# NHD
## NATIONAL
## HISTORY DAY

# Contest
# Rule Book

JUNE 22, 2020 EDITION

## CONTEST RULE BOOK

National History Day® (NHD) programs are open to all students and teachers without regard to race, religion, physical abilities, economic status, gender, or sexual orientation. NHD staff and coordinators strive to accommodate students with disabilities.

## HOW TO USE THIS BOOK

This edition of the *Contest Rule Book* contains important rule revisions. It is your source for the rules that apply to all NHD contests from the Regional to the National levels. Your entry must follow these rules at these competition levels. However, the NHD program is flexible at the school level. Your teacher may adapt some of the rules or create other requirements. Please follow your teacher's adaptations or requirements for school-level competitions.

Read this *Contest Rule Book* carefully before you begin work on your entry. Because this book is updated every few years, be certain you are using the most current edition. The most up-to-date *Contest Rule Book* is available at **nhd.org**.

## PROGRAM MATERIALS

Sample entries, instructional videos, and category tips are available on the NHD website at **nhd.org**. These materials are provided to help you and your teacher participate in the NHD program and may be duplicated for classroom use. Additional materials may be purchased from the NHD online shop at **nhd.org/shop**.

Your Affiliate Coordinator may have additional materials to support you and your teacher.
Find your Coordinator at **nhd.org/affiliates**.

## This *Contest Rule Book* takes effect on June 22, 2020, and supersedes all previous versions.

## CONTEST DISCLAIMER

National History Day, Inc. does not censor entries based on content at any level of the contest. The views and opinions expressed in student entries are those of the students and/or the sources cited in their projects. They do not represent the views or opinions of National History Day or its donors, sponsors, supporters, partners, or Affiliates.

# Table of Contents

# 1. Welcome to National History Day



National History Day (NHD), established in 1974, is a nonprofit education organization based in College Park, Maryland, that is dedicated to improving the teaching and learning of history. NHD provides a yearlong academic program for middle and high school students. Every year, more than 600,000 students around the world conduct original research on historical topics of their choosing and create projects to present their findings. NHD improves history education by providing engaged learning for students and professional development for teachers. Students participate in NHD in classrooms ranging from Social Studies, English/Language Arts, Art, and Drama to Technology and Special Education. NHD provides the organizational structure for students like you to enter NHD contests at the Regional and Affiliate levels, with top entries advancing to the National Contest at the University of Maryland, College Park.

## 1.1. About the NHD Contest

To participate in the NHD contest, you will research a historical topic related to an annual theme, then present your work in one of NHD's five creative categories. You may then enter the local NHD contest that serves you. Depending on where you live, your first contest may be held at the school, school district, Regional, or Affiliate level. Top projects from each Affiliate Contest advance to the National Contest. Find your local program at **nhd.org/affiliates**.

# 2. Participation Information

## 2.1. Affiliate Contest Structure

Each NHD contest is directed by a Contest Coordinator.

NHD-recognized Affiliates are organized and managed by Affiliate Contest Coordinators. Each Affiliate is identified by a geographical name (e.g., states or territories like Iowa, Texas, or Guam, or countries like South Korea). In most Affiliates, you qualify for the Affiliate Contest by winning at a Regional Contest first, while a few Affiliate Contests have open enrollment.

An Affiliate typically has several Regions, each with a separate contest. Regions are usually designated by a geographical name (e.g., Calvert County, Maryland) or a number (e.g., Texas Region 1) and often are the first level of competition beyond the school. Your Affiliate Contest Coordinator determines regional boundaries and can connect you with a Regional Contest Coordinator, if applicable.

Please check with your Affiliate Contest Coordinator at **nhd.org/affiliates** for details on the contest structure in your area.

### NOTE:

If you attend an online school, you must participate in the Affiliate in which you reside. Check with your Affiliate Contest Coordinator to verify your assigned Regional Contest, if applicable.

## 2.2. Contest Divisions

The NHD contest has two divisions based on your grade level:

▶ Junior Division—grades 6, 7, and 8
▶ Senior Division—grades 9, 10, 11, and 12

### NOTES:

1. Some Affiliates also sponsor NHD participation in fourth and fifth grades. Check with your Affiliate Contest Coordinator for more information.
2. If you are in a nongraded school, check with your Affiliate Contest Coordinator to determine the division in which you should register.

## 2.3. Contest Categories

NHD offers five creative categories in each division. The Documentary, Exhibit, Performance, and Website categories offer both individual and group participation options. The Paper category allows individual participation only. Groups may include two to five students. Group members do not have to be in the same grade, but all must be in sixth grade or above. The group project must enter the division of the oldest group member.

| CATEGORY | INDIVIDUAL | GROUP |
|---|---|---|
| **Paper** | ✓ | ✗ |
| **Performance** | ✓ | ✓ |
| **Documentary** | ✓ | ✓ |
| **Exhibit** | ✓ | ✓ |
| **Website** | ✓ | ✓ |

Entries in each division and category are judged separately at all levels of competition. For example, Junior Individual Exhibit, Junior Group Exhibit, Senior Individual Exhibit, and Senior Group Exhibit are each judged separately.

Students may participate in NHD in Junior and Senior Divisions for a maximum of seven years. Affiliate-sponsored participation for students in fourth or fifth grade is not included in the seven-year maximum.

## 2.4. Rewards for Participation

The most important rewards are the skills and knowledge that you will acquire as you create an NHD project. At each level of competition, outstanding achievement also may be recognized through certificates, medals, trophies, special topic-related prizes, scholarships, or monetary awards.

# 3. Entering NHD Contests

## 3.1. Logistical Procedures

While all NHD contests follow the rules presented in this *Contest Rule Book*, logistical procedures can vary slightly from contest to contest. Each Contest Coordinator plans the event and develops registration procedures and deadlines, contest fees, and contest policies. Check your Affiliate website often. Go to **nhd.org/affiliates** and follow the link to your Affiliate.

## 3.2. Entry Procedures

At each contest level, you must register, meet specific deadlines, and follow the procedures established by the Contest Coordinator. You are responsible for knowing and meeting the deadlines.

## 3.3. Advancement of Entries

Affiliate Contest Coordinators determine the number of entries per category that may advance from the school level to the Regional and/or Affiliate Contests. Check with your Affiliate Contest Coordinator for the policy.

Each Affiliate may advance two entries per contest division and category to the National Contest. Ties at Affiliate Contests must be resolved at that level.

## 3.4. Contest Attendance

Check with your Affiliate Contest Coordinator for policies regarding attendance at Regional and Affiliate Contests.

At the National Contest, students with an individual entry must be present for the entry to be judged. All members of a group entry must register for the National Contest. However, not all group members are required to attend.

## 3.5. Security of Belongings

You are solely responsible for the security and safety of your own belongings at any or all NHD contests that you attend. NHD program officials and sponsors will not be responsible for the loss of, or damage to, exhibits, props, equipment, other project components, or personal belongings.

# 4. Preparing Your Entry

Read this section to understand more about the essential elements of your project and the research process. These expectations form the basis for how judges will evaluate your entry.

## 4.1.   Theme and Topic

### ANNUAL THEME

Each year, NHD selects a different annual theme around which you must focus your project. Begin by reading the annual theme narrative at **nhd.org/themebook**. Note the many ways in which the theme can be interpreted.

### CHOOSING YOUR TOPIC AND RELATING IT TO THE THEME

Your challenge is to select a topic that is significant in history, that connects to the annual theme, and that interests you. A good topic is narrow enough for you to dive deeply into research materials, analyze your findings, and develop a strong historical argument. You will research this topic for many weeks or months, so it must hold your interest.

A good topic will have many sources written by historians, as well as sources created at the time the events occurred. Time needs to pass before historians feel a topic is complete enough to understand what happened, what led to it, and why it matters. Current events are not good topics for NHD projects, but your questions about current events may lead you to similar examples in history that also interest you. For example, Greta Thunberg's activism would not be a good topic for NHD because historians cannot yet understand the historical significance. However, an interest in Greta Thunberg might lead you to explore the early environmental movement. You might choose to explore an influential leader or a movement with parallels to today's events. For instance, you might look at how Rachel Carson's *Silent Spring* inspired the environmental movement of the 1960s or how John Muir's conservation work led to the creation of national parks in the United States.

## 4.2.  Essential Project Elements

### HISTORICAL CONTEXT

Historical context is the larger setting in which your topic took place. Consider the relevant economic, social, intellectual, religious, cultural, and political conditions of the place and time. Pay attention to how your topic developed over time.

> Example: *The modern Civil Rights Movement of the 1950s and 1960s developed in response to the context of segregation legalized by Jim Crow laws that marginalized blacks and enforced racial separation. Over time, the movement expanded to include the rights of others.*

## MULTIPLE PERSPECTIVES

A perspective is one point of view, one person's experience, or one side of the story. Think of perspective as what one person saw, thought, or wrote about the events or issues you are studying. An individual's perspective on a historical event can be affected by many factors and can change over time. Like a detective solving a crime, you must look for multiple perspectives as you piece together what happened in the past. You must examine and show more than one side of the story. To do that, look for primary and secondary sources created by people with different viewpoints.

> Example: *When studying a law, look at people who supported the law as well as those who opposed it. Try to understand why both sides believed the way they did.*

## HISTORICAL ACCURACY

Historians must be accurate when presenting information about the past. Facts matter. You must present accurate historical facts before you can make your historical argument and interpret historical significance. If you find sources that are contradictory about a fact, dig deeper to determine the correct information.

## HISTORICAL SIGNIFICANCE

Significance refers to the impact or consequences of your topic. What occurred as a result of your topic, both in the short term and the long term? What changed or stayed the same? What impact did your topic have on society or on the course of human events? Think of historical significance as answering the question, "So what, why does this matter?"

## HISTORICAL ARGUMENT

Your historical argument states the central point or focus of your project in two or three sentences. It is sometimes called a thesis or claim. Historians create historical arguments after carefully analyzing evidence from the past. The evidence that supports your argument will come from the primary and secondary sources that you discover during your research. Your argument should reflect your analysis of the historical evidence that you gathered.

Your historical argument must make a meaningful connection to the theme and show why your topic is significant in history. It must be incorporated into your project and be clear to those who read or view it. However, labeling your historical argument in or on your project is not required.

> Example for the theme, **Breaking Barriers in History**: *The 1919 Treaty of Versailles subjected Germany to significant economic penalties. The treaty created an economic barrier between Germany and the rest of Europe, which led to hyperinflation and, when coupled with the Great Depression, the rise of the Nazi Party.*

# 4.3. Research

To build your knowledge about your topic, begin with secondary sources and then move on to primary sources. These sources provide the evidence that you will use throughout your project.

## SECONDARY SOURCE MATERIALS

Secondary sources are created after and about a historical event. Begin building your knowledge of historical context by starting your research with secondary sources written by credible authors such as professional historians, whose work reflects thorough research and analysis. Reading secondary materials prepares you to understand and analyze primary sources from the historical event you are researching. Read as many high-quality secondary sources as you can before you look at primary sources. The knowledge you gain from secondary sources forms the foundation of your research and helps you to analyze the primary sources you find.

Types of secondary source materials include the following:

▶ History textbooks

▶ Articles in professional journals and books written by historians

▶ Biographies

▶ Articles found on credible internet sites

## PRIMARY SOURCE MATERIALS

Primary sources are created during the time period that you are investigating. Types of primary source materials include the following:

▶ Eyewitness accounts

▶ Written materials, such as letters, speeches, diaries, newspaper articles, and other documents from the time

▶ Verbal testimony, such as oral history interviews with people from the time, and oral traditions (i.e., histories that are preserved and shared through word of mouth rather than in writing)

▶ Images and artifacts such as photographs, paintings, drawings, maps, and objects from the time

▶ Unedited copies of primary materials found on credible internet sites, such as the websites of the National Archives and Records Administration and the Library of Congress

▶ Anything else that provides a first-hand account about your topic

Examples of Primary and Secondary Source Materials:

▶ A letter written by President Lincoln in 1862 about the Civil War, found on the National Archives and Records Administration website, is a primary document.

▶ An oral history with a Japanese American who was interned during World War II is a primary source for a project about Japanese internment.

▶ An article about the Vietnam War published in 2015, written by a historian who was not involved in the war, is secondary. By contrast, an interview about the Vietnam War with a Vietnam War veteran is primary.

## NOTE:

Historians and others who write secondary materials often include excerpts or images from primary material. If you want to use primary material that you find in a secondary source, try to locate and examine the original primary material. If that is not possible, you may use the material and cite it in your bibliography in one of the two ways below. Consult your chosen style guide for the correct way to format the citation.

1. If the primary material is included in its entirety and is unedited, you may cite it as a primary source in your bibliography.

2. If only a portion of the primary material, such as an excerpt or a quote, is included, you must cite it as a source within a source and place it in the secondary source section of your bibliography.

In both cases, use your annotation to explain how you used the material.

Figure 1 (p. 11) provides a comparison of primary material found in a textbook (secondary source) and the complete original document (primary source).

## WIDE RESEARCH

Wide research refers to the variety of types of sources that you use in your research. As you research secondary source materials that will help you gain an understanding of your topic and the context in which it happened, consider books, articles, credible websites, and other materials. Then, use different types of primary source materials, such as diaries, photographs, art, letters, or newspaper articles from the time. Using a wide variety of both primary and secondary sources in your research will make your entry stronger. The number of sources is not as important as their quality.

## ORAL HISTORY INTERVIEWS VERSUS INTERVIEWS WITH HISTORIANS

Interviewing a person who was involved in an event is called "oral history." It is a type of primary source research. Interviewing an expert who was not involved in the event is a form of secondary source research. Interviews with experts are **not** required for NHD projects.

You may be tempted to interview a professional historian about your topic. **Do not**. Your job as a researcher is to **read** that historian's work. Historians generally do not interview other historians. Instead, consider using or conducting an oral history, if possible. Learn more at **nhd.org/guidelines-conducting-interviews**.

## FIGURE 1. COMPARISON OF ORIGINAL PRIMARY SOURCE WITH SECONDARY SOURCE EXCERPT

Abigail Adams wrote a letter to her husband, John, in 1776. Below are an excerpt of the letter included in a textbook and a copy of the original document accessed on the internet. The excerpt within the textbook is a secondary source because it represents only part of the letter and thus does not provide full context. The original is a primary source. Citations are provided for both as well as for the actual document.



**SECONDARY SOURCE – TEXTBOOK:**

Adams, Abigail. Abigail Adams to John Adams, March 31-April 5, 1776. In *The American Pageant: A History of the American People*, by David M. Kennedy, Lizabeth Cohen, and Thomas Bailey (Boston: Wadsworth, 2010), 153.



**PRIMARY SOURCE – WEBSITE (AS SHOWN HERE):**

Adams, Abigail. Letter from Abigail Adams to John Adams, 31 March – 5 April 1776. Adams Family Papers: An Electronic Archive. Massachusetts Historical Society, Boston, MA. Accessed January 18, 2020. **https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa**.

**PRIMARY SOURCE – ORIGINAL MANUSCRIPT:**

Adams, Abigail. Letter from Abigail Adams to John Adams, 31 March – 5 April 1776. Adams Family Papers. Massachusetts Historical Society, Boston, MA.

Collection of the Massachusetts Historical Society.

Bibliographic citation format: *Chicago Manual of Style*, 17th ed.

## NOTE:

The bibliographic citations shown here are appropriate for the use of only this letter from Abigail Adams. If several documents from the Adams Family Papers are used, it is proper to combine the sources into a single citation as addressed in Rule 19 (p. 19).

## 4.4. Student Voice, Academic Integrity, and Rules Compliance

Preparing an NHD project is hard work. Completing one that represents your own work and credits the sources that you consulted is required. The NHD experience will help you develop your own ideas and academic voice— an important milestone in becoming an independent critical thinker. The items listed below will impact the overall rating of your entry.

### STUDENT VOICE

Student voice refers to your ideas and analysis. **<u>Your</u>** argument and **<u>your</u>** supporting analysis must be clear in your project. Do not let supporting evidence, such as quoted material from primary or secondary sources, overwhelm your voice. Make your case (or argument) using **<u>your</u>** own words based on your research.

### ACADEMIC INTEGRITY

Academic integrity refers to the honesty and originality of your project. This is **<u>your</u>** project. It must reflect your research, your analysis, and your design. You must give credit to all of your sources.

### RULE INFRACTIONS

Rule infractions occur if you violate any of the rules stated in this *Contest Rule Book*. Failure to comply with the rules will count against your entry. Judges will consider rule infractions in their final rankings.

### NOTE:

While rule infractions may prevent your entry from advancing, they are not grounds for disqualification from a competition.

### DISQUALIFICATION

The Contest Coordinator has the authority to disqualify an entry, which will result in removal from competition, for the following reasons related to academic integrity:

▶ Entering your project in multiple contests or entry categories within a contest year (Rule 2, p. 14)

▶ Reusing, individually or as a group, a project (or research from a project) from a previous year (Rule 4, p. 14)

▶ Plagiarizing (Rule 5, p. 15)

▶ Tampering with or removing any part of another entry during a competition (Rule 6, p. 15)

## 4.5.  The Evaluation Form

Judges will use NHD Evaluation Forms to evaluate your entry. You are encouraged to use these forms as a guide in developing your project. Then, after the contest, carefully review the judges' feedback. If your project is moving on to a higher competition level, consider ways to strengthen your work. Between contest levels, you may continue your research, refine your analysis, and revise your project, including your title. However, you may not change your topic (Rule 3, p. 14).

These forms can be found at **nhd.org/categories**.

The evaluation form has two sections:

▶ Historical Quality (80%)
▶ Clarity of Presentation (20%)

The evaluation of **Historical Quality** is the same for all categories. This section focuses on the strengths of your historical argument, research, and relationship to the theme. **Clarity of Presentation** is different for each entry category. It evaluates how well your project communicates your argument using the tools of your category.

# 5. Rules for All Categories

## RULE 1. CONTEST YEAR

The contest year begins immediately following the National Contest awards ceremony and runs through the next year's National Contest awards ceremony. You may begin working on a project for competition after the conclusion of the previous contest year in June.

## RULE 2. ENTRY

You may enter only one project (or entry) in one category within a contest year. Please see the Participation Information (Section 2, p. 4) for details about the Regional or Affiliate Contest in which you must participate.

## RULE 3. INDIVIDUAL OR GROUP ENTRIES

An NHD project may be completed by an individual or a group of two to five students.

▶ A paper, individual exhibit, individual performance, individual website, or individual documentary must be the work of only one student.

▶ A group exhibit, group performance, group website, or group documentary must be the work of two to five students.

▶ All students in a group entry must be involved in the research and interpretation of the group's topic.

▶ Once a group project enters the first level of competition beyond the school level, students may not be added or replaced. If the group loses one or more members, even temporarily, the remaining group members are still eligible to compete. This is true, even if only one student remains. The project is still a group entry because it reflects the work of multiple students.

▶ Changing categories or topics is not permitted after entering the first level of NHD competition beyond the school level. Narrowing and refining topics are permitted and encouraged.

## RULE 4. STUDENT RESEARCH

You must complete the research, design, and creation of your project on your own, during the current contest year.

▶ If you are part of a group entry, your team must work together to complete the research for your project.

▶ You must not share your research with students outside your group.

▶ You may not submit someone else's research or project as your own.

▶ You may not reuse a project from a previous year.

▶ You must choose a new topic to research each year.

## RULE 5. PLAGIARISM

Plagiarizing all or part of your NHD project will result in disqualification. You must give credit to the primary and secondary sources you use and provide a complete citation and annotation for all of your sources in your annotated bibliography. See **nhd.org/annotated-bibliography** for more information about crediting and citing sources.

The online *Merriam-Webster Dictionary* defines "to plagiarize" as follows:

▶ To steal and pass off (the ideas or words of another) as one's own

▶ To use (another's production) without crediting the source

▶ To commit literary theft

▶ To present as new and original an idea or product derived from an existing source[1]

Plagiarism includes, but is not limited to, the following examples:

▶ Turning in someone else's project as your own

▶ Failing to put quotation marks around direct quotes and include both a source credit and a proper citation of the source

▶ Failing to provide proper citations for all quoted and paraphrased material

▶ Failing to provide the sources for audio, video, or images used in your project

▶ Giving incorrect information about the source of a quote

## RULE 6. TAMPERING

You may not tamper with another student's entry. Intentional or malicious defacing of another student's project will result in disqualification. Violations may include, but are not limited to, editing or deleting another student's website, defacing or stealing elements of an exhibit, or purposefully causing disruption during a performance with the intent of distracting the performer.

## RULE 7. ANNUAL THEME

Your entry must relate clearly to the annual theme. Read about the current theme here: **nhd.org/themebook**.

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1   *Merriam-Webster Dictionary*, s.v. "Plagiarize," accessed December 22, 2019, https://www.merriam-webster.com/dictionary/plagiarize.

## RULE 8. ENGLISH AND TRANSLATIONS

All entries for competition must be submitted in English unless otherwise approved by your Contest Coordinator. Other languages may be used, if translations in English are provided. When considering translated text for the purposes of word count, judges will count only the English translation.

## RULE 9. COPYRIGHT

The Fair Use doctrine allows for educational use of copyrighted materials for noncommercial purposes. For this reason, you must not place your project in a nonacademic public setting, such as a commercial internet site, without obtaining permission from the copyright owner. Read more here: **copyright.gov/fls/fl102.html**.

## RULE 10. REASONABLE HELP

You are responsible for the research, design, and creation of your entry, but you may have reasonable help from others. Examples of reasonable help are below.

| REASONABLE HELP | YOUR RESPONSIBILITY |
|---|---|
| A teacher provides guidance as you research and analyze your material. | You conduct the research and develop the analysis and conclusions. |
| A teacher instructs you in how to use documentary editing software. | You use the software to create and edit your documentary. |
| A parent uses a cutting tool to cut your exhibit board or performance prop. | You design and construct the board or prop. |
| A teacher reviews your work and offers editing suggestions. | You consider each edit and make changes to your work. |
| A parent or guardian assists in sewing costumes. | You design the costumes. |
| A teacher shows you or your group how to build an NHD website. | You create and build the website. |
| Non-team members carry your exhibit, equipment, or performance props into the contest space. | You set up your exhibit and equipment. You move your props into the performance area, position them for your performance, and remove them when the performance is over. |
| A trusted adult is copied on email correspondence with people you are soliciting for an interview and accompanies you to conduct the interview in person. | You make the formal request and plan, conduct, and record the interview. |

## RULE 11. SUPPLYING EQUIPMENT

You are responsible for supplying all props and equipment at each level of competition. Construct your entry with transportation, setup time, size, and weight in mind (e.g., foam board versus solid oak for an exhibit, folding table versus antique desk for a performance). You must provide your own equipment, including computers and software, unless the Contest Coordinator has specified that certain equipment, such as projection screens for documentaries, will be provided at the contest venue. Check with your Contest Coordinator about available resources. Be prepared.

## RULE 12. COSTUMES

You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category.

## RULE 13.  PROHIBITED MATERIALS

The following are not allowed in any competition venue:

▶ Weapons of any kind, including real, toys, or replicas in any form
▶ Live animals with the exception of service animals
▶ Live cultures or organisms
▶ Anything that could cause damage to the competition venue

## RULE 14. INTERVIEW WITH JUDGES

Be prepared to answer judges' questions about the content and development of your entry. However, you may not give a formal, prepared introduction, narration, or conclusion during the interview. The judges' questions will guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

## 5.2. Required Written Materials for All Categories

### RULE 15. WRITTEN MATERIALS

Your entry must include the following written materials in the order presented below:

1. A title page as described in Rule 17 (p. 18)
2. A process paper as described in Rule 18 (p. 19)
3. An annotated bibliography as described in Rule 19 (p. 19)

Follow these instructions when preparing your written materials:

▶ Print your written materials on plain white 8.5 x 11-inch paper, with 1-inch margins on all sides, in 12-point font. A4 paper will be accepted from international Affiliates.

▶ Use single or double-sided printing.

▶ Staple materials in the top left corner. Do **not** enclose these materials in a binder, folder, etc.

#### SUBMITTING YOUR REQUIRED WRITTEN MATERIALS

**Always check with your Contest Coordinator for specific submission instructions in addition to those noted in this rule.**

| | |
|---|---|
| EXHIBIT, PERFORMANCE, AND DOCUMENTARY CATEGORIES | Your required written materials must be provided to judges. Bring additional copies to contests, as they may be needed. |
| PAPER CATEGORY | You must include these required materials with your paper (Paper Rule A4, p. 23). |
| WEBSITE CATEGORY | You must include these required materials within the website (Website Rule E7, p. 35). |

### RULE 16. TITLE

Your entry must have a title that is clearly visible on the title page and on the project itself.

### RULE 17. TITLE PAGE

A title page is required as the first page of written material in every category. Your 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. Your title page is not included in the word count. Please see Figure 2 (p. 19) for examples of required title page elements for the paper, exhibit, performance, and documentary categories. View requirements for a website's home page in Website Rule E4 (p. 34).

**FIGURE 2. SAMPLE TITLE PAGES**

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

## RULE 18. PROCESS PAPER

A process paper is required for projects in every category. The process paper must be 500 words or fewer, and must not include quotes, images, or captions (Figure 4, p. 24). The process paper words are counted separately and are not part of the word count in the paper, exhibit, or website categories.

Your process paper must answer the following questions:

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

## RULE 19. ANNOTATED BIBLIOGRAPHY

An annotated bibliography is required for all categories. Your annotated bibliography must follow these requirements:

▶ List all sources that you consulted in developing your entry.

▶ Combine photos or other materials from the same collection into a single citation.
See **nhd.org/annotated-bibliography**.

▶ Separate your bibliography into two sections: one for primary sources and one for secondary sources.

▶ Do not attach primary or secondary materials to your annotated bibliography.

▶ Do not include your annotated bibliography in the word count.

Each citation must include a brief annotation. The purpose of the annotation is to provide information about your research process, not to provide analysis to circumvent the word count. Each annotation must be no more than two or three sentences. The annotation should explain the following:

▶ How you used the source
▶ How the source helped you to understand the topic

Use annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Classifying a source as both primary and secondary is inappropriate.

## RULE 20. STYLE GUIDES

Citations and bibliographic references must follow the most recent edition of one of the two permitted style guides below. Regardless of which manual you use, the style must be consistent throughout all written material.

1. *The Chicago Manual of Style* by the University of Chicago Press
2. *MLA Handbook* by the Modern Languages Association of America

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## NOTE:

Historians prefer *The Chicago Manual of Style* because its footnote/endnote formatting works best for historical sources. However, NHD accepts the *MLA Handbook* because of its widespread use in many schools.

## FIGURE 3. COUNTING WORDS IN NHD PROJECTS

### REQUIRED WRITTEN MATERIALS (ALL CATEGORIES)

| Item | Do the words count? | Explanation |
| --- | --- | --- |
| Process paper | Yes | All words in the process paper count toward the process paper's 500-word limit. |
| Title page and annotated bibliography | No | Words in the title page and annotated bibliography do not count. |

**Please also consult the Required Written Materials for All Categories (Section 5.2, p. 18).**

### PAPER, EXHIBIT, AND WEBSITE CATEGORIES

| Example(s) | Number of Words | Explanation |
| --- | --- | --- |
| December 7, 1941 | One | A date counts as one word. |
| 365 *or* forty-eight | One | A number counts as one word. |
| A cow jumped over the moon. | Six | Words such as "a," "the," and "of" count as one word each. |
| John Quincy Adams | Three | Each word in a name is counted individually. |
| mid-September *or* up-to-date | One | A hyphenated word counts as one word. |
| Eighteenth-century politics | Two | A hyphen is needed in "eighteenth-century" because it is a compound adjective. By contrast, "in the eighteenth century" is four words. |

**Please also consult the rules for each of these categories (pp. 22-36).**

# 6. Category Rules



## 6.1. Paper

A paper is a written format for presenting your historical argument, research, and interpretation of your topic's significance in history.

| | |
|---|---|
| **A1.** | **PAPER ELEMENTS**<br>▶ Your paper must be your original creation.<br>▶ Your paper must represent your historical research and analysis.<br>▶ Your paper must be grammatically correct.<br>▶ Your paper must conform to all general and category rules. |

## LENGTH REQUIREMENTS

**A2.**

▶ Papers must contain between ==1,500 and 2,500 words.==

▶ Each word or number in the text of the paper counts as one word (Figure 3, p. 21).

▶ The following words **DO** count:

> Text that you write, including captions, and words in footnotes/endnotes/internal documentation other than the citation

> Quotes from any sources, whether primary or secondary

▶ Words in these components **DO NOT** count toward the limit:

> Title page

> Process paper

> Annotated bibliography

> Footnote/endnote/internal documentation citations

> Primary source materials in appendices

▶ If relevant images, maps, graphs, or primary source materials are included, they must be placed in appendices, referenced in the text of the paper, and cited in the annotated bibliography. However, use of appendices must be very limited.

## CITATIONS

**A3.**

▶ Citations are used to credit the sources of specific ideas as well as direct quotations. See ==**nhd.org/annotated-bibliography**==.

▶ You must use footnotes, endnotes, or internal documentation for your citations.

▶ Refer to Rule 20 (p. 20) for citation styles.

## PREPARATION REQUIREMENTS

**A4.**

▶ ==Your paper must be printed on plain, white 8.5 x 11-inch paper, double-sided, in 12-point font, with 1-inch margins on all sides. A4-sized paper will be accepted from international Affiliates.==

▶ Pages must be numbered consecutively and double-spaced.

▶ Your title page, process paper, paper, and annotated bibliography **must be combined in this order and stapled in the upper left corner or secured with a clip**. ==Do not enclose the paper in a report cover, folder, three-ring binder, etc.==

▶ See Figure 4 (p. 24) for an example of a properly formatted page from an NHD paper.

## SUBMISSION REQUIREMENTS

**A5.**

▶ Papers and required written materials must be submitted before the contest.

▶ Refer to your Contest Coordinator for submission instructions, including deadlines and number of copies required.

FIGURE 4. SAMPLE PAPER PAGE

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.[1] Warsaw was surrounded by September 17, and after heavy bombing raids, surrendered ten days later.

Poland was overrun quickly, "with a speed that astonished the rest of the world."[2] 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.[3]

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.[4]

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

---

[1] James L. Stokesbury, *A Short History of World War II* (New York: Harper, 1980), 69-71.
[2] Stokesbury, *A Short History of World War II*, 75.
[3] John Keegan, *The Second World War* (New York: Penguin, 2005), 542.
[4] "The Yalta Agreement," The Avalon Project, Yale Law School, last modified 2008, accessed January 3, 2014, http://avalon.law.yale.edu/wwii/yalta.asp.

## 6.2. Performance

A performance is a dramatic portrayal of your historical argument, research, and interpretation of your topic's significance in history.

| | |
|---|---|
| **B1.** | **PERFORMANCE ELEMENTS**<br>▶ Your performance must be an original production and must be presented live.<br>▶ Your performance must be scripted based on your research and should have dramatic appeal.<br>▶ Your performance must conform to all general and category rules. |
| **B2.** | **TIME REQUIREMENTS**<br>▶ Performances may not exceed ten minutes in length. Timing starts at the beginning of the performance following the performance introduction (Rule B3, p. 26).<br>▶ You will be allowed five minutes to set up before your performance.<br>▶ You will have five minutes following your performance to remove props and to participate in an interview with the judges.<br><br>**NOTE: You should allow several empty seconds in your performance to account for unplanned pauses (e.g., audience reaction, forgotten lines).** |

| | |
|---|---|
| **B3.** | **PERFORMANCE INTRODUCTION**<br>▶ You must state **only** your title and name(s) before the start of your performance. |
| **B4.** | **MEDIA DEVICES**<br>▶ Use of projection, mp3 players, computers, or other media within your performance is permitted.<br>▶ You must provide and run all equipment, including extension cords, and carry out any special lighting or sound effects.<br>▶ Only you and/or your group members may be involved in the production of any media included in your performance. |
| **B5.** | **SCRIPT AND INTERACTION**<br>▶ Scripts must not be given to judges or attached to your required written materials.<br>▶ During your performance, you may not interact with or require participation by the audience. |
| **B6.** | **COSTUMES AND PROPS**<br>▶ You may have assistance in producing your costume or props, but the design, choice of fabrics, etc. must be your own. Or, you may buy or rent a costume. See Rule 10 (p. 16) for more information regarding reasonable help. |
| **B7.** | **REQUIRED WRITTEN MATERIALS**<br>▶ Provide your required written materials for judging.<br>▶ Bring additional copies to contests, as they may be needed.<br>▶ Refer to your Contest Coordinator for submission instructions. |

## 6.3. Documentary

A documentary is an audio/visual presentation that uses multiple source types such as images, video, and sound to communicate your historical argument, research, and interpretation of your topic's significance in history.

| | |
|---|---|
| **C1.** | **DOCUMENTARY ELEMENTS**<br>▶ Your documentary must be an original production.<br>▶ To produce your documentary, you must have access to equipment and be able to operate it.<br>▶ Your documentary must conform to all general and category rules. |
| **C2.** | **TIME REQUIREMENTS**<br>▶ Documentaries may not exceed ten minutes in length.<br>▶ Timing of the documentary begins when the first visual image appears or the first sound is heard. Timing does not include time used to test sound or video.<br>▶ Timing of the documentary ends when the last visual image or sound concludes, including source credits.<br>▶ You will have up to five minutes to prepare your documentary for presentation, adjust volume, etc.<br>▶ You will have five minutes following your documentary to remove your equipment and participate in an interview with the judges. |

| | |
|---|---|
| **C3.** | **DOCUMENTARY INTRODUCTION**<br>▶ You must announce <u>only</u> the title of your documentary and your name(s) before the start of your documentary.<br>▶ Additional comments before or during the presentation, including live narration, are prohibited. |
| **C4.** | **STUDENT INVOLVEMENT AND OPERATION**<br>▶ You must be able to provide, open, and run the file containing your documentary.<br>▶ Once the documentary begins, it must run on its own. No interaction of any kind with judges or the audience is allowed.<br>▶ Some contests require you to bring your own equipment. Check with your Contest Coordinator regarding equipment requirements.<br>▶ Internet access may not be available.<br>▶ Judges are not permitted to run any equipment.<br><br>**NOTES:**<br>1. **You may be given reasonable accommodation with technical problems beyond your control.**<br>2. **Different equipment may affect how your documentary appears on the screen. Be prepared at competition with backup copies in different formats and/or bring your own equipment. You will not be penalized for displaying your documentary on a laptop computer, if necessary.** |
| **C5.** | **ENTRY PRODUCTION**<br>▶ You must create and produce your entry.<br>▶ You must operate all equipment, including recording and editing equipment, used in the production of your documentary.<br>▶ Only you may write and narrate your documentary's script.<br>▶ Only you and the person(s) you interview may appear in the documentary. See Oral History Interviews versus Interviews with Historians (Section 4.3, p. 9) for guidance in conducting interviews.<br>▶ Using materials created by others specifically for use in your entry is prohibited.<br>▶ You may use professional photographs, film, recorded music, etc. in your documentary, following the guidelines for source credits in Rule C6, below. |
| **C6.** | **SOURCE CREDITS**<br>▶ The last portion of your documentary must be a list of acknowledgments and credits for sources of moving footage, interviews, music, and images that appear in the documentary. These source credits must be brief—not full bibliographic citations and not annotated. Items found in the same collection can be included together in one credit. See Figure 5 (p. 29) for an example.<br>▶ The list of source credits is included in the ten-minute time limit. They must be readable.<br>▶ All sources (e.g., music, images, film/media clips, interviews, books, websites) used in the making of the documentary must be properly cited in the annotated bibliography. See **nhd.org/annotated-bibliography**. |

| **C7.** | **REQUIRED WRITTEN MATERIALS** |
| :---: | :--- |
| | ▶ Provide your required written materials for judging. |
| | ▶ Bring additional copies to contests, as they may be needed. |
| | ▶ Refer to your Contest Coordinator for submission instructions. |

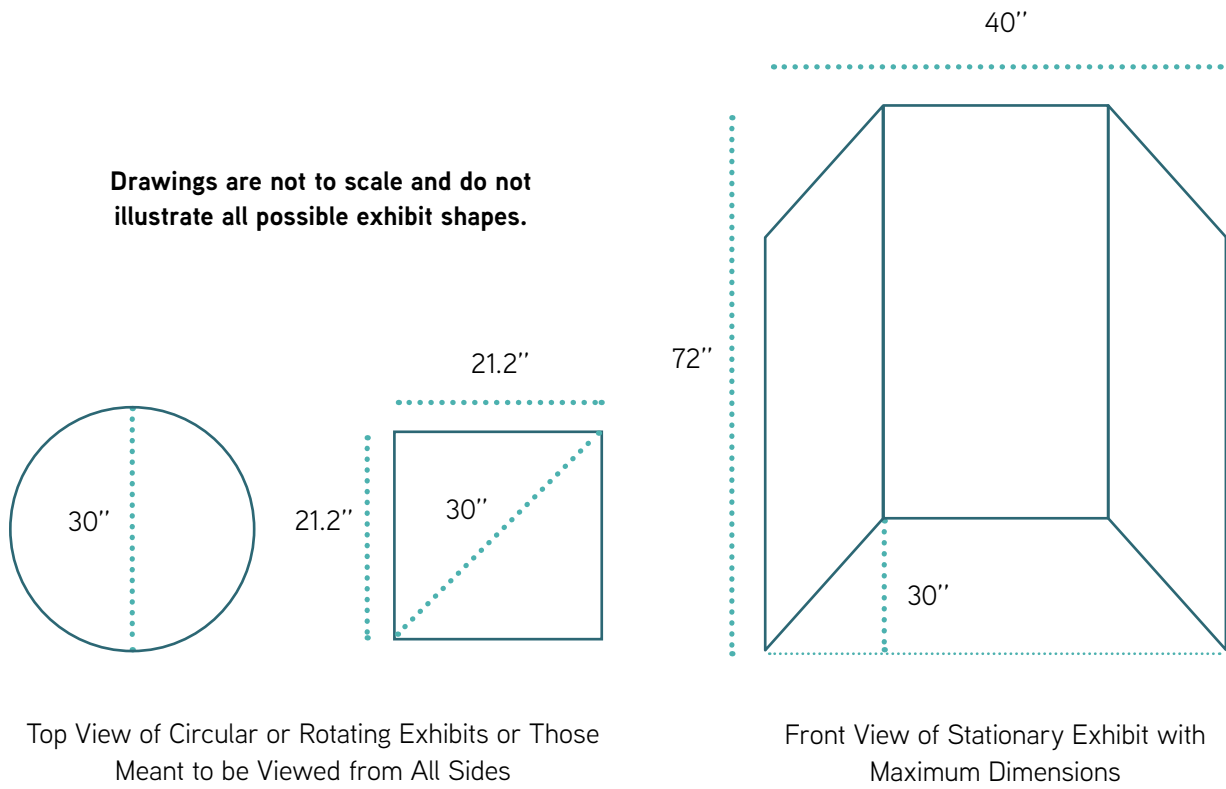## FIGURE 5. EXAMPLE OF A SOURCE CREDIT LIST FROM A DOCUMENTARY

**Multimedia**

A Distant Shore: African Americans of D-Day

Saving Private Ryan

Images provided by The Library of Congress & The World War II Museum

Sound bites provided by The World War II Museum

Video clips provided by The Library of Congress & HISTORY®

**Interviews**

Don Jackson

Martha Erickson

Charlotte Weiss

Jimmie Kanaya

## 6.4. Exhibit

An exhibit is a three-dimensional physical and visual representation of your historical argument, research, and interpretation of your topic's significance in history.

| | |
|---|---|
| **D1.** | **EXHIBIT ELEMENTS**<br>▶ Your analysis must be clear and evident to the viewer in the exhibit itself. Do not rely on supplemental material or media devices to deliver your message as judges may not have time to view them.<br>▶ Your argument must be supported with, but not overwhelmed by, visual and textual evidence.<br>▶ Your exhibit must conform to all general and category rules.<br>▶ Your exhibit must not include takeaway items for judges or others. |
| **D2.** | **SIZE REQUIREMENTS**<br>▶ The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 72 inches high.<br>▶ Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter or diagonal. See Figure 6 (p. 32) for illustration.<br>▶ Measurement of the exhibit does not include the table on which it rests.<br>▶ Measurement does include any base that you create, any table drapes that you provide, and supplemental materials placed on the table. |

## WORD LIMIT

**D3.**

▶ A 500-word limit applies to all words that you write. Each word or number counts as one word. See Figure 3 (p. 21) for instructions about counting words.

▶ The following words **DO** count:

> Text that you write, including titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials (e.g., photo albums, scrapbooks)

▶ Words in the following **DO NOT** count:

> Primary or secondary materials or quotes included on your exhibit or in media or supplemental materials

> Source credits

### NOTES:

1. **Rely on your own analysis, primary sources, and visuals to tell your story. Use caution when deciding on the length and quantity of quotes, primary or secondary. See Student Voice (Section 4.4, p. 12).**

2. **Extensive supplemental material is inappropriate. Oral history transcripts, correspondence between you and interview subjects, questionnaires, and other primary or secondary material used as sources for your exhibit should be cited in your bibliography, but not attached to your bibliography or exhibit.**

## MEDIA DEVICES

**D4.**

▶ If used, media devices or electronics in an exhibit must not run for more than a total of two minutes and must not loop continuously.

▶ Any media devices must not include dramatic or narrative student involvement.

▶ Judges must be able to control media devices by using clearly visible and accessible on/off and volume controls.

▶ Media devices must fit within the size and word limits of the exhibit.

▶ Anything that links externally, such as QR codes, is prohibited.

## CREDITING SOURCES

**D5.**

▶ All quotes and visual sources (e.g., photographs, paintings, charts, graphs) must be credited on the exhibit and cited in the annotated bibliography.

▶ Source credits do not count toward the word total.

▶ See **nhd.org/annotated-bibliography** for more information and an example of a source credit.

## REQUIRED WRITTEN MATERIALS

**D6.**

▶ Provide your required written materials for judging.

▶ Bring additional copies to contests, as they may be needed.

▶ Refer to your Contest Coordinator for submission instructions.

## FIGURE 6. EXHIBIT SIZE LIMIT ILLUSTRATION



**Drawings are not to scale and do not illustrate all possible exhibit shapes.**

40''

72''

21.2''

21.2''

30''

30''

30''

30''

Top View of Circular or Rotating Exhibits or Those Meant to be Viewed from All Sides

Front View of Stationary Exhibit with Maximum Dimensions

## 6.5. Website

A website is a collection of interconnected web pages that uses multimedia to communicate your historical argument, research, and interpretation of your topic's significance in history.

| | |
|---|---|
| **E1.** | **WEBSITE ELEMENTS**<br>▶ Your website must be an original production.<br>▶ Your website must reflect your ability to use website design software and technology.<br>▶ To construct a website, you must have access to the internet and appropriate software and equipment.<br>▶ Your website must conform to all general and category rules. |
| **E2.** | **ENTRY CREATION**<br>▶ Your entry must be constructed using the NHD website editor: **nhd.org/nhdwebcentral**.<br>▶ You may use professional photographs, graphics, video, recorded music, etc. within the site. Such items must be integrated into the website, and must be credited within the site and cited in the annotated bibliography.<br>▶ You must operate all software and equipment in developing the website.<br>▶ All pages must be interconnected with navigational links.<br><br>**NOTE: Using objects or content created by others for specific use in your entry violates this rule. For example, adding viewer comments or using a graphic that others produced at your request is not permitted. However, using graphics, multimedia clips, etc. that already exist is acceptable.** |

**E3.**

▶ Website entries may contain no more than 1,200 visible words that you write. See Figure 3 (p. 21) for word count instructions.

▶ The following words **DO** count:

> Text that you write, including captions, graphs, timelines, multimedia, etc.

▶ Words used in the following **DO NOT** count:

> Code used to build the site and alternate text tags on images

> Required source credits

> Recurring menus, titles, and navigation instructions

> Primary or secondary materials or quotes

> Required home page inclusions (Rule E4, below)

> The annotated bibliography and process paper, which must be included in the site

**NOTE: NHDWebCentral™ will limit your entire site to 100MB of file space.**

---

**E4.**

HOME PAGE

▶ One page of the website must serve as the home page (Figure 7, p. 36).

▶ Include the following on your home page:

> Your name(s)

> Entry title

> Division and category

> Number of visible, student-composed words in the website

> Total length of multimedia

> Number of words in the process paper

> The main menu that directs viewers to the various sections of the site

▶ The home page must not include the name of your teacher or your school.

---

**E5.**

DOCUMENTS AND MULTIMEDIA

▶ The website may contain multimedia clips (audio, video, or both) that total no more than three minutes (e.g., use only one three-minute clip, three one-minute clips). Included in the three-minute total is any music or songs that play after a page loads.

▶ You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material.

▶ If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you must provide on the same page a link to a website where the software is available as a free, secure, and legal download.

▶ You may not use content that is hosted on an external website or link to external websites, other than described in the preceding bullet.

▶ Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

| | |
|---|---|
| **E6.** | ### CREDITING SOURCES |
| | ▶ All quotes and visual sources (e.g., photographs, paintings, charts, graphs) must be credited on the website 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. |
| | ▶ See **nhd.org/annotated-bibliography** for more information and examples. |

| | |
|---|---|
| **E7.** | ### REQUIRED WRITTEN MATERIALS |
| | ▶ Your annotated bibliography and process paper must be included as an integrated part of the website. |
| | › They must be in PDF format. |
| | › They must be included in the navigational structure. |
| | **NOTE: Extensive supplemental materials are inappropriate. Oral history transcripts, correspondence between you and interview subjects, questionnaires, and other primary or secondary material used as sources for your website should be cited in your bibliography, but not included as supplemental materials on your website.** |

| | |
|---|---|
| **E8.** | ### STABLE CONTENT |
| | ▶ The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed. |

| | |
|---|---|
| **E9.** | ### VIEWING FILES |
| | ▶ The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Edge, Mozilla Firefox, Apple Safari, Google Chrome). |

| | |
|---|---|
| **E10.** | ### SUBMITTING ENTRIES FOR JUDGING |
| | ▶ For access to NHDWebCentral and up-to-date submission procedures, please visit **nhd.org/nhdwebcentral**. |
| | ▶ You must submit the URL for your website to the Contest Coordinator in advance by the established deadline. |
| | ▶ Because all required written materials are included in the site, no printed copies are required. |
| | ▶ Refer to your Contest Coordinator for any additional submission instructions. |
| | ▶ Websites are locked during judging; you will not be allowed to edit your site beginning at the submission deadline and continuing through the end of the contest. |

**FIGURE 7. SAMPLE WEBSITE HOME PAGE**

[MAIN MENU]  Home  About  Info  Research

# [HOME PAGE]

[Name of participant(s)]

[Entry title]

[Division and category]

[Number of visible student-composed words in the website]

[Total length of multimedia]

[Number of words in the process paper]
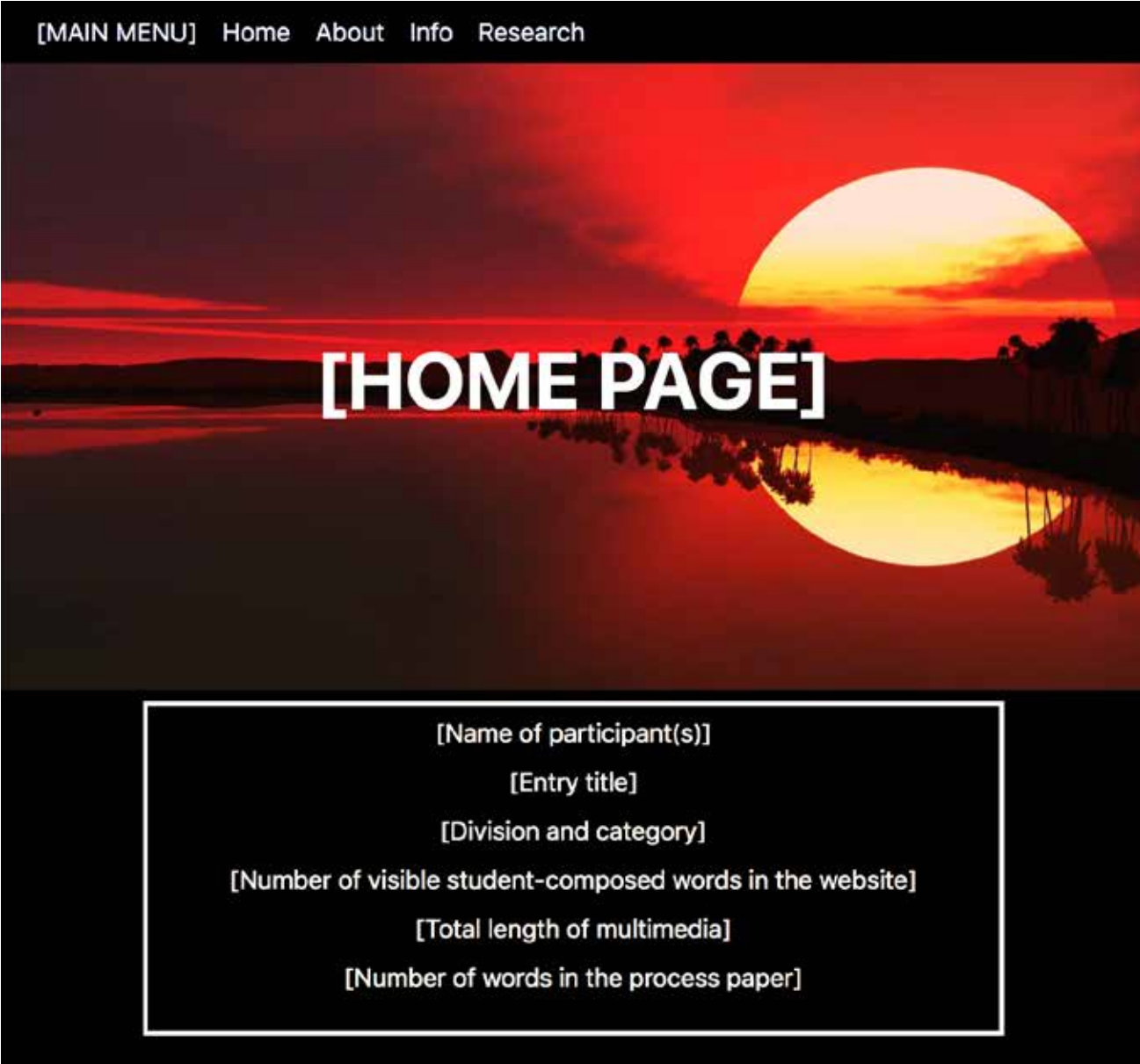
# 7. Entry Evaluation



## 7.1. Benefits of Project Evaluation

NHD's goal is to provide you with a high-quality educational experience—whether or not you win a prize. The judges' evaluations will help you improve your work in the future by highlighting your project's strengths and areas for improvement. If you move on to the next contest level, the evaluations will help you with ideas for revisions and enhancements. Regardless of how your entry is ranked, you will benefit by participating in NHD. You will gain research, critical thinking, and presentation skills that will last your entire life. You will become an expert on a topic of interest to you and to others. You will learn to manage your time and acquire poise and self-confidence.

## 7.2. Who Are the Judges?

Historians, educators, and others interested in history and education serve as judges at each level of the NHD competition.

## 7.3.  How Does the Evaluation Process Work?

At NHD Regional, Affiliate, and National Contests, each entry is judged within its division and category (e.g., Junior Group Exhibit, Senior Paper) by at least one team of judges. Sometimes there are too many entries in a specific division and category to be judged by one team of judges in a reasonable amount of time. Multiple first-round judging teams followed by a final round then become necessary. In such cases, the entries judged best by each team of first-round judges are re-evaluated by a new team of judges to determine the winning entries in the category. The number of entries in finals and procedures for judging vary by contest and category and are within the discretion of the Contest Coordinator.

## 7.4.  Consensus Judging

Instead of assigning a numerical score to each entry, judges work together to rank the entries in their group after fully evaluating all of the entries and discussing the strengths and areas for improvement of each entry based on the evaluation criteria.

## 7.5.  The Subjective Nature of Judging

Judges must evaluate certain aspects of your entry that are objective (e.g., whether primary sources are used or whether the written material is grammatically correct and accurately spelled). Judges also must evaluate aspects of your entry that are subjective (e.g., analysis and conclusions about the historical data). Historians often reach different opinions about the significance of the same data. It is therefore crucial for you to base your interpretations and conclusions on solid research and to present your work well in your project and written materials.

## 7.6.  The Decision of the Judges Is Final

Judges alone will determine each entry's ranking and whether a project advances to the next level of competition. The decision of the judges is final. If you have a concern, ask your teacher about the correct process for contacting the Contest Coordinator.

# 8. Project Tools



## 8.1. Project Checklists

Project checklists are designed to help you and your teacher verify that you have followed the Contest Rule Book. You will not turn in these checklists at the contest. Blank checklists can be downloaded on the NHD website at **nhd.org/categories**.

## 8.2. Research Help

The NHD website, **nhd.org**, has many resources to help you get started, including links to archives, museums, and other resources for research materials. Many Affiliates provide links to local resources. Go to **nhd.org/affiliates**.

# 9. List of Figures

# For Further Information

## CONTACT

National History Day®
4511 Knox Road, Suite 205
College Park, MD 20740

Telephone: (301) 314-9739
Email: info@nhd.org
Web: nhd.org

For more information about NHD and answers to frequently asked questions about rules and procedures, check out the NHD website at **nhd.org**.

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