualifiers Meeting
	National History Day Registration Opens
Thu, May 16, 2024	National History Day Registration Closes
June 7-15, 2024	Hawai'i State History Day Trip to Washington D.C.

SUBJECT TO CHANGE. FOR MORE INFO VISIT US AT [HIHUMANITIES.ORG](http://HIHUMANITIES.ORG) 9/20/2023



## 2024 Hawai'i History Day District Entry Guidelines

### ALL ENTRIES

Hawai'i History Day District and State Fairs will be LIVE this year. This follows the pre-pandemic format, meaning that:

- **Papers and Websites** must be uploaded to the ZFairs system by the due date (Thursday, February 15, 2024, 5:00 PM). They are judged online.
- **Documentaries, Exhibits, and Performances** will be brought to the fair and judged LIVE, the day of the fair.

**Registration:** Students may register their History Day projects beginning Monday, January 8, 2024. Registration must be completed by Friday, January 26, 2024 at 5:00 PM. Teachers must register before students.

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

- Unlike National History Day, Hawai'i History Day does not separate individuals and group entries for Exhibits, Documentaries, Performances, or Websites. Advancement to the National Contest 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 1: Youth Division Projects are not eligible for the Washington DC National History Day Contest

\*Note 2: 'Ōlelo Hawai'i projects follow a different pathway. Instead of competing at the National competition, top projects will be showcased in D.C. in a special national project showcase.

### GUIDELINES FOR THE FAIRS:

All projects entered into the competition are expected to abide by NHD's Contest Rulebook:

<https://hihumanities.org/wp-content/uploads/2020/10/NHDRuleBook2021Digital.pdf>

- **Papers:** Student paper, process paper, and annotated bibliography need to be loaded into Zfairs as one PDF, by Thursday, February 15, 2024, 5:00 PM.  
**Please bring 2 copies of your paper, process paper, and annotated bibliography with you to the fair.**
- **Documentaries:** Documentaries need to be brought/accessed the day of the fair. Documentaries should be accessible online. In addition, the student should bring a backup of their Documentary on an external drive (eg: flash drive).  
**Please bring your documentary on an external drive and 3 copies of your process paper and annotated bibliography with you to the fair.**
- **Exhibits:** The student exhibit, process paper, and annotated bibliography need to be brought to the fair. Exhibits will be judged the day of the fair.  
**Please bring 3 copies of your process paper and annotated bibliography with you to the fair.**
- **Websites:** All websites must be created using NHDWebcentral. The student process paper and annotated bibliography must be embedded within the website. The website 8 digit id number must be entered into ZFairs by Thursday, February 15, 2024, 5:00 PM.  
**Please bring 3 copies of your process paper and annotated bibliography with you to the fair.**
- **Performances:** Performances 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.**

### 'ŌLELO HAWAI'I ENTRIES

- Students can submit their entry in 'Ōlelo Hawai'i, following the same project guidelines for each category.
- These entries will be judged in 'Ōlelo Hawai'i, and student interviews will be done in 'Ōlelo Hawai'i.





# Categories and Divisions

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

## Paper



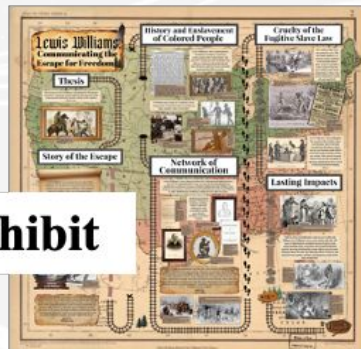
## Documentary



## 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.



# 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](mailto: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 papers
7. **Cedric B. Cowing Memorial Award (Youth, Junior, Senior):** For first-place youth, junior, and senior papers
8. **Cedric B. Cowing Memorial Award - 'Ōlelo Hawai'i:** For first-place papers 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 - Mālama Our History

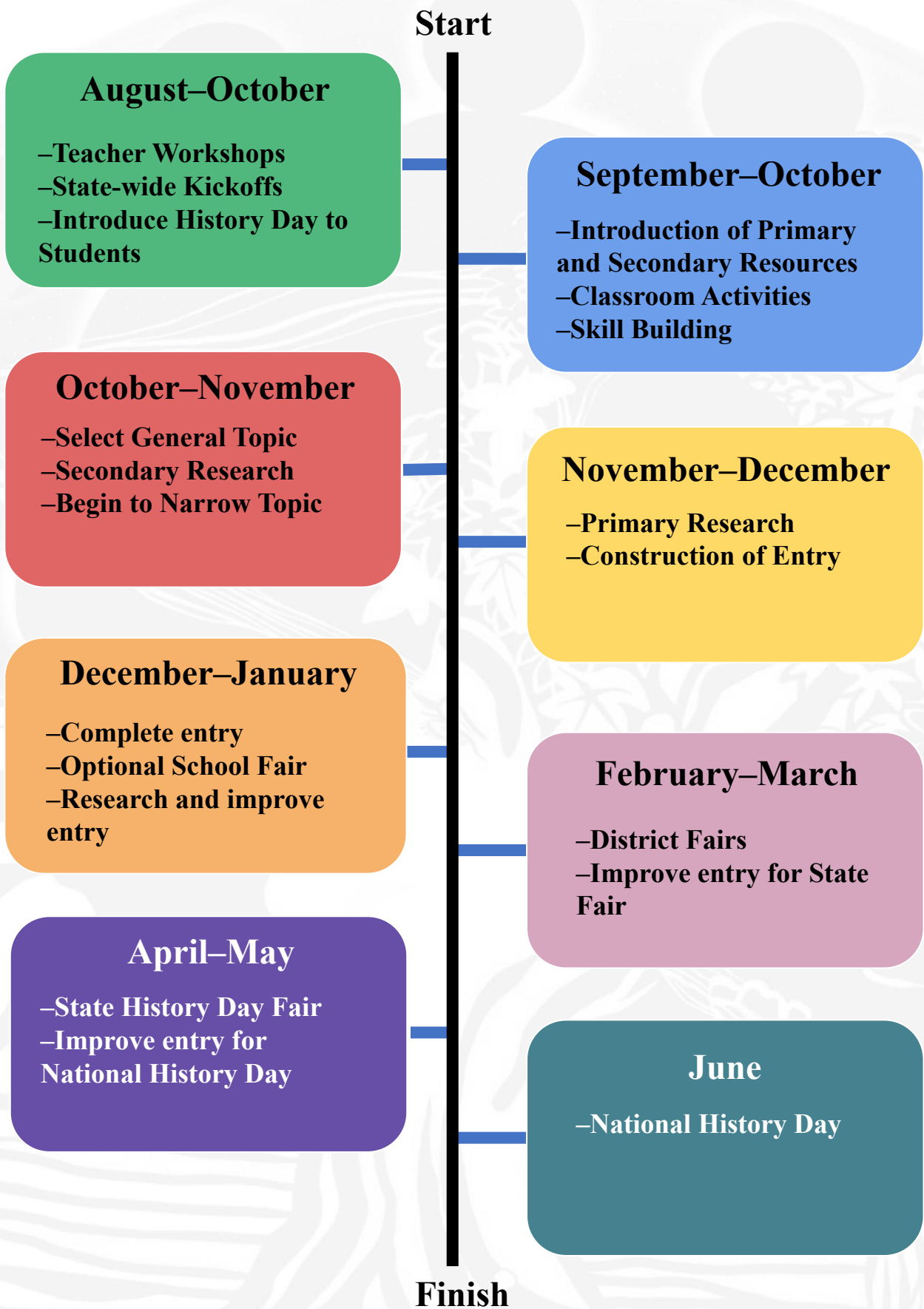
A large, stylized tree with a brown trunk and many branches. The leaves are in shades of green and light green. The tree is set against a light blue background with small white stars. At the bottom right, there are small pink and yellow flowers and green plants on a dark green ground.

# Creating a History Day Project





# Suggested Hawa'i History Day Curriculum Timeline

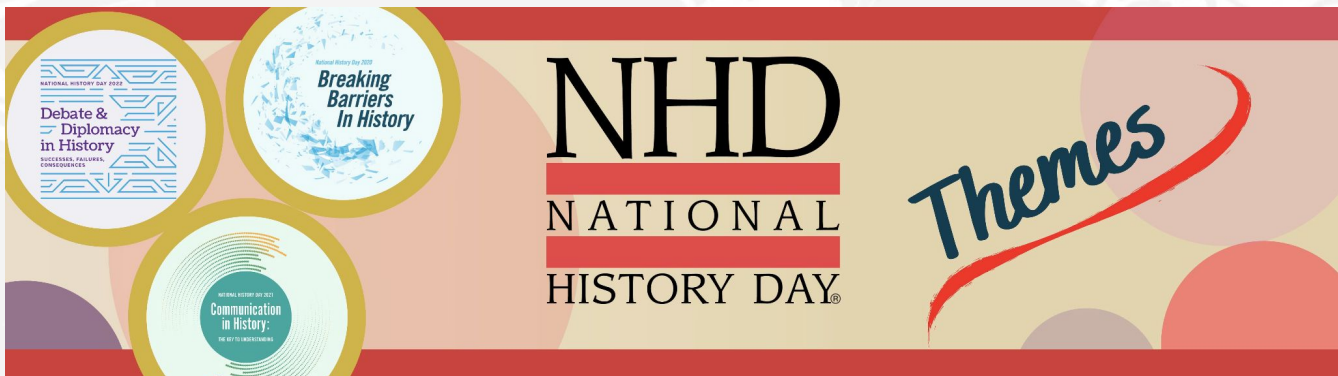




# Themes and Topics

## 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 *Turning Points in History*. 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 ....?”





# 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...?”





# Themes and Topics: Sample Theme Narratives

Sample theme narrative. This sheet was from the 2023–2024 Theme *Turning Points in History*.

## 2024 Theme Narrative: *Turning Points in History*

CATHY GORN, Ph.D., Executive Director, National History Day

The National History Day® (NHD) theme for 2024 is *Turning Points in History*. It is especially appropriate because National History Day is celebrating its 50th anniversary this year. What better way to celebrate than for students to choose turning points in the past that interest them the most? As always, the theme is broad, so topics should be carefully selected and developed in ways that best use students' talents and abilities. Students should be careful to place their topics into historical context, examine the significance of their topics in history, and show development and change over time. Students should investigate available primary and secondary sources, analyze the evidence, and clearly explain the relationship of the topic to the theme, *Turning Points in History*.

But first, what's the point?

The *Merriam-Webster Dictionary* defines a point as "an individual or distinguishing detail." For example, the point of a debate or a joke. A point might be the "end or object to be achieved; the purpose."

But what, exactly, is a turning point?

*Merriam-Webster* defines a turning point as "the point at which a significant change occurs," in other words, a decisive moment.

So, what is a turning point in history?

Well, a turning point in history is more than just an important event that happened a long time ago. It is more than a new idea or a particular action taken by an individual. A turning point is an idea, event, or action that directly, or sometimes indirectly, causes change. Sometimes a turning point has immediate repercussions, making its significance obvious to people at the time. Sometimes, however, the impact of an event or decision or person is clear only in retrospect. A turning point can be a personal decision in the life of one person or a political choice affecting millions. It can be an event or idea with

global or local consequences, or it can be the life of a single person whose actions inspire or affect others. The effect of a turning point in history might be social, political, economic, or cultural. It might be a combination. History is often complicated.

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. **Simply put, what was it like before the turning point? What was the turning point? What was it like after the turning point?**

To understand the historical importance of their topics, students, like historians, must ask questions of time and place, cause and effect, change over time, and impact and significance:

- › What factors contributed to the turning point?
- › Why did the turning point develop? How did it create change?
- › What were the immediate and long-term consequences?
- › What impact did the turning point have on the people who experienced it? How did they, in turn, affect it?

Now, how does this apply to an NHD project?

Let's look at a topic that immediately comes to mind: war. From clashes limited to one nation to huge conflicts involving many countries, wars are among the most significant and obvious turning points in history. And there are so many to choose from: the Peloponnesian War (431–404 BCE), the Crusades (1096–1291), the American Revolution (1775–1783), the Taiping Rebellion (1850–1864), the Guatemalan Civil War (1960–1996), and many more. Much more than simply a collection of battles, a war can transform the world, a nation, or a local community socially, politically, culturally, and economically.



A painting of a scene from the Taiping Rebellion by artist Wu You, 1886. Wikimedia Commons.

However, choosing a particular war as a topic would not be wise for an NHD student, as it would be impossible to explain the significance of such a massive event within the limited confines of an NHD entry. Remember, NHD projects are limited in size and, therefore, must be limited in scope. For example, an NHD documentary is limited to ten minutes, and a paper is limited to 2,500 words. To research, collect evidence, and present an entire war's significance in history would take years and hundreds of pages. So, NHD students must choose a topic narrow enough to be presented within NHD project limits.

Still interested in war? A certain battle would be an obvious choice, but how about considering investigating the impact of World War II on a small village in Eastern Europe? What effects did it have on the people living there? What were the immediate and long-term consequences for that village or for a particular individual? Or, how did a political decision serve as a catalyst for war? How did the Bosnian people's decision to declare independence from Yugoslavia in 1992 lead to war? What were the consequences of the voters' decision? In what way can a vote on a single issue serve as a turning point and lead to immediate and long-term change?

Enough about war. Politics, laws, and court cases have served as turning points in history. How did the Bolshevik Revolution in Russia (1917) or the Chinese Communist Revolution (1949) lead to some of the most convulsive changes the world has ever seen? How did laws like the Selective Service Act (1917), the Trade Expansion Act (1962), or the Voting Rights Act (1965) create turning points? In what ways did the U.S. Supreme Court ruling in *McCulloch v. Maryland* (1819) change the relationship between the U.S. federal government and the state governments?

Human inventiveness has changed business and human life in ways great and small. How were innovations such as the plow, reaper, or fertilizer turning points in farming?

Interested in social media?

STOP right there! That is a little too recent for an NHD study. What about earlier forms of communication, such as the development of cuneiform writing in ancient Sumer, the printing press in fifteenth-century Europe, or the invention of radio or television in the twentieth century? What were the consequences of such turning points?

The COVID-19 Pandemic is another event that has certainly had a great impact on human society. But, again, as with social media, it is too recent for students of NHD to focus on this year. Why not choose a fast-spreading disease of the more distant past, such as the Influenza Pandemic of 1918? Or, students might research the consequences of losing half of Europe's population to the Black Death between 1347 and 1352.



An emergency outdoor hospital in Brookline, Massachusetts, set up to care for influenza patients, October 1918. National Archives and Records Administration (NAID 45489327).

For all their successes, humans cannot overcome nature. Weather and natural events have been significant factors in history and are often the catalysts for major turning points. The eruption of Mount Vesuvius destroyed Pompeii in 79. A typhoon in 1281 destroyed a Mongol fleet as it prepared to invade Japan. Winds blew the Spanish Armada off course in 1588. In 1692, an earthquake caused the Jamaican city of Port Royal to slide into the sea. How were these turning points?

Sometimes turning points have symbolic as well as tangible impacts. In 1961, a wall was built in Berlin separating East and West Germany and remained in place until 1989. Why was it built and by whom? How was its construction a turning point in history, politically and socially? How was it a symbolic turning point for those outside of Germany? Why did it fall? What were the immediate and tangible consequences? What were the symbolic and long-term consequences?

4

TURNING POINTS IN HISTORY

NATIONAL HISTORY DAY 2024

5

Visit our website at:

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

to see download this sheet.

# 2023-2024 TOPIC SELECTION SHEET

Name: \_\_\_\_\_

NATIONAL HISTORY DAY 2024

## Turning Points In History

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:** *Turning Points in History*
- ☐ **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

(CIRCLE ONE!)

exhibit

paper

documentary

website

performance



# 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](http://www.nhd.org) [www.hi-nhd.org](http://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](http://www.nhd.org) [www.hi-nhd.org](http://www.hi-nhd.org)

2

Resource Provided by  
Kumu Māhealani Lono.

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

16





# 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! →



# Turning Points in History



NHD invites you to select a turning point in history for the 2024 NHD Contest Season and explore how it turned the tide of history.

Turning Point:

**T**

Important Historical Context: What was happening when the turning point occurred?

**I**

Details: Who was involved? When did it happen? Where did it occur?

**D**

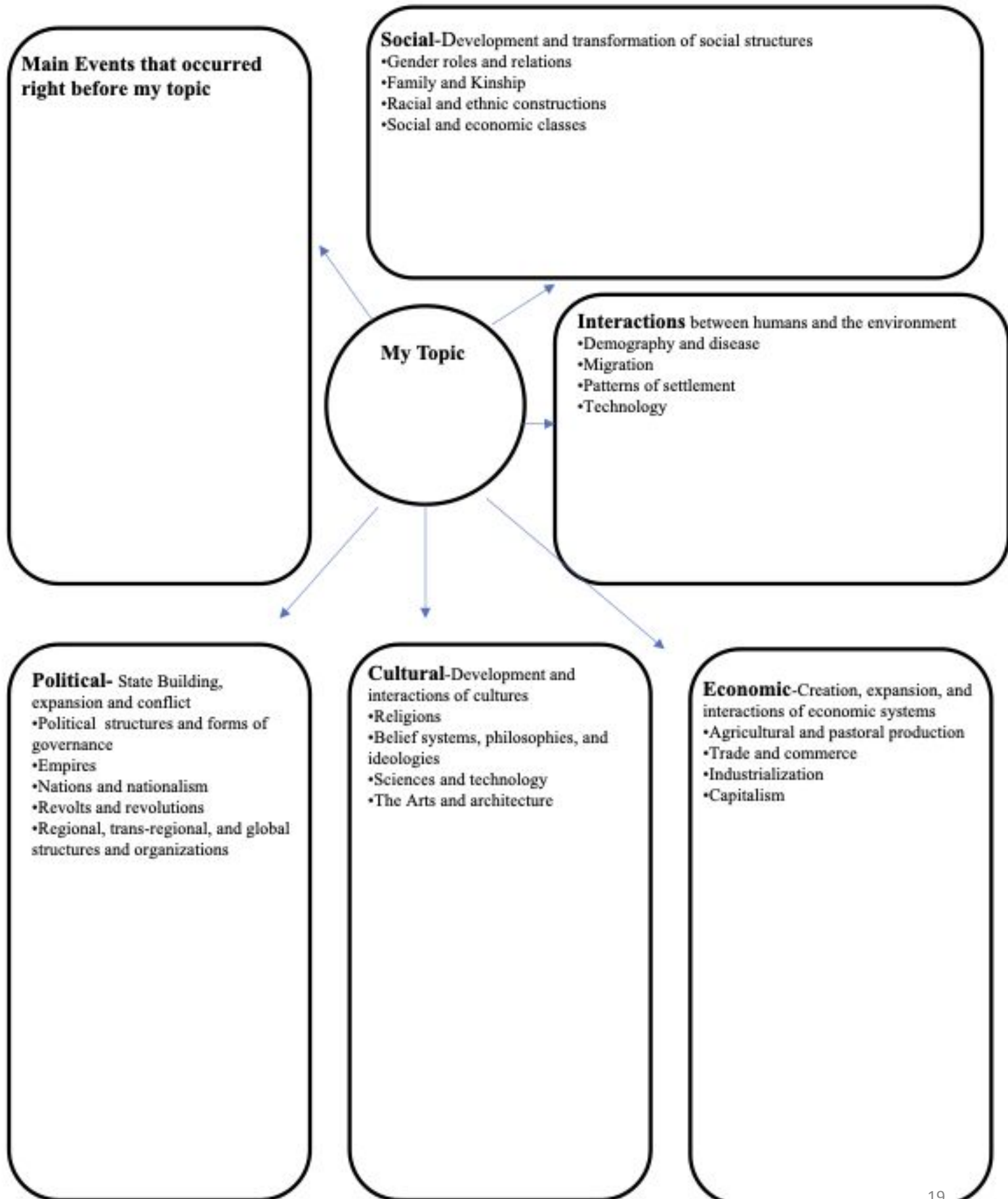
Events, Ideas, and/or Actions: What events, ideas, or actions make up your turning point?

**E**

Significance in History: What is the significance of your topic in the short term? In the long term?

**S**

# 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?

## 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?)

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

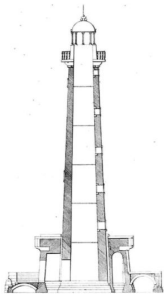




# Mana'o Ho'okele

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

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



Me he hale ipukukui lā kōu 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 kōu kumuhana i launa maika'i ai me ke po'omana'o?

3

Ke kākāu '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 kākāu hou ai a e ho'oponopono ai i ka mana'o ho'okele no kōu 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](mailto: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.

<b>Example Sources</b>	<b>Classification</b>
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 Punaeweale *Websites*



# The 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 1<sup>st</sup> 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 its 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.....

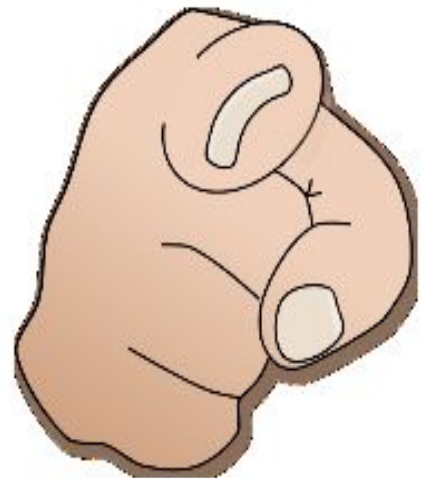
1. You find the same information undocumented in at least five other sources
2. You think it is information that your readers will already know
3. You think a person could easily find the information with general reference sources

### 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 - Mālama Our History

A large, stylized tree with a brown trunk and many green leaves. Some leaves are a lighter shade of green. The tree is set against a light blue background with small white stars. At the bottom right, there are small pink flowers and green plants on a dark green ground.

# 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 paper. To access this resource, email [historyday@hihumanities.org](mailto: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'olelo Kumumana'o) (Topic Sentence)

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

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

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

### III. Paukū Kino 'Ekonu (Hopuna'olelo 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](mailto: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

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Biographical data sheet dated

---

Notes of untapped interviews dated

---

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---

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

		<b>Thesis:</b> 1. Uses theme words 2. Must have points 3. Should be debatable
		<b>Title:</b> 1. Expresses the main idea of the thesis and uses theme words
		<b>Subtitles:</b> Short but tells what each section is about
		<b>Introduction:</b> Includes background information about your topic
		<b>Historical Context:</b> The project analyses the main events that were happening that influenced the topic
		<b>Point 1:</b> Matches point one in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		<b>Point 2:</b> Matches point two in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		<b>Point 3:</b> Matches point three in the thesis 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		<b>Immediate Impact or Change</b> 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		<b>Impact or Change Over Time</b> 2. Shows evidence, using at least 1 quote, and one picture, chart or map
		<b>Shows Analysis:</b> 1. <b>Conclusion:</b> Tells why the topic is important and restates thesis
		All pictures have <b>captions</b> (what it is, year, where found)
		<b>Cover Page:</b> Matches instruction in rule book
		<b>Process paper:</b> 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?
		<b>Annotated Bibliography:</b> 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 - Mālama Our History



## Contest Information



# 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](mailto: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 - Mālama Our 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 IKA IKA 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
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<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"/>
<b>THEME</b>	<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"/>
<b>WIDE RESEARCH</b>	<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"/>
<b>PRIMARY SOURCES</b>	<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"/>
<b>HISTORICAL CONTEXT</b>	<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"/>
<b>MULTIPLE PERSPECTIVES</b>	<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"/>
<b>HISTORICAL ACCURACY</b>	<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"/>
<b>SIGNIFICANCE IN HISTORY</b>	<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
<b>PERFORMANCE</b>	<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"/>
<b>TECHNICAL</b>	<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"/>
<b>STUDENT VOICE</b>	<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"/>

☐ Not applicable

**NHD** **HANA KEAKA**  
NATIONAL  
HISTORY DAY

KA POLOLEI O KA MO'AUKALA - 80%					
	'OI KELAKELA	MAIKA'I LOA	MAIKA'I	'ANO MAIKA'I	E HO'OIKAIKA
KUHIKIAKU O KA PĀHANA MO'AUKALA CLAIM	Pa'a pono kā ka haumāna pāhana i ka 'ike mai nā kumuwaivai.	Pa'a kā ka haumāna pāhana i ka 'ike mai nā kumuwaivai.	'Ano pa'a kā ka haumāna pāhana i ka 'ike mai nā kumuwaivai.	'A'ole pa'a kā ka haumāna pāhana i ka 'ike mai nā kumuwaivai.	<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'il'i wale nō nā 'ano kūmole a ka haumāna i ki'i ai ma ka papa kūmole.	<input type="checkbox"/>
NĀ KŪMOLE KUAMUA	Kāko'o piha 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'ā nā kūmole kuamua, 'a'ole nā'e kāko'o o i kā ka haumāna pāhana.	<input type="checkbox"/>
PŌ'AIPIPI MO'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 kekahi mau kuana'ike ma kā ka haumāna pāhana.	Li'il'i wale nō nā kuana'ike i pa'a ma kā ka haumāna pāhana.	<input type="checkbox"/>
KA POLOLEI O KA MO'AUKALA	Pololei ka mo'olelo.	Li'il'i wale nō nā hemahema o ka mo'olelo.	'Ano pololei ka mo'olelo, he ma hemahema na'e.	Hemahema ka mo'olelo a akāka 'ole i ka mea heluhelu.	<input type="checkbox"/>
KA PĀ O KA NOHONA 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'OIKAIKA
<b>HANA KEAKA</b>	<input type="checkbox"/> Ho'omohala pono 'ia ka mo'olelo i loko o ka hana keaka.  <input type="checkbox"/> Ho'olauana pono 'ia nā hāme'e a pili kā lākou hana i ka mo'olelo.	<input type="checkbox"/> Ho'omohala 'ia ka mo'olelo i loko o ka hana keaka.  <input type="checkbox"/> Ho'olauana 'ia nā hāme'e a pili kā lākou hana i ka mo'olelo.	<input type="checkbox"/> 'Ano ho'omohala 'ia ka mo'olelo i loko o ka hana keaka.  <input type="checkbox"/> 'Ano ho'olauana 'ia nā hāme'e a 'ano pili kā lākou hana i ka mo'olelo.	<input type="checkbox"/> 'A'ole ho'omohala pono 'ia ka mo'olelo ma hana keaka.  <input type="checkbox"/> 'A'ole pili loa ka hana a nā hāme'e i ka mo'olelo.	<input type="checkbox"/>
<b>MAU MEA 'E 'A'E</b>	<input type="checkbox"/> Akāka loa ka ha'i'olelo 'ana, maika'i kona ho'omohala 'ia, a kīpono no ke kumuhana.	<input type="checkbox"/> Akāka ka hapa mui o ka ha'i'olelo 'ana, maika'i kona ho'omohala 'ia, a kīpono no ke kumuhana.	<input type="checkbox"/> 'Ano akāka ka ha'i'olelo 'ana, kona ho'omohala 'ia, a 'ano kīpono no ke kumuhana.	<input type="checkbox"/> 'A'ole akāka loa ka ha'i'olelo 'ana, kona ho'omohala 'ia, a kīpono 'ole no ke kumuhana.	<input type="checkbox"/>
<b>KO KA HAUMĀNA MANA'O</b>	<input type="checkbox"/> Akāka loa ka 'oko'a o ko haumāna mana'o pono'i i ko nā kūmole.	<input type="checkbox"/> Akāka ka 'oko'a o ko haumāna mana'o pono'i i ko nā kūmole.	<input type="checkbox"/> 'Ano akāka ka 'oko'a o ko haumāna mana'o pono'i i ko nā kūmole.	<input type="checkbox"/> 'A'ole akāka ka 'oko'a o ko haumāna mana'o pono'i i ko nā kūmole.	<input type="checkbox"/>

<sup>a</sup>Ōwehe Kūmole.

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☐ A'ole kohu

**OVER**

