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THJHA Contests: How to Be a Winner

The Tar Heel Junior Historian Association encourages the study of state and local history. The North Carolina Museum of History sponsors an annual competition as a way for club members to share what they have learned about North Carolina's history and culture.

Winning projects are exhibited in the North Carolina Museum of History. The Tar Heel Junior Historian Association Gallery opened in October 1995 for this purpose. It is the only permanent gallery in the nation designated for displaying the accomplishments of junior historians. Projects remain on display until the following year's THJHA Annual Convention. News releases announcing contest results are sent to local newspapers. Historical and preservation-oriented organizations publicly recognize the hard work of junior historians by sponsoring some of the special awards and essay contests. These awards honor THJHA projects that reflect the mission or purpose of the awarding organization.

Each contest is judged before the THJHA Annual Convention (which is held in the spring), except for the Exhibit/Art Contest, which is judged at the convention. All contest winners receive certificates and prizes at the Awards Ceremony held during the Annual Convention.

Each contest has its own set of requirements and rules that must be followed in order for a project to qualify for competition. **Advisers: Please share the requirements in this handbook with your junior historians!** Junior historians work hard on these projects, and it is disappointing to the students, and to THJHA, when a project must be disqualified from competition or have points deducted for technical reasons.

All of the THJHA contests use the same entry form, which can be found at the end of this handbook. Please make copies of the entry form for each student participating in the THJHA contests. Every project or essay should have an entry form.

General Contest Requirements

All projects must relate to North Carolina history. Projects failing to meet this requirement will be automatically disqualified.

All work must be completed by students themselves, with the exception of typing or using dangerous tools such as band saws or soldering irons.

Individual entries are the work of one student without the assistance of any other club members. **To meet the criteria of an individual entry, all portions of the project must solely be the work of one student.**

To meet the criteria of a group entry, projects must be the combined efforts of two or more club members.

Most contests are divided into elementary, intermediate, and secondary divisions.

- Projects submitted in the elementary division of a contest must be the work of students in grades four and five.
- Projects submitted in the intermediate division of a contest must be the work of students in grades six, seven, and eight.
- Projects submitted in the secondary division of a contest must be the work of students in grades nine, ten, eleven, and twelve.
- Projects created by a mixed age group of students (such as students in grades five and seven) will be judged in the division of the oldest participant.
- The exceptions are the Artifact Search Contest and the North Carolina Historic Architecture Photography Contest. All of the entries in those two contests are judged together.

All projects entered into competition must have at least 75 percent of their work **completed during the current school year.** For clubs operating outside the public school system or on a year-round schedule, this is the period from August to June. For homeschool students and year-round school students, projects must be completed during the grade level under which they are submitting the project for competition.

The decision of contest judges is final. The right is reserved to grant no award when entries in any contest or category fail to meet the high standards of contest sponsors. Because participating in the THJHA program and contests should be a learning experience, and because many contest entries are submitted by renewing clubs and returning members, judges' feedback will be made available to club advisers for many of the contests. Advisers can decide how to share and use the feedback to help their students continue to improve work entered into THJHA contests.

Send contest entries, forms, and award nominations to the following address:

Tar Heel Junior Historian Association
North Carolina Museum of History
5 East Edenton Street
Raleigh, NC 27601-1011

Award-Winning Projects

Award-winning projects are displayed in the Tar Heel Junior Historian Association Gallery after the Annual Convention. Winning projects are mounted on stands or placed in cases. Literary projects, historical essays, and special awards are mounted in a way that allows visitors the opportunity for hands-on review. The North Carolina Museum of History hosts approximately 300,000 visitors per year. Since many of these visitors will handle the exhibited projects and essays, THJHA cannot guarantee the condition in which they will be returned.

THJHA does not require that written projects be of a standard size or in a certain binding. But the museum does reserve the right to reformat or reproduce winning projects to fit display areas. Display stands in the Tar Heel Junior Historian Association Gallery are set up to accommodate 8 ½-by-11-inch pages with standard three-hole-punch bindings. Winning projects in binders will have only their pages displayed. Displayed written projects are usually black and white photocopies of the original project. Due to size constraints, only portions of some winning entries may be displayed.

Art projects cannot exceed the maximum contest dimensions because of display considerations.

All winning projects become the property of the Tar Heel Junior Historian Association and the North Carolina Museum of History for the year while they are on exhibit. **Projects that do not receive awards, and all winning projects from previous years, should be picked up during the Annual Convention at announced times and locations.** Projects that are not picked up may be retained by THJHA for other uses or discarded.

Sponsors

We would like to thank the following organizations for their generous support of the THJHA through contest sponsorship:

Archaeology and Historic Preservation Section, North Carolina Office of Archives and History

Caswell-Nash Chapter, Daughters of the American Revolution

Charlotte Hawkins Brown Memorial Foundation

Friends of the Archives

North Carolina Literary and Historical Association

North Carolina Museum of History Associates

North Carolina Society of the Military Order of the Stars and Bars

North Carolina Sports Hall of Fame

Preservation North Carolina

Raleigh Chapter, Sons of the American Revolution

Special Exceptions

The Tar Heel Junior Historian Association is an organization for *every* student in North Carolina. THJHA recognizes that some students may have disabilities that prevent them from being able to physically manufacture their projects. If a student with limitations wishes to participate in the contests, the adviser should contact THJHA to discuss the situation. THJHA will make every effort to ensure that all students have the chance to participate.

Annual Contest Prompts

THJHA historical essay contests have prompts that change annually. These contests include:

- *Tar Heel Junior Historian* Historical Essay Contest
- American Revolution Historical Essay Contest
- Civil War Historical Essay Contest
- African American Historical Essay Contest

In addition to these contests, the questions and essay portion of the Christopher Crittenden State History Quiz change from year to year.

Christopher Crittenden State History Quiz

Every year, junior historians have the opportunity to take the Christopher Crittenden State History Quiz. Quizzes are taken on a voluntary basis and are given in three categories: an elementary quiz for grades four and five, an intermediate quiz for grades six through eight, and a secondary quiz for grades nine through twelve. All categories consist of matching and fill-in-the-blank (Part I) and essay (Part II) sections.

Christopher Crittenden State History Quiz Rules and Requirements

General instructions:

- All parts of the quiz are to be taken in a supervised classroom setting.
- The time limit for Parts I and II cannot exceed a total of two hours. The two parts may be given on different days. Time allowed for each part is at the adviser's discretion.
- Entries in this category must be submitted by individual club members. No group entries are accepted.

Part I—Matching and Fill-in-the-Blank:

- Students must work individually and cannot use textbooks or other resources.

Part II—Essay:

- Students must work individually. They may use a dictionary and their fall *Tar Hill Junior Historian* magazine as resources. No textbooks or other resources are allowed.
- Spelling and grammar will count on the essay section.

Submission:

- Student and club name should be on each page that is submitted.

Christopher Crittenden State History Quiz Judging Information

Part I—Matching and Fill-in-the-Blank:

- Advisers are responsible for grading Part I.
- Answer keys are provided.
- Questions in Part I focus on the North Carolina Standard Course of Study for social studies and history.
- Fill-in-the-blank questions have a pool of words from which to choose.

Part II—Essay:

- The top three scorers, or all students who score 100 percent correct, on Part I should complete Part II.
- Essay prompts relate to the fall *Tar Heel Junior Historian*.
- Prompts are provided.

Submission:

- Advisers should submit all quizzes that score 100 percent correct or the quizzes with the three highest scores on Part I, along with those students' completed essays in Part II, to the THJHA program coordinator.
- The Tar Heel Junior Historian Association is responsible for grading Part II and calculating total scores.

**Tar Heel Junior Historian Association
Christopher Crittenden State History Quiz, Essay Portion**

Judging Criteria	Excellent	Very good	Average	Needs improvement	Comments/Suggestions
Historical Quality (50%)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 					
<ul style="list-style-type: none"> • Historically accurate scholarship, using <i>THJH</i> magazine as a resource 					
<ul style="list-style-type: none"> • Directly addresses essay prompt 					
Creativity/Originality (25%)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 					
Workmanship (25%)					
<ul style="list-style-type: none"> • Content—original work, clear theme, accurate information, valid conclusion 					
<ul style="list-style-type: none"> • Technical production—correct grammar, spelling, punctuation 					
<ul style="list-style-type: none"> • Presentation—well organized, neat, easy to understand 					

Christopher Crittenden State History Quiz Checklist for Advisers

- Set aside two hours of time for students to complete Parts I and II of the quiz.
- Review rules, requirements, and judging criteria with students.
- Provide a copy of Part I for each student taking the quiz.
- Use the answer key to score Part I.
- Provide the top three scorers or all students who score 100 percent Correct on Part I with Part II of the quiz, the fall *Tar Heel Junior Historian* magazine, and a dictionary.
- Each student who completes Part II must fill out a THJHA Contest Entry Form for their quiz, including their signature on the student honor statement.
- Student and club name should be on each page submitted.
- Review entry forms to ensure that all information is correct and legible.
- Sign the adviser statement on the entry form.
- Submit Parts I and II and the entry form for each student who completed the essay portion of the quiz to THJHA. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
ELEMENTARY DIVISION, *Grades 4-5*

Part IA: Matching

Contact THJHA for the quiz and essay questions
thjhaclubs@ncmail.net

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
ELEMENTARY DIVISION, *Grades 4-5*

Part 1B: Fill-in-the-Blank

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
ELEMENTARY DIVISION, *Grades 4-5*

Part II: Essay

ANSWER KEY

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
ELEMENTARY DIVISION, *Grades 4-5*

Contact THJHA for the Answer Key – thjhaclubs@ncmail.net

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
INTERMEDIATE DIVISION, *Grades 6-8*

Part IA: Matching

Contact THJHA for the quiz and essay questions
thjhaclubs@ncmail.net

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
INTERMEDIATE DIVISION, *Grades 6-8*

Part I B: Fill-in-the-Blank

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
INTERMEDIATE DIVISION, *Grades 6–8*

Part II: Essay

ANSWER KEY

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
INTERMEDIATE DIVISION, *Grades 6-8*

Contact THJHA for the Answer Key – thjhaclubs@ncmail.net

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
SECONDARY DIVISION, *Grades 9-12*

Part IA: Matching

Contact THJHA for the quiz and essay questions
thjhaclubs@ncmail.net

Part 1B: Fill-in-the-Blank

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
SECONDARY DIVISION, *Grades 9-12*

Part II: Essay

ANSWER KEY

2009 CHRISTOPHER CRITTENDEN STATE HISTORY QUIZ
SECONDARY DIVISION, *Grades 9-12*

Contact THJHA for the Answer Key – thjhaclubs@ncmail.net

Artifact Search Contest

An artifact is any object made by human beings. Artifacts tell us about people, culture, and technology at different times throughout history. All junior historians are invited to discover North Carolina's heritage through a statewide search for artifacts that tell the story of the state's past.

Artifact Search Contest Rules and Requirements

- Artifact Search Contest entries must be submitted by individual club members. No group entries are accepted.
- Club members may submit a maximum of **one** entry each.
- Artifacts must be the personal property of an individual and not the property of a public institution such as a museum, historical society, or library.
- Artifacts photographed from books or found at online sites such as eBay do not qualify for the contest.
- Do not send the artifacts themselves.
- Take a photograph or make a drawing of the artifact.
- Do not mount the drawings or photographs to any type of paper or cardboard.
- Complete the Analyzing an Artifact sheet (page 27), including the annotated bibliography.
- Attach the drawing or photograph and the Analyzing an Artifact sheet with a paper clip to a completed THJHA Contest Entry Form.
- Put student and club names on each page submitted, including the backs of photographs and drawings.

Artifact Search Contest Judging Information

- Elementary, intermediate, and secondary entries are judged together.
- The completed Analyzing an Artifact sheet should demonstrate observation, research, and critical thinking.
- The entry should include an annotated bibliography documenting research about the artifact.

Student Name: _____
Club Name: _____

Analyzing an Artifact

What is your artifact?

Describe this artifact. Include its size, shape, color, texture, and materials.

Who invented, made, or used this artifact?

When was it used?

How was it used?

Where did you find this artifact?

(continued)

Analyzing an Artifact

Page two

What does this artifact tell you about the people who used it?

Why is this artifact significant? How does it relate to North Carolina history?

Annotated Bibliography

Attach a photograph or drawing of your artifact.

Artifact Search Contest Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Have students select and research their artifacts.
- Instruct students to photograph or draw the artifact. Include student and club names on the back of images.
- Provide each student with the Analyzing an Artifact sheet to complete, including the annotated bibliography.
- Have students fill out a THJHA Contest Entry Form for their submissions, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Student and club names should be on each page submitted.
- Review project and sign the adviser statement on the entry form.
- Attach photograph or drawing and the Analyzing an Artifact sheet to the entry form with a paper clip. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Literary Contest

The Literary Contest encourages young people to conduct research, verify facts, collect data, interview individuals, organize notes, and prepare well-written projects.

The following are examples of possible entries:

- research papers
- creative writing
- historical reporting
- imaginary diaries
- songs or ballads
- pamphlets
- oral histories
- plays, poetry, or short stories
- scrapbooks

Literary Contest Rules and Requirements

- A club is allowed a maximum of two entries: two individual entries, two group entries, or one of each. Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!
- Entries in the Literary Contest **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.
- If including photographs in a project, we suggest using copies instead of risking the originals. Photocopies are acceptable.
- Include student and club name on each page.

Literary Contest Judging Information

A panel of three judges will review entries and select the winning projects. A maximum of 100 points may be awarded.

Literary projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina's state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.

Tar Heel Junior Historian Association Literary Contest

Judging Criteria	Excellent	Very good	Average	Needs improvement	Comments/Suggestions
Historical Quality (50%)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 					
<ul style="list-style-type: none"> • Historically accurate scholarship and research 					
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 					
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 					
Creativity/Originality (25%)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 					
Workmanship (25%)					
<ul style="list-style-type: none"> • Content—original work, clear theme, accurate information, valid conclusion 					
<ul style="list-style-type: none"> • Technical production—correct grammar, spelling, punctuation, footnotes 					
<ul style="list-style-type: none"> • Presentation—well organized, neat, easy to understand 					
<ul style="list-style-type: none"> • Title page, including project title, student name(s), club name, project category 					

Literary Contest Checklist for Advisers

- Your club may submit two entries: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Student and club names should be on each page submitted.
- Review entry form to ensure that all information is correct and legible.
- Review project and annotated bibliography and sign the adviser statement on the entry form.
- Attach entry form to project using a paper clip or binder clip. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Video Documentary Contest

This multimedia contest challenges junior historians to combine research abilities and technical skills to produce a video project.

Video Documentary Contest Rules and Requirements

- A club is allowed a maximum of two entries: two individual entries, two group entries, or one of each. Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!
- Video length may not exceed ten minutes.
- Videos must be made in one of the following formats:
 - 1/2-inch VHS format and recorded in Standard Play mode only; no other formats (i.e., Extended Play) will be accepted
 - DVD (all formats accepted)
 - video CD (VCD or SVCD) or Mini DV
 - data file (QuickTime, MPEG, NMV) or CD-ROM
- All projects must include a title screen with title of program, student name(s), name of club, school or organization name, and production date.
- A copy of the script, typed or legibly written, must be attached to the project.
- All projects **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information.
- All projects must include a typed or written list of credits or acknowledgments. Acknowledgments should be given to participants and those who assisted with the video.
- VHS tape should run at least ten seconds of black at the beginning and end. This will provide a necessary leader and trailer on the tape for use in showing winning videos in the Tar Heel Junior Historian Association Gallery. To run black tape, leave the lens cap in place, turn the camera on, and count to ten. Push the pause button, and then remove the lens cap. Remember to be very quiet during this process because the microphone will be on while the tape is running. Repeat this procedure after you complete your video.
- Properly label all materials submitted with student and club name.
- All titles on cases or sleeves, title screens, and entry forms should be consistent.
- In order to ensure proper playback for judging, test submission on an alternative video or DVD player.

Video Documentary Contest Judging Information

- A panel of three judges will review entries and select the winning projects. A maximum of 100 points may be awarded.

- Video documentary projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina’s state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.
- This contest awards points for such elements as action, movement, and a variety of shots for video projects.

Tar Heel Junior Historian Association Video Documentary Contest

Judging Criteria	Excellent	Very good	Average	Needs improvement	Comments/Suggestions
Historical Quality (50%)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 					
<ul style="list-style-type: none"> • Historically accurate scholarship and research 					
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 					
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 					
Creativity/Originality (25%)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 					
Workmanship (25%)					
<ul style="list-style-type: none"> • Technical production—well planned and organized; variety of camera shots, angles, sound effects; careful use of zoom 					
<ul style="list-style-type: none"> • Quality—visuals clear and in focus; audio loud and clear; appropriate music; minimal background noise 					
<ul style="list-style-type: none"> • Run time does not exceed ten minutes 					
<ul style="list-style-type: none"> • Accompanying script 					
<ul style="list-style-type: none"> • Title screen, including project title, student name(s), club name, school or organization name, production date 					

Video Documentary Contest Checklist for Advisers

- Your club may submit two entries: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students.
- Have students write a script and an annotated bibliography that will be submitted with the entry. After filming, have students compile list of credits or acknowledgments.
- Check video format.
- Be sure that the first and last ten seconds on VHS are black and that title screen with title of program, student name(s), name of club, school or organization name, and production date is included.
- Test submission on an alternate VHS or DVD player and verify that project is no longer than ten minutes.
- Have students fill out a THJHA Contest Entry Form for their project, including the group leader's signature on the student honor statement, and attach form to project with a paper clip or rubber band.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Label all pieces and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Exhibit/Art Contest

The Exhibit/Art Contest offers students an opportunity to express their understanding of history in an artistic form. Use of authentic processes in creating projects is encouraged.

The following are examples of possible entries:

- drawings and paintings
- sculptures
- three-dimensional scale models
- folklife reproductions, such as household items, clothing, musical instruments, wood carvings, or quilts
- dioramas of events, personalities, buildings, or legends

Exhibit Contest Rules and Requirements

General:

- A club is allowed a maximum of two entries: two individual entries, two group entries, or one of each. Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!

Size:

- Due to the exhibit case size in the THJHA gallery, entries in this contest must not exceed the following:
Maximum dimensions for projects and backdrops or bases: 24 inches wide, 24 inches long, and 24 inches high.
- Projects should be lightweight and portable, with a maximum weight of 30 pounds.
- **Projects exceeding these measurements will be disqualified.** Projects must be measured as they are to be displayed. **Quilts and clothing reproductions are not restricted to these size limits; however, should they win, the entries will be folded or otherwise made to fit these dimensions for display in the THJHA gallery.

Materials:

- No foodstuffs may be used as part of the entry.
- All materials that are a part of the entry must be attached securely to the model or drawing. No loose dirt, sand, gravel, or other unattached materials may be used.
- Include project title, student name, club name, and project category on a 4-by-6-inch index card attached to the project.

Documentation:

- All projects must include a written background paper, not to exceed one page, documenting the historical significance of the subject. Projects entered in this category are judged not only on the quality of the project but also on this historical documentation. Please be sure that the paper relates to the overall subject of the project and is not about the art project itself. For example, if the project is a model of

a historic house, the paper should be on the history of the house and not the making of the model.

- Include an **annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.
- Send the background paper and the Contest Entry Form to THJHA by March 6, 2009. The projects themselves will be judged during the THJHA Annual Convention.

Exhibit Contest Judging Information

- A panel of three judges will review entries and select the winning projects. A maximum of 100 points may be awarded.
- Art/Exhibit projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina’s state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.
- This contest awards points for neatness, precision, and attention to detail in the finished project. In art projects, it recognizes and awards accuracy in measurement, quality of reproduction, and neatness of work.

Tar Heel Junior Historian Association Exhibit/Art Contest

Judging Criteria	Excellent	Very good	Average	Needs improvement	Comments/Suggestions
Historical Quality (50%)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 					
<ul style="list-style-type: none"> • Historically accurate scholarship and research 					
<ul style="list-style-type: none"> • Uses authentic processes and historically accurate techniques where appropriate 					
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 					
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 					
Creativity/Originality (25%)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 					
Workmanship (25%)					
<ul style="list-style-type: none"> • Content—original work, accurate information, paper documenting the historical significance of the subject 					
<ul style="list-style-type: none"> • Technical production—accuracy in measurement, quality of reproduction, attention to detail, neatness of work 					
<ul style="list-style-type: none"> • Presentation—well organized, easy to understand 					
<ul style="list-style-type: none"> • 4-by-6 index card, including project title, student name(s), club name, project category 					

Exhibit/Art Contest Checklist for Advisers

- Your club may submit two entries: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students.
- Check dimensions, weight, and materials to be sure that they meet the criteria found in the rules and requirements section.
- Ensure that 4-by-6-inch index card with project information is properly attached.
- Check student paper and annotated bibliography for documentation.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Send the student paper and entry form to THJHA. These must be postmarked by 5:00 p.m., March 6, 2009.
- Bring project to the second floor of the North Carolina Museum of History by 10:00 a.m. on the day of the THJHA Annual Convention.

North Carolina Historic Architecture Photography Contest

Buildings of various styles dot the landscape of North Carolina. From rustic country barns to skyscrapers, these structures reveal much about the people who live and work in this state. Architectural styles serve as visible records of our past.

This contest is designed to introduce young people to basic photography techniques, to help them acquire an appreciation for buildings within their community and state, and to illustrate the value of photographic documentation as a research tool.

The following five categories are used for entries:

- “houses”
- “architectural details”—for example, doors, woodwork, gates, or decorations and ornamentation
- “barns and outbuildings”
- “institutional or public buildings”—for example, hospitals, courthouses, churches, or schools
- “industrial or commercial buildings”—for example, railway depots, banks, factories, warehouses, or marketplaces

NC Historic Architecture Photography Contest Rules and Requirements

- Photography contest entries must be submitted by individual club members. No group entries are accepted.
- A club member is allowed a maximum of **two** entries. Students may choose any combination of categories or enter two photographs in the same category.
- Subjects of all photographs must be located in North Carolina and be at least fifty years old.
- Selection of the photo subject, setup, taking of the photograph, and composition should all be done by the junior historian. All work must be solely their own.
- Photographs must be black and white. Do not submit Polaroid-style photographs or color photographs.
- A 5-by-7- or an 8-by-10-inch format is required for the photograph. Photographs cannot be larger than 8-by-10.
- Digital photography is acceptable, as long as the entry is a black and white print.
- **Do not** frame or mount the photograph.
- If the photograph is of an architectural detail, an overall view of the subject structure should be included. The overall view will not be judged. It should be attached with the written information.

Include a label on the back of the photograph with the following information:

- Student’s name
- Club name, school or organization name, adviser’s name
- Category entered—“houses,” for example
- Date that the photo was taken

Attach photograph, THJHA Contest Entry Form, and the following with a paper clip:

- A paragraph on the historical significance of the subject, including name, location, and any other known information about the structure (for example, architect, builder, construction date, architectural style, and the sources of this information)
- Annotated bibliography

NC Historic Architecture Photography Contest Judging Information

- Elementary, intermediate, and secondary entries are judged together.
- Professionals in historic preservation and photography will judge the entries. The photographs will be judged on overall quality, suitability of subject matter, and evidence of historical significance.

N.C. Historic Architecture Photography Contest Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Check that photograph is proper size and in black and white.
- Check to see that student has included all necessary information on the back of the photograph and has written a paragraph on the historical significance, including an annotated bibliography.
- Have student fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Package photographs so that they will not be damaged in the mail. Clearly mark the outside of the package “Photographs—Do Not Bend.” Be sure to keep the negative or digital file, in case the original print is damaged in shipping.
- Submit entries to THJHA with entry form attached to each project using a paper clip or binder clip. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Historical Essay Contests

THJHA offers four separate themed historical essay contests each year: African American History, American Revolution, Civil War, and *Tar Heel Junior Historian*. THJHA strives to design these contests in such a way that they reflect the writing requirements of the North Carolina Standard Course of Study.

Historical Essay Contests Rules and Requirements

- All essay contest entries must be individual entries. No group entries will be accepted.
- Elementary division essays should range from 250 to 500 words (approximately one to two typewritten, double-spaced pages).
- Intermediate division essays should range from 500 to 750 words.
- Secondary division essays should range from 500 to 1,000 words.
- All entries should be typewritten and double-spaced.
- Each entry **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.
- Photographs may be included but will not be considered as part of judging. If you are including photographs with your entry, we suggest making copies and using those instead of the originals. Photocopies are acceptable.
- Include student and club name on each page.

Historical Essay Contests Judging Information

- All student compositions submitted for the Historical Essay Contests will be judged using high literary standards. Essays will be judged on their attention to historical accuracy; focus on oral, local or state history; use of clear and concise style; originality; and how well they address the prompt or theme.
- The winning articles in the *Tar Heel Junior Historian* contest are subject to editing and revision by the editorial staff before being reproduced in the fall issue.

Tar Heel Junior Historian Association Historical Essay Contests

Judging Criteria	Excellent	Very good	Average	Needs improvement	Comments/Suggestions
Historical Quality (50%)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 					
<ul style="list-style-type: none"> • Historically accurate scholarship and research 					
<ul style="list-style-type: none"> • Directly addresses essay prompt 					
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 					
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 					
Creativity/Originality (25%)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 					
Workmanship (25%)					
<ul style="list-style-type: none"> • Content—original work, clear theme, accurate information, valid conclusion 					
<ul style="list-style-type: none"> • Technical production—correct grammar, spelling, punctuation 					
<ul style="list-style-type: none"> • Presentation—well-organized, neat, easy to understand 					

Historical Essay Contests Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Pass out annual prompt to students.
- Check to see that student has the correct word count and has an annotated bibliography for sources.
- Check that student and club names are included on each page.
- Have student fill out a THJHA Contest Entry Form for their paper, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review essay and sign the adviser statement on the entry form.
- Staple each essay to an entry form. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

African American Historical Essay Contest
2009 Question
Elementary Division, *Grades 4–5*

To enter the 2009 African American Historical Essay Contest, write an essay based on the following situation. Requirements for your essay:

- Between 250 and 500 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

Before 1954, in North Carolina and other southern states, students were required to attend separate schools based on their race. In 1954 the United States Supreme Court ruled in the *Brown v. Board of Education* case that the system of having separate schools based on race had to end. When African American, American Indian, and white students started attending the same schools, this was called integration.

Write an essay from the perspective of a student from that time period who is attending a newly integrated school. Write about your experiences at the school. What challenges have you or your family faced? What do you like about the school? How is this school different from your old school? What is your hope for the future of integrated schools in North Carolina?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

African American Historical Essay Contest
2009 Question
Intermediate Division, *Grades 6–8*

To enter the 2009 African American Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 750 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

Between the 1910s and 1932, a partnership between Booker T. Washington and Julius Rosenwald—President of Sears, Roebuck, and Company—led to a program that provided matching grants to rural communities in the South that were interested in building schools for African American students. Nearly eight hundred Rosenwald schools were built in North Carolina, more than in any other southern state. Ninety-three of our state's one hundred counties had Rosenwald schools. Some of the schools still stand today and have architectural features that clearly identify them as a Rosenwald school.

Write an essay from the perspective of a student whose community has just built a new Rosenwald school. Describe your new school. What does the building look like? What do your daily lessons consist of? What is your teacher like? Do you travel a long way to school? How many classmates do you have? Be sure to explain any challenges or triumphs that the school or community has faced while raising funds, building the school, and maintaining resources once the school opened.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

African American Historical Essay Contest
2009 Question
Secondary Division, *Grades 9–12*

To enter the 2009 African American Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 1,000 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

North Carolina is home to many historically black colleges and universities, including the oldest in the South, Shaw University in Raleigh. North Carolina is also home to two well-known college preparatory schools for African Americans: Palmer Memorial Institute, which is now a state historic site, and Laurinburg Institute, which is the oldest African American boarding school that is still operating today.

Research a historically black college, university, or prep school in North Carolina and write an essay from the perspective of one of the founders of that school. What is your inspiration for starting the school? What challenges have you faced and which experiences have been the most rewarding? What are your goals for the school and the students who will attend? How will you recruit teachers and students? How will you raise funds?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest
2009 Question
Elementary Division, *Grades 4–5*

To enter the 2009 American Revolution Historical Essay Contest, write an essay based on the following situation. Requirements for your essay:

- Between 250 and 500 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

The Declaration of Independence was signed on July 4, 1776. Pretend that you are the editor of the *Philadelphia Gazette* and imagine what questions you would ask in an interview with two of the signers of the declaration. Then, write an article for the front page of the July 5, 1776, edition of the newspaper.

Examples of what you might ask the signers of the declaration: Why are you willing to risk so much—your land, your lives, your country? What do you think will happen when King George reads the declaration? What will his reaction be? What other courses of action could have been taken (other than declaring independence)? Do you think the colonies will have to go to war with England? Are we prepared to defend ourselves? Are we willing to fight for our freedom?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest
2009 Question
Intermediate Division, *Grades 6–8*

To enter the 2009 American Revolution Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 750 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

The British Parliament passed the Stamp Act on March 1, 1765, declaring that it would become effective on November 1 of that year. The Stamp Act required that stamps must be purchased and applied to a variety of documents used in the everyday life of the colonists, thereby imposing a “tax” on the public. Those who sought to bypass or ignore the Stamp Act requirements could be tried and, if found guilty, suffer the legal consequences.

Imagine that you are a resident of Wilmington in the North Carolina colony. It is the fall of 1765. You and your fellow citizens are aware of the effective date of the act and are considering how you might respond. In a letter to a friend, relative, or associate, describe your personal feelings and view of the situation. Do you consider the act unjust, unnecessary, or otherwise? Describe the general public opinion toward the Stamp Act. Why do the colonists think this act was passed? What do you and your friends plan to do, if anything, to oppose it? Include any information that you have about how other colonies or other towns in North Carolina will respond.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest
2009 Question
Secondary Division, *Grades 9–12*

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- Between 500 and 1,000 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

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Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2009 Question
Elementary Division, *Grades 4–5*

To enter the 2009 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 250 and 500 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

Early in 1864 General Robert Hoke took command of the Confederate army in eastern North Carolina and began planning to free the town of Plymouth from the Federal forces that had occupied it since 1862. Since Plymouth is located on the Roanoke River, he felt Confederate naval forces were needed to ensure success in the attack. The answer to Hoke's needs could be found in the ironclad ram *Albemarle*, under construction just a few miles up the river from Plymouth.

You are a crew member working on the construction of the *Albemarle*. Write a letter home describing what is happening, the problems and successes you are encountering during construction, and what you expect from the finished ram. Are you confident that it will be successful? Why or why not? Be sure to include details of the construction—materials and processes used, difficulties encountered, etc. Be sure to pay attention to historical dates and time lines. Remember you cannot have knowledge of what has not yet happened.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2009 Question
Intermediate Division, *Grades 6–8*

To enter the 2009 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 750 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

The years following the American Civil War were filled with the writings of the participants describing their wartime experiences. Not all wrote books. Many of the most informative writings were letters between wartime comrades or former foes who had become peacetime friends. Others would sometimes record their remembrances at the request of their own family members.

You served in the Confederate medical corps as a nurse, steward, or surgeon. Write about your experiences and what you observed. Describe the confusion and the organization of a battlefield hospital, how patients were processed and treated, the challenges of a wounded soldier versus one with a disease, the difficulties encountered by you and your patients, the adaptations that had to be made as supplies dwindled, and the medical knowledge and advances that came out of the war.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2009 Question
Secondary Division, *Grades 9–12*

To enter the 2009 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 1,000 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

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You served in the Confederate medical corps as a nurse, steward, or surgeon. Write about your experiences and what you observed. Describe the confusion and the organization of a battlefield hospital, how patients were processed and treated, the challenges of a wounded soldier versus one with a disease, the difficulties encountered by you and your patients, the adaptations that had to be made as supplies dwindled, and the medical knowledge and advances that came out of the war.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2009 Question
Elementary Division, *Grades 4–5*

To enter the 2009 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 250 and 500 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

There are more than ten outdoor dramas presented regularly in North Carolina. Most retell the story of a historical event or group of people based in the area where the show is performed. The dramas include *The Lost Colony*, *Unto These Hills*, *Listen and Remember*, *Pathway to Freedom*, *From This Day Forward*, and others. Choose an event, legend, “first,” or other dramatic moment in time from Tar Heel history that you think should have its own outdoor drama. Outline the subject and importance of your drama in a paragraph, then write one scene for the drama. Limit the number of speaking characters to four. Remember to include a setting, a list of props, and stage directions.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2009 Question
Intermediate Division, *Grades 6–8*

To enter the 2009 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 750 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

Select an example of a traditional art, music, or craft form from North Carolina's history to research. Describe the tradition and the culture or people from which it came. How have Tar Heels preserved this tradition over time? Has it been influenced by resources, other cultures, or regions of the state? Have advances in technology or other changes affected it? Did the tradition originally begin as a way to produce useful, functional items; a means of economic support or a profession; or a means of expression, decoration, or entertainment? If that has changed, how and why?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2009 Question
Secondary Division, *Grades 9–12*

To enter the 2009 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- Between 500 and 1,000 words in length**
- Typewritten, in double-spaced format**
- Annotated bibliography citing all sources, including the Internet**
- Use of at least one primary and two secondary sources**
- Student name and club name on each page submitted**

In today's world, history and the arts are often given lower importance in the school curriculum in comparison to other subjects. Using historical and artistic examples from North Carolina—these might include events, people, movements, places, eras, cultural traditions, and so forth—write a letter or editorial explaining their value and some reasons for encouraging the study of these subjects. What are some important Tar Heel topics that should be part of a student's education? Why?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Rookie Chapter of the Year Award

The Rookie Chapter of the Year award recognizes a new junior historian chapter that exhibits enthusiasm toward the association's goal of promoting state and local history.

Rookie Chapter of the Year Award Rules and Requirements

- A “rookie” chapter is a first- or second-year club that is led by an adviser who has had no previous THJHA experience.
- Submit a student-written 1 ½-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, and an explanation of how these projects have influenced your school or community. Photographs are encouraged.

Rookie Chapter of the Year Award Judging Information

- Chapters are judged on the involvement of their individual members in historical projects in the school or community and on their participation in the contests offered by the association.

Chapter of the Year Award

This award recognizes an outstanding renewing chapter. Chapters that renew their membership in the association every year make up the backbone of the THJHA. Submitting a report on the club's activities is a great way to keep a club history.

Chapter of the Year Award Rules and Requirements

- All renewing chapters and new chapters with advisers who have had previous THJHA experience are eligible for this award.
- Submit a student-written 1 ½-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, and an explanation of how these projects have influenced your school or community. Photographs are encouraged.

Chapter of the Year Award Judging Criteria

- Chapters are judged on the involvement of their individual members in historical projects in the school or community and on their participation in the contests offered by the association.

Rookie/Chapter of the Year Award Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Have students compile 1 ½-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Adviser of the Year Award

This award recognizes the achievements of chapter advisers. Teachers and adults who work with club members are largely responsible for the continued growth of the junior historian program. Their enthusiasm for state and local history and their guidance mean a great deal.

The surprise announcement of the Adviser of the Year is made during the Annual Convention.

THJHA encourages co-advisers or student members of THJHA to nominate individuals for this award. Advisers, don't be shy. Let your students know about the award and give them the opportunity to brag about you.

Adviser of the Year Award Rules and Requirements

- Submit a 1 ½-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, an explanation of how these projects have influenced your school or community, and efforts at club recruitment. Photographs are encouraged.

Adviser of the Year Award Judging Criteria

- Judges will evaluate years of service, community influence, club recruitment, and the nature of the club's service projects.

Adviser of the Year Award Checklist for Submission

- Review rules, requirements, and judging criteria with students.
- Have students compile 1 ½-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Co-adviser or other adult should review entry form to ensure that all information is correct and legible.
- Co-adviser or other adult should review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 6, 2009.

Special Awards

Winners of special awards are chosen from projects submitted in the Literary Contest and Video Documentary Contest. Advisers should note that it is possible for a literary or multimedia project to win both a contest award and a special award. Art projects, which are not judged until the day of the Annual Convention, are not eligible for a special award.

Should the judges determine that an entry in the Literary Contest or Video Documentary Contest is worthy of recognition, an award will be presented to that individual or club at the Awards Ceremony on the day of the THJHA Annual Convention. The right is reserved to present no award in instances where entries fail to meet the high standards of the sponsors.

Special awards include:

Genealogy Award

Sports History Award

Youth Preservation Award

If you wish for your student's entry to be considered for a special award, please check the appropriate box on the THJHA Contest Entry Form that is completed for that project.

Notes on Bibliographies and Primary Sources

Annotated Bibliography

Contest entries should list only those sources that contributed to the development of the entry. Visual materials and oral interviews must be included. The annotations for each source must explain how the student used the source and how it helped them understand their topic. The following is an example of an annotated bibliography entry:

Miller, Lee. *Roanoke: Solving the Mystery of the Lost Colony*. London, England: Penguin Books Ltd., 2000.

Lee Miller explores different theories about what happened to the Lost Colony. Her book was important because she explained the theory of Simon Fernandez's possible sabotage, and this made me aware of other possible theories as to what happened to the colonists.

Official Style Guides

Several standard styles are acceptable. Regardless of the choice, the style must be consistent throughout a contest entry. Other style examples:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 5th edition.

Primary Sources

What Is a Primary Source?

A primary source is an account created by someone who participated in or witnessed an event or something that was produced during the time period of the event. Primary sources can include newspapers, magazines, diaries, letters, speeches, drawings, photographs, cartoons, yearbooks, posters, signs, oral histories, and memoirs.

Why Are Primary Sources Important?

Primary sources reveal personal information rarely contained in books. They offer students a direct link to the lives of people in the past. According to the National Archives and Records Administration, students encounter important historical concepts and develop valuable analytical skills by using primary sources.

Students sometimes see history as a series of facts, dates, and events, usually packaged in a textbook. As they use primary sources, they begin to view textbooks as historical

interpretations. They realize that any account of an event, no matter how impartial the presentation, is essentially subjective.

This Web page can help you decide the difference between primary and secondary sources: www.nhd.org/images/uploads/AResearchRoadmap.pdf.



THJHA Contest Entry Form

By March 6, 2009, please submit **one** form for **each** entry to
Tar Heel Junior Historian Association
North Carolina Museum of History
5 East Edenton Street
Raleigh, NC 27601-1011

Office Use Only
Entry #
Initials

Club Information	Project Information
Club name	Title
School/Organization	Division (<i>Check one.</i>)
Address	<input type="checkbox"/> Elementary (grades 4–5)
City	<input type="checkbox"/> Intermediate (grades 6–8)
Zip	<input type="checkbox"/> Secondary (grades 9–12)
Phone	Category (<i>Check one category only for group or individual project.</i>)
County	Group Projects
Adviser	<input type="checkbox"/> Exhibit/Art
Adviser e-mail	<input type="checkbox"/> Literary
	<input type="checkbox"/> Video Documentary
	Individual Projects
	<input type="checkbox"/> Exhibit/Art
	<input type="checkbox"/> Literary
	<input type="checkbox"/> Video Documentary
	<input type="checkbox"/> Photography
	<input type="checkbox"/> Houses
	<input type="checkbox"/> Barns/Outbuildings
	<input type="checkbox"/> Architectural Details
	<input type="checkbox"/> Institutional/Public
	<input type="checkbox"/> Commercial/Industrial
	<input type="checkbox"/> Themed Essay
	<input type="checkbox"/> African American
	<input type="checkbox"/> THJH
	<input type="checkbox"/> American Revolution
	<input type="checkbox"/> Civil War
	<input type="checkbox"/> Artifact Search
	<input type="checkbox"/> Christopher Crittenden Quiz
	Club Awards (<i>Check award for which you wish this entry to be considered.</i>)
	<input type="checkbox"/> Adviser of the Year
	<input type="checkbox"/> Chapter of the Year
	<input type="checkbox"/> Rookie Chapter of the Year
	Special Awards (<i>Check award for which you wish this entry to be considered.</i>)
	<input type="checkbox"/> Genealogy
	<input type="checkbox"/> Sports History
	<input type="checkbox"/> Youth Preservation
Student Information	
Individual Entrant or Group Leader	
_____	_____
Name	Grade
Group Members (List additional names on back of page.)	
_____	_____
Name	Grade
_____	_____
Name	Grade
_____	_____
Name	Grade
_____	_____
Name	Grade
I certify that this contest entry follows the contest rules and is the sole work of myself (and my group).	
_____	_____
Student signature	Date
I have reviewed this contest entry and have approved it for the Tar Heel Junior Historian Association competition.	
_____	_____
Adviser signature	Date

