

# National History Day

Teacher Resources  
High School Level - Part 2

# **How to Write a Thesis Statement**

## **What is a Thesis Statement?**

It is a one or few sentence summary that explains what the project is trying to prove or analyze.

## **How do I write a Thesis Statement?**

- 1. Start with a Research Question. What do you want to find out about? Some examples are below. Notice how each question would take some research to answer**
  - a. Why was Thomas Jefferson opposed to slavery?
  - b. What happened to the Juvenile Court system to bring it to the crisis point?
- 2. Research enough to be able to take a stand. Add your opinion about the topic. What is the issue or concern? Make sure it's arguable.**
  - a. Even though Thomas Jefferson had slaves, he showed that he valued every human being in his words and actions.
  - b. The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.

**Evaluate the thesis statements on the following page. Ask these questions for each thesis:**

1. Is it clear what the project will be about?
2. Is it arguable?
3. Is there something that has to be proven?
4. Will research be necessary to prove the thesis?
5. Is there only one main idea?
6. Is it about something in the past that is important?

<i>Thesis</i>	<i>Strong</i>	<i>Weak</i>	<i>Reasons</i>
<i>Richard J. Daley died in 1976.</i>			
<i>Artists of Chicago: 1890-1990</i>			
<i>The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.</i>			
<i>Pesticides kill thousands of farmworkers and must be stopped.</i>			
<i>German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".</i>			
<i>Before Title IX, there were few female basketball players.</i>			
<i>How did The Jungle make an impact on the foods we eat?</i>			
<i>The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there is economic motives and political will.</i>			

**Rewrite two of the weak statements to make them stronger.**

## Step 4- Research Analysis

### Research Analysis Checkpoint 1

**Due:**

At each research analysis checkpoint, each student will be responsible for turning in five different source analysis sheets (3 primary sources, 2 secondary sources). Research analysis sheets should be typed, single-spaced. For each source, provide:

- A. Full, correct bibliographic citation (annotations not necessary).
- B. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
- C. A set of 5 quotations, observations, analysis, or key facts that you have pulled out of this document to potentially use in your final product. Use quotation marks and cite page numbers as appropriate.

#### **PRIMARY SOURCES:**

##### Written document analysis

1. What type of document is it? Newspaper, letter, memorandum, telegram, press release, report, advertisement, congressional record, government report, other
2. What unique physical qualities are present? Letterhead, seals, notations, typed, handwritten, other
3. Is the document dated? If not, how can you tell it is a primary source?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four things the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

##### Photograph analysis

1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you as the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

##### Poster analysis

1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographical entry for your poster.

##### Cartoon analysis

1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?

6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

#### Map analysis

1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

#### Sound Recording analysis

1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, other
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

#### **SECONDARY SOURCES:**

##### Written document sources

1. What type of source is it? Book, article, website, interview, current newspaper article, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the document created?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four points the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

##### Documentary / Multimedia Sources

1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points the creator said that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?

**\*\*For the second deadline, students may choose to either follow the first set of research analysis instructions or may choose to follow this set. They carry the same point value.\*\***

For the second analysis, individuals or group members may choose to engage in an image search in place of written document analysis. Research analysis sheets should be typed, single-spaced. In place of five document sources, an individual can choose to find seven (7) image sources. For each image found, provide:

A. A small copy of the image (black and white is fine). If it is a multimedia source, a note where it can be found (United Streaming, web address, etc).

B. Full, correct bibliographic citation (annotations not necessary).

C. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).

D. A brief explanation as to why this image or clip is legitimate and credible.

**PRIMARY SOURCES:**

Photograph analysis

1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you as the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis

1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographical entry for your poster.

Cartoon analysis

1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?
6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

### Map analysis

1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

### Sound Recording analysis

1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, other
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

## **SECONDARY SOURCES**

### Documentary / Multimedia Sources

1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points the creator said that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?

**2015 NHD THEME SHEET**  
**LEADERSHIP & LEGACY IN HISTORY**

NAME \_\_\_\_\_

I. Check each of the following that applies to your NHD quest:

**FOCUS**

\_\_\_\_\_ Person

\_\_\_\_\_ Group

\_\_\_\_\_ Issue

**TIME PERIOD**

\_\_\_\_\_ 1200 to 1499

\_\_\_\_\_ 1500 to 1699

\_\_\_\_\_ 1700 to 1799

\_\_\_\_\_ 1800 to 1899

\_\_\_\_\_ 1900 to 1999

\_\_\_\_\_ 2000 to present

II. Define a primary source and give 5 examples from your research quest:

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

III. Define a secondary source and give 5 examples from your research quest:

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

IV. Identify five places where you have looked for sources so far:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

V. Identify two people who have helped you jump start your research:

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



VI. Identify 10 items you have discovered in your research that show the connection to the NHD theme:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

VII. Identify 10 questions concerning your topic that your current research has not answered:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

VIII. What is **your position** on your topic?

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IX. What is your current working title for your project (be creative):

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X. Create 3 other titles that might identify your topic/position:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

XI. Identify 5 related ideas discovered within the research of this topic. Check mark those that require further research in order to learn more about their relationship to your topic:

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

- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

XII. What type of research do you think you will need to do more of in order to create a balanced bibliography?  
Check all that apply:

- \_\_\_\_\_ 1 INTERVIEWS
- \_\_\_\_\_ 2 MUSEUM VISIT
- \_\_\_\_\_ 3 COLLEGE LIBRARY
- \_\_\_\_\_ 4 MICROFILM
- \_\_\_\_\_ 5 MICROFICHE
- \_\_\_\_\_ 6 CONTACT EXPERTS
- \_\_\_\_\_ 7 VISIT HISTORIC SITES
- \_\_\_\_\_ 8 EBSCO HOST
- \_\_\_\_\_ 9 SCHOLARLY RESEARCH JOURNALS
- \_\_\_\_\_ 10 ARMY HERITAGE EDUCATION CENTER
- \_\_\_\_\_ 11 NATIONAL ARCHIVES
- \_\_\_\_\_ 12 HISTORICAL SOCIETIES (CUMBERLAND COUNTY)

**National History Day Expert Interview Plan**

**Deadline:**

Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

I/We am / are going to attempt to contact the following individuals for interviews:

1. Name: \_\_\_\_\_

Contact information (university, address, email, phone):

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Contact method (email, phone, in person): \_\_\_\_\_

2. Name: \_\_\_\_\_

Contact information (university, address, email, phone):

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Contact method (email, phone, in person): \_\_\_\_\_

3. Name: \_\_\_\_\_

Contact information (university, address, email, phone):

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Contact method (email, phone, in person): \_\_\_\_\_

***If you can think of more possibilities, please add them to the back of this sheet.***

**National History Day Expert Interview Plan**

**Deadline:**

Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

Interview attempt #1 - name: \_\_\_\_\_

Contact method (email, phone, in person): \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Did the person respond? \_\_\_\_\_ Were you able to schedule an interview? \_\_\_\_\_

If yes, when? \_\_\_\_\_

Please attach printed email. If a phone call, please have a parent initial here \_\_\_\_\_

Interview attempt #2 - name: \_\_\_\_\_

Contact method (email, phone, in person): \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Did the person respond? \_\_\_\_\_ Were you able to schedule an interview? \_\_\_\_\_

If yes, when? \_\_\_\_\_

Please attach printed email. If a phone call, please have a parent initial here \_\_\_\_\_

Interview attempt #3 - name: \_\_\_\_\_

Contact method (email, phone, in person): \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_






Did the person respond? \_\_\_\_\_ Were you able to schedule an interview? \_\_\_\_\_

If yes, when? \_\_\_\_\_

Please attach printed email. If a phone call, please have a parent initial here \_\_\_\_\_

Name(s) \_\_\_\_\_

### Final Plan

-  **Websites:** a rough plan of the website must be submitted, noting the pages, organizational structure, and document links planned out. Please plan to submit the URL to me and make sure that your thesis is clear.
-  **Papers:** 2 page detailed outline of the main topics and information to be covered. Make sure your thesis is clear.
-  **Exhibits** - a story board of basic images with bullets of key pieces of information to be included along with a list of graphics and images to be included. Make sure your thesis is clear.
-  **Documentaries-** a rough draft of a script or a rough cut (2-3 minutes) of the documentary must be submitted. Make sure your thesis is clear.
-  **Performances** - a rough draft of a script must be turned in. A minimum of four minutes of dialogue must be included. Make sure your thesis is clear.

**Rubric:**

<i>Elements</i>	<i>Description</i>	
<b>Title</b>	<i>Present, creative, gives a hint to the project, gets attention (good first impression)</i>	0 1 2 3 4 5
<b>Thesis</b>	<i>Clear, well developed, offers a unique perspective, allows for analytical thinking and development</i>	0 1 2 3 4 5
<b>Supporting Evidence</b>	<i>Gives evidence to support and expand the thesis; shows a variety of sources</i>	0 1 2 3 4 5
<b>Development</b>	<i>Shows progress and development; goes beyond the information found in typical secondary source (think World Book or Wikipedia)</i>	0 1 2 3 4 5
<b>Conclusion</b>	<i>Draws ideas together and shows analysis. Includes independent analysis of historical research.</i>	0 1 2 3 4 5

Total: \_\_\_\_\_/25

Comments:

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# Reminders: NHD Websites



Write your text, spell check, grammar check, and word count in Word before moving over to Weebly. Remember, you only get 1200 student-created words.



You **MUST publish your website** so that we can see your most recent edits. I can only grade what I can see.



Write your process paper – 500 words or fewer describing

- how you chose your topic
- how you conducted your research
- how you selected your presentation category (ie, why a website)
- how your project relates to the NHD theme



You need to include the process paper and the annotated bibliography on your website (does not count toward the word totals). **Do not submit a paper copy.**



Make sure that the first page of your website includes your complete title, name(s) of creators and “Senior Division”



Check all of your work against the project requirements -

- Follow all rules regarding multimedia clips, word limits, file sizes, and links
- Credit images and quotes

**[Insert Date Here]**- You will submit your web address on a neat, clean piece of paper. The website will include your annotated bibliography and process paper. **Paper copies will not be accepted.**

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer to look up your URL during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

# Reminders: NHD Papers



Develop your paper – give yourself time to write and revise it



Use spell check, grammar check, and word count.



Take your time and cite properly.



Create a title page. A title page should include:

- a. the title of the paper (centered, in the middle of the page)
- b. your name, “Senior Division” and “Historical Paper” (centered in the bottom of the page)



Check all of your work against the project requirements

- Follow all rules regarding length, margins, font, etc
- Credit all images, quotes, and paraphrased information (see me if you need help doing this)

**[Insert Date Here]**- You will submit your paper two ways:

1. **paper copy** - title page, paper (including footnotes) and annotated bibliography. **One file, paperclip, no staples.**
2. **electronic copy** – please email one electronic copy to the teacher.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

# Reminders: NHD Exhibits



→ Write your text, spell check, grammar check, and word count in Word. Remember, you only get 500 student-created words.



→ Make your pieces removable in case you change your mind or need to make a correction.



→ Write your process paper – 500 words or fewer describing

- a. how you chose your topic
- b. how you conducted your research
- c. how you selected your presentation category (ie, why a website)
- d. how your project relates to the NHD theme



→ Create a title page. A title page should include:

- a. the title of the exhibit board
- b. your name(s), “Senior Division” and “Individual Exhibit” or “Group Exhibit”



Check all of your work against the project requirements

- Follow all rules regarding multimedia clips, word limits, and size limits
- Credit ALL images and quotes

**[Insert Date Here]**- You will submit: Your board, title page, process paper, and annotated bibliography (paperclip, no staples)

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**



# Reminders: NHD Documentaries



Develop your documentary – give yourself time to work through it, incorporate images and clips, and record the narration. Speak slowly and do not go over the 10 minute limit.



- Write your process paper – 500 words or less describing
- how you chose your topic
  - how you conducted your research
  - how you selected your presentation category (ie, why a documentary)
  - how your project relates to the NHD theme



- Create a title page. A title page should include:
- the title of the documentary
  - your name(s), “Senior Division” and “Individual/Group Documentary” (as appropriate)



- Check all of your work against the project requirements
- Follow all rules regarding multimedia clips, length requirements, and citations
  - Credit images and video segments from other works

**[Insert Date Here]**- Your documentary (CD, DVD, youtube link, or flash drive). Please check the file to make sure it works BEFORE SUBMITTING it. Also, make sure to have your title page, process paper, and annotated bibliography (paperclip, no staples) ready to submit.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

# Checklist: NHD Performances



Finish your performance – give yourself time to write it and memorize it. 10 minutes maximum.



Create your costume and assemble any props needed to perform



Write your process paper – 500 words or less describing

- a. how you chose your topic
- b. how you conducted your research
- c. how you selected your presentation category (ie, why a performance)
- d. how your project relates to the NHD theme



Check all of your work against the project requirements

→ Follow all rules regarding time requirements, music/media, and performance limits

**[Insert Date Here]**- Your title page, process paper, and annotated bibliography (paperclip, no staples). You will perform on **[Insert Date Here]**, so bring any costumes and props that day.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

## Sample Judges Questions-National History Day

**\*\*Please make sure that all students answer questions.**

1. How did you decide on your topic?
2. How does your topic relate to the NHD theme?
3. Why was your event so important in history?
4. What were the consequences of your event?
5. What is your thesis?
6. How did you conduct your research?
7. What primary sources did you find? Where did you find them?
8. How did your primary sources help you to better understand your topic?
9. What was your most important source? Why?
10. Did you find good printed sources? Where did you find them?
11. What websites did you use?
12. Do you think you showed both sides of your event? How?
13. Tell us what each one of you did to contribute to this project.
14. What was the most significant thing you learned about your event?
15. What difficulties did you face doing your project? How did you overcome them?

Name: \_\_\_\_\_ (optional)

1. Check off which options applied to your project:

- |                                      |                                  |                                     |
|--------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> exhibit     | <input type="checkbox"/> paper   | <input type="checkbox"/> individual |
| <input type="checkbox"/> performance | <input type="checkbox"/> website | <input type="checkbox"/> group      |
| <input type="checkbox"/> documentary |                                  |                                     |

2. Was your decision to work as an individual or in a group a good decision? Why or why not?

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3. What have you learned from this project (outside of content)?

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4. What skills will you take with you from this project that you will take into senior year and into college?

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5. What do you wish you knew about your type of project (paper, website, etc) at the beginning of this process?

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6. Please share 1-3 pieces of advice for next year's class as they embark on their history Day adventure next year.

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7. Do you intend to enter this project into the History Day regional competition? \_\_\_\_\_

If no, why not?

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8. If there is any other feedback you'd like to give me about how I can best support students working through this process, please feel free to add it below.

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Thank you to the following teachers and organizations for contributing material to this guide:

Thinking Like a Historian Graphics, Wisconsin Historical Society

Mr. Josh Bill, Waukegan High School, Waukegan, IL

Ms. Tami Elder, DoDEA Schools, Puerto Rico

Mrs. Penny Heath, Canton High School, Canton, Oklahoma

Mrs. Christine Hull, NHD in Nevada

Mr. Mark Johnson, Concordia International School, Shanghai, China

Mr. Mike Novrocki, Lake Lehman High School, Lehman, Pennsylvania

Ms. Lynne O'Hara, Director of Programs, National History Day

Ms. Whitney Olson, History Education Project, California

Mrs. Cherie Redelings, Frances Parker School, San Diego, California

Mr. Kevin Wagner, Carlisle Area School District, Carlisle, Pennsylvania

Mr. John Werkmeister, Cambridge Springs Junior/Senior High School, Cambridge Springs, Pennsylvania