

## Hands on History Project Paper Requirements

The HoH Paper follows the same requirements as those for History Day. Below are the requirements as stated in the History Day Contest Rule book:

A paper is the traditional form of presenting historical research. Various types of creative writing (e.g., fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written.

1	Historical Accuracy	<ul style="list-style-type: none"> <li>• Is the paper historically accurate?</li> <li>• Does it provide analysis and interpretation of the historical data rather than just a description?</li> <li>• Does the entry demonstrate an understanding of historical context?</li> <li>• Does the annotated bibliography demonstrate wide research?</li> <li>• Does my entry demonstrate a balanced presentation of materials?</li> <li>• Does my entry demonstrate use of available primary sources?</li> </ul>
2	Length Requirements	<ul style="list-style-type: none"> <li>• Historical papers must be between 1,500 and 2,500 words. Each word or number in the text of the paper counts as one word. This includes student-composed text as well as quotes from primary or secondary sources.</li> <li>• The 2,500-word limit does not apply to notes, the annotated bibliography, illustration captions, and appendix material. Appendix material must be referenced in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and/or graphs only.</li> </ul> <p style="color: red; margin-top: 10px;"><b>NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your paper should be cited in your bibliography but not included as attachments/appendices to your paper.</b></p>
3	Citations	<ul style="list-style-type: none"> <li>• Citations are required. Parenthetical or “in-text” citations are preferred.</li> <li>• Citations are used to credit the sources of specific ideas as well as direct quotations</li> </ul> <p style="margin-top: 10px;">Use the MLA8 (Modern Language Assn.) Style for in text citations and in the annotated bibliography; see page 6</p>
4	Preparation Requirements	<ul style="list-style-type: none"> <li>• Papers must be typed or computer printed on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides.</li> <li>• Pages must be numbered consecutively and double-spaced with writing on one side and in 12-point Times New Roman or Calibri font.</li> <li>• Papers must be stapled in the top left corner and should not be enclosed in a cover or binder.</li> </ul>

		<ul style="list-style-type: none"> <li>• A title page is required as the first page. The title page must include only the title of your entry, your name(s), the contest division and category in which you are entered, and applicable word counts.</li> <li>• An annotated bibliography is required and does not contribute to word count</li> </ul> <p>Examples of a title page, a properly formatted page and an annotated bibliography are on pages 6, 7, 8, 9.</p>
5	Number of Copies	<ul style="list-style-type: none"> <li>• A copy of the paper and annotated bibliography must be submitted by the deadline established for the contest. Electronic submission must be made no later than 11:59:59 PM of the deadline date.</li> <li>• Winning papers sometimes are published by contest officials; you must be prepared to give permission for such publication.</li> <li>• You must bring a copy of your paper and annotated bibliography to the contest for your use.</li> <li>• Submit paper to the HOH Committee at <a href="mailto:HohNOHC@gmail.com">HohNOHC@gmail.com</a></li> </ul>

### Construction of Entry:

You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents on the mechanical aspects of creating your entry, such as typing your paper and other written materials. You may seek guidance from your teachers as you research and analyze your material, but your conclusions must be your own. You may have reasonable help preparing your project.

Examples of reasonable help include:

- a teacher instructs you in how to use an editing software program
- a parent uses a cutting tool to cut the exhibit board that you designed
- a teacher offers editing suggestions on your historical paper
- you have photographs commercially developed

### NOTE:

Objects created by others specifically for use in your entry violate this rule. Examples include a parent editing a documentary or an artist drawing the backdrop for your exhibit or performance. You may receive reasonable help in carrying and placing props and exhibit

### Annotated Bibliography

An annotated bibliography is a list of **only** those sources that contributed significantly to the development of your entry, i.e., sources that provided usable information or new perspectives in preparing your entry. Something that you will likely quote or refer to in the paper. Sources of visual and audio materials and oral interviews must be included. Bundle photos or other materials from the same collection in a single citation. The annotations for each source must explain how you used the source and how it helped you understand your topic. Your annotated bibliography is not included in the word count.

## **Suggestions: What to Include When Writing Annotations**

- Content: What is the resource about? Is it relevant to your research?
- Purpose: What is it for? Why was the book or article written?
- Usefulness: What does it do for your research?
- Reliability: Is the information accurate? Do other sources support the conclusions?
- Authority: Is it written by someone who has the expertise to author the information? What are the author's credentials?
- Currency: Is it new? Is it up-to-date for the topic?
- Ease of use: Can a "real person" use this resource? What is the reading level of the resource?

### **For example:**

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This firsthand account was very important to my paper because it made me more aware of the feelings of the people involved.

**NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your entry should be cited in your bibliography but not included as attachments to your bibliography.**

## **Separation of Primary and Secondary Sources**

You are required to separate your bibliography into two sections: one for primary sources and one for secondary sources.

- A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.
- A secondary source provides discussion about and/or analysis, interpretation, retelling, or explanations of events for which the creator was not present and did not personally witness. Secondary sources include books, articles, audio and video recordings, speeches, scholarly journals, and reviews.

## **A Word about Plagiarism**

**Don't!** You must acknowledge in your annotated bibliography all sources used in your entry.

Failure to credit sources is plagiarism and will result in disqualification.

### **What needs to be cited?**

- Any ideas or facts that are not common knowledge need to be cited; including words or ideas presented in any format

- Information gained through interviewing or talking with another person
- When copying exact words or a unique phrase
- When printing copies of any diagrams, illustrations, charts, pictures, or other visual materials.

To make it simple, remember: if learning about it for the first time from a source, cite it!

### **Style Guides and Citation Tools:**

Citing a source and getting the information in the correct order doesn't have to be difficult. There are several online tools that can make your life much easier. Most of the sites listed below are free or have a limited use option which will usually be sufficient. You will probably have to register for a free account, do so because you will often be able to save your citations as you go along; when you are finished, you can download or copy the document. Most of these sites will also generate the in-text citation for you as well. You will need to make note of it at the time the citation is generated – write it down in the notes you make about the resource. **BE SURE TO SELECT MLA8 (Modern Language Assn. edition 8.)**

Many of the sites also include a plagiarism and grammar checker. Make use of that tool as well.

### **Online Citation sites:**

- **Bib Me:** a free automatic bibliography generator that supports MLA, APA, Chicago, and Turabian formatting. It uses databases provided by Amazon, FindArticles, Yahoo! News, and CiteULike to AutoFill citation information then format the information according to the rules and guidelines of the style guides. If you prefer, you can enter your citation information manually. BibMe also contains a quick citation guide to show students the correct syntax for citing in various formats and has added a “Check my Paper” feature which allows you to upload your paper, have the cites insert citation directly into as well as check for plagiarism and proof for grammar, passive voice, style and punctuation. (<http://www.bibme.org/>)
- **Citation Machine:** a free service and is designed to help student and professional researchers to properly credit the sources used. Supports MLA, APA, Turabian, and Chicago styles. Its primary goal is to make it easy for student researchers to cite their information. It uses fill-in the blank forms for the type of material, parenthetical/in-text citations are a part of this free service, unformatted text is generated for cut and paste into a word processing document. Samples of what the citation should like on the page is also available corrections can be made without losing information in the form. English, Spanish, French, Portuguese, and German are supported. The Writing Resources tab has style sheets and a student blog to answer questions about citing items that do not have automatic fill in the blank forms. The paid service includes save & download for bibliographies, plagiarism checker, and no ads. (<http://citationmachine.net/>)

- **Cite this for me:** a simple citation generator that supports APA, MLA, Harvard, Chicago, ASA, IEEE, AMA styles. It walks the user through the steps. The user can add information that the site's search engine didn't find, even allows the user to add write an annotation. BECAREFUL – the user cannot correct or update information after selecting the “Add Resource” button. No style guide. Has plagiarism and grammar checker through Grammarly. (<http://www.citethisforme.com>)
- **Easy Bib:** a free resource, choose a source from the pull-down menu, MLA, APA and Turabian styles fill in the blanks Footnote & parenthetical citation wizards included. Also has and MLA style guide. (<http://www.easybib.com/>)
- **Noodle Bib** ... a for pay system MLA, APA, and Chicago styles. copy and paste into a word processing document. Excellent to use if your school subscribes to the service. Extensive pull-down list of document types to choose from. The user must answer several questions about the source in the process. (<http://www.noodletools.com/login.php>)

## Style Guides

If the tool that you choose does not have a style guide these resources will be very helpful – the Purdue site is very user friendly

- MLA.org ...provides information on purchasing the current edition of their publications. ([MLA.org](http://MLA.org))
- OWL (Online Writing Lab)—Purdue offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page. Paper formatting and general guidelines are illustrated as well. The formatting and style information at (<https://owl.english.purdue.edu/owl/section/2/11/>). The formatting and style guide is at (<https://owl.english.purdue.edu/owl/owlprint/747/>)

**Sample Title Page**

Title

Name

Division – Senior/Junior  
Historical paper  
Paper Length

## Example -- Properly Formatted Page with In-text Citations

Indent first sentence of paragraph .5"- a standard tab space.

1-inch margins all around

Page number in header

4

The second major issue debated at the Yalta Conference was the destiny of the Polish state. The Polish nation fluctuated between existence and partition throughout European history. After World War I, the Treaty of Versailles created the modern Polish state. In 1939, Germany demanded land and economic concessions from the nation, and the Polish government refused to concede to these demands. On March 31, 1939, Poland signed an agreement with Great Britain and France in which these nations promised to provide aid to Poland if attacked by Germany. On September 1, 1939, Germany invaded Poland with two army groups while stationing the German navy to prevent a British attack from the sea (Stokesbury, 69-71). Warsaw was surrounded by September 17, and after heavy bombing raids, surrendered ten days later (Keegan, 46).

Poland was overrun quickly, "with a speed that astonished the rest of the world" (Stokesbury, 75). The Polish government and military leaders fled to France, and later to London. Poland remained occupied for most of the war. Soviet troops finally took control of Warsaw in January 1945. Poland was largely "written off at Yalta" despite the fact that it fought with the Allied powers in exile (Keegan, 482).

The representatives at the Yalta Conference made the following decision regarding the Polish state:

A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government...which is now functioning in Poland should therefore be reorganized on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity ("The Yalta Agreement," <http://avalon.law.yale.edu/wwii/yalta.asp>).

As World War II began to shift in favor of the Allies, it became evident that several causes .....

Use In-text citations and place them at the end of the sentence.

Double space throughout the paper EXCEPT when using long quotes – use single space in a block of text that is indented .5" from left margin.

## Sample Annotated Bibliography

### Stem Cell Research: An Annotated Bibliography

Holland, Suzanne, et al. *The human embryonic stem cell debate: science, ethics, and public policy*. MIT Press, 2001.

This is the annotation of the above source, which is formatted according to MLA 2016 (8th ed.) guidelines for the bibliographic information listed above. If one were really writing an annotation for this source, one would offer a brief summary of what this book says about stem cell research.

After a brief summary, it would be appropriate to assess this source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she qualified in this subject? Is this source scholarly, popular, some of both?

The length of your annotation will depend on the assignment or on the purpose of your annotated bibliography. After summarizing and assessing, you can now reflect on this source. How does it fit into your research? Is this a helpful resource? Too scholarly? Not scholarly enough? Too general/specific? Since "stem cell research" is a very broad topic, has this source helped you to narrow your topic?

Senior, Kathryn. "Extending the ethical boundaries of stem cell research." *Trends in Molecular Medicine*, vol. 7, no. 1, 2001, pp. 5–6.

Not all annotations have to be the same length. For example, this source is a very short scholarly article. It may only take a sentence or two to summarize. Even if you are using a book, you should only focus on the sections that relate to your topic.

Not all annotated bibliographies assess and reflect; some merely summarize. That may not be the most helpful for you, but, if this is an assignment, you should always ask your instructor for specific guidelines.

Wallace, Kelly. "Bush Stands Pat on Stem Cell Policy." *CNN*. 13 August 2001. 17 August 2001. Television.

Using a variety of sources can help give you a broader picture of what is being said about your topic. You may want to investigate how scholarly sources are treating this topic differently than more



popular sources. But again, if your assignment is to only use scholarly sources, then you will probably want to avoid magazines and popular web sites.

The bibliographic information above is proper MLA format (use whatever style is appropriate in your field) and the annotations are in paragraph form. Note also that the entries are alphabetized by the first word in the bibliographic entry. If you are writing an annotated bibliography with many sources, it may be helpful to divide the sources into categories. For example, if putting together an extensive annotated bibliography for stem cell research, it might be best to divide the sources into categories such as ethical concerns, scholarly analyses, and political ramifications.

For more examples, a quick search at a library or even on the Internet should produce several examples of annotated bibliographies in your area.

Copied from Purdue OWL Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/614/02/>)