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## THJHA Contests: How to Be a Winner

The Tar Heel Junior Historian Association encourages the study of local and state 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 and was updated in 2011. 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 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 consist of 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, 10, 11, and 12.
- 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 this 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**

The North Carolina Museum of History will display award-winning projects in the Tar Heel Junior Historian Association Gallery after the Annual Convention. Winning projects are mounted on stands or placed in cases. Some paper-based projects may be mounted in a way that allows visitors the opportunity for hands-on review. The Museum of History hosts approximately 300,000 visitors per year. Since many of these visitors will handle the exhibited projects, THJHA cannot guarantee the condition in which they will be returned to students.

Starting with the 2011 winning entries, Literary Contest projects will be displayed on a computer screen that allows visitors to view the projects in color. Winning projects in binders will have only their pages displayed. Accepted page dimensions are listed in the contest rules and requirements. The museum reserves the right to reformat or reproduce winning projects to fit display areas.

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:

- African American Historical Essay Contest
- American Revolution Historical Essay Contest
- Civil War Historical Essay Contest
- *Tar Heel Junior Historian* 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 2010 *Tar Heel 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 students choose.

Part II—Essay:

- The top three scorers, or all students from a club who score 100 percent correct, on Part I should complete Part II.
- Essay prompts relate to the fall issue of *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 for calculating total scores.

**NOTE: A separate packet including Part I, Part II, and the Answer Key for each quiz is being e-mailed to club advisers. Please contact the THJHA program coordinator if you have questions.**

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

**Comments/Suggestions**

<b>Judging Criteria</b>	<b>Needs improvement</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>	
<b>Historical Quality (50 points)</b>					
• Demonstrates knowledge of North Carolina's state and/or local history	1-5	6-10	11-15	16-20	
• Historically accurate scholarship, using <i>THJH</i> magazine as a resource	1-5	6-10	11-15	16-20	
• Directly addresses essay prompt	1-2	3-5	6-8	9-10	
<b>Creativity/Originality (25 points)</b>					
• Examines topic from unique perspective	1-4	5-8	9-12	13-15	
• Presents information in an exciting or imaginative way	1-2	3-5	6-8	9-10	
<b>Workmanship (25 points)</b>					
• Content—original work, clear theme, accurate information, valid conclusion	1-2	3-5	6-8	9-10	
• Technical production—correct grammar, spelling, punctuation	1-2	3-5	6-8	9-10	
• Presentation—well organized, neat, easy to understand	1-2	3	4	5	

**Total \_\_\_\_\_**

## **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, copies of 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 entry, including their signature on the student honor statement.
- Student and club names 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., Friday, March 2, 2012.

## **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 the heritage of North Carolina 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. If the photograph is taken with a digital camera, please save the file; after the award announcements, winners will be asked to e-mail the digital file to the program coordinator.
- Do not mount the drawings or photographs to paper or cardboard.
- Complete the Analyzing an Artifact sheet (pages 12 and 13), including an annotated bibliography. If students wish to type their responses, please copy and paste the questions from the Analyzing an Artifact sheet to ensure they do not leave out information.
- 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 (pages 12 and 13) 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., Friday, March 2, 2012.

## 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 damage to the originals. Photocopies are acceptable.
- Entries should include no more than 20 pages.
- Project pages should measure 8½-by-11-inches or 12-by-12-inches.
- Include student and club names 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

<b>Judging Criteria</b>	<b>Needs improvement</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>	
<b>Historical Quality (50 points)</b>					
• Demonstrates knowledge of North Carolina’s state and/or local history	1–5	6–10	11–15	16–20	
• Historically accurate scholarship and research	1–4	5–8	9–12	13–15	
• Uses at least one primary source and at least two historical secondary sources	1–2	3–5	6–8	9–10	
• Includes accurate annotated bibliography	1–2	3	4	5	
<b>Creativity/Originality (25 points)</b>					
• Examines topic from unique perspective	1–4	5–8	9–12	13–15	
• Presents information in an exciting or imaginative way	1–2	3–5	6–8	9–10	
<b>Workmanship (25 points)</b>					
• Content—original work, clear theme, accurate information, valid conclusion	1–2	3–5	6–8	9–10	
• Technical production—correct grammar, spelling, punctuation, footnotes	1–2	3	4	5	
• Presentation—well organized, neat, easy to understand	1–2	3	4	5	
• Title page, including project title, student name(s), club name, project category	1–2	3	4	5	

**Total \_\_\_\_\_**

## **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, including number of pages and page sizes.
- 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., Friday, March 2, 2012.

## 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 10 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 10 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 10. 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 names.
- 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

<b>Judging Criteria</b>	<b>Needs improvement</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>	<b>Comments/Suggestions</b>
<b>Historical Quality (50 points)</b>					
<ul style="list-style-type: none"> <li>Demonstrates knowledge of North Carolina's state and/or local history</li> </ul>	1-5	6-10	11-15	16-20	
<ul style="list-style-type: none"> <li>Historically accurate scholarship and research</li> </ul>	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Uses at least one primary source and at least two historical secondary sources</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Includes accurate annotated bibliography</li> </ul>	1-2	3	4	5	
<b>Creativity/Originality (25 points)</b>					
<ul style="list-style-type: none"> <li>Presents information in an exciting or imaginative way</li> </ul>	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Examines topic from unique perspective</li> </ul>	1-2	3-5	6-8	9-10	
<b>Workmanship (25 points)</b>					
<ul style="list-style-type: none"> <li>Technical production—well planned and organized; variety of camera shots, angles, sound effects; careful use of zoom</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Quality—visuals clear and in focus; audio loud and clear; appropriate music; minimal background noise</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Run time does not exceed 10 minutes; accompanying script submitted; title screen, including project title, student name(s), club name, school or organization name, and production date</li> </ul>	1-2	3	4	5	

**Total** \_\_\_\_\_

## **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 10 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 10 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., Friday, March 2, 2012.

## 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 may be folded or otherwise arranged 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 or typed research 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.
- Students are encouraged to include photographs of them working on the project as part of their display or to submit such photographs along with the project. They may incorporate some historical information into their project display, as well. If a project is selected as a winner and is displayed in the gallery, this material will help visitors understand the historical significance of the project and the process used to create the exhibit.
- **Send the research paper, annotated bibliography, and the Contest Entry Form to THJHA by Friday, March 2, 2012. 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

<b>Judging Criteria</b>	<b>Needs improvement</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>	<b>Comments/Suggestions</b>
<b>Historical Quality (50 points)</b>					
<ul style="list-style-type: none"> <li>Demonstrates knowledge of North Carolina's state and/or local history</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Historically accurate scholarship and research in background paper and project</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Uses authentic processes and historically accurate techniques where appropriate</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Uses at least one primary source and at least two historical secondary sources</li> </ul>	1-2	3	4	5	
<ul style="list-style-type: none"> <li>Includes research paper with accurate, annotated bibliography</li> </ul>	1-2	3	4	5	
<b>Creativity/Originality (25 points)</b>					
<ul style="list-style-type: none"> <li>Examines topic from unique perspective</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Presents information in an exciting or imaginative way</li> </ul>	1-2	3-5	6-8	9-10	
<b>Workmanship (25 points)</b>					
<ul style="list-style-type: none"> <li>Content—original work, accurate information, paper documenting the historical significance of the subject</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Technical production—accuracy in measurement, quality of reproduction, attention to detail, neatness of work</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>4-by-6 index card, including project title, student name(s), club name, project category</li> </ul>	1-2	3	4	5	

**Total** \_\_\_\_\_

## **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 research 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 research paper and entry form to THJHA. These must be postmarked by 5:00 p.m., Friday, March 2, 2012.
- 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 (April 27, 2012).

# 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 architecture within their community and state, and to illustrate the value of photographic documentation as a research tool.

The following six 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
- “Civil War markers and monuments”—for example, battlefield monuments, cemetery markers, and statues

## N.C. 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 50 years old. *\*\*Subjects in the Civil War markers and monuments category may be located outside the state but must have a North Carolina connection.\*\**
- 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 actual entry is a black and white print. If the photograph is taken with a digital camera, please save the file; after the award announcements, winners will be asked to e-mail the digital file to the program coordinator.
- **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 name
- Club name, school or organization name, adviser 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 (to protect the photograph, a small strip of sturdy paper should be folded over the top edges of the documents and photo to serve as a support for the 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

### **N.C. 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 the 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 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.
- Package photographs so that they will not be damaged in the mail. Clearly mark the outside of the package with “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., Friday, March 2, 2012.

## 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. Please save a digital file of the essay; after the award announcements, winners will be asked to e-mail the digital file to the program coordinator.
- 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 names 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

<b>Judging Criteria</b>	<b>Needs improvement</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>	<b>Comments/Suggestions</b>
<b>Historical Quality (50 points)</b>					
<ul style="list-style-type: none"> <li>Demonstrates knowledge of North Carolina's state and/or local history</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Historically accurate scholarship and research</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Uses at least one primary source and at least two historical secondary sources</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Directly addresses essay prompt</li> </ul>	1-2	3	4	5	
<ul style="list-style-type: none"> <li>Includes accurate annotated bibliography</li> </ul>	1-2	3	4	5	
<b>Creativity/Originality (25 points)</b>					
<ul style="list-style-type: none"> <li>Examines topic from unique perspective</li> </ul>	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> <li>Presents information in an exciting or imaginative way</li> </ul>	1-2	3-5	6-8	9-10	
<b>Workmanship (25 points)</b>					
<ul style="list-style-type: none"> <li>Content—original work, clear theme, accurate information, valid conclusion</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Technical production—correct grammar, spelling, punctuation, and word count</li> </ul>	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> <li>Presentation—well-organized, neat, easy to understand</li> </ul>	1-2	3	4	5	

**Total** \_\_\_\_\_

## **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 students 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., Friday, March 2, 2012.

**African American Historical Essay Contest**  
2012 Question  
Elementary Division, *Grades 4–5*

**To enter the 2012 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**

For many years, 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. The process of desegregating schools took place over several years.

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**  
2012 Question  
Intermediate Division, *Grades 6–8*

**To enter the 2012 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 800 Rosenwald schools were erected in North Carolina, more than in any other state. Ninety-three of the state’s 100 counties had Rosenwald schools. Some of the schools still stand 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? How do you get to school and how far do you travel to get there? 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**  
2012 Question  
Secondary Division, *Grades 9–12*

**To enter the 2012 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 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 proven 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**  
2012 Question  
Elementary Division, *Grades 4–5*

**To enter the 2012 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**

Imagine that you are the son or daughter of a North Carolina delegate to the Continental Congress of 1776. Your father has rented a house in Philadelphia, Pennsylvania, so that you, your mother, brothers, and sisters can stay with him while he serves in the Congress. Every evening, he speaks with the family about his experiences. In your journal, or in a letter to a friend, write about how your father and the rest of the family feel about the fight for independence.

Does your father think the colonies should separate themselves from Great Britain? Why or why not? Have you seen a copy of the Declaration of Independence? What has your father told you about this document? Do you believe independence will be good for the people of North Carolina? Why or why not?

**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**  
2012 Question  
Intermediate Division, *Grades 6–8*

**To enter the 2012 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**

On December 16, 1773, New England colonists dumped 15,000 pounds of tea into Boston Harbor in protest. You live in Edenton, North Carolina, and are a close friend of Penelope Barker, wife of North Carolina's colonial agent, Thomas Barker. It is September 1774, and you have heard about the dumping of tea in Boston and other incidents of dissension in the colonies. In a letter to a friend, relative, or associate, describe your feelings and thoughts, as well as those of your close group of friends in Edenton, about the various taxes and other control measures levied by Great Britain on the American colonists.

What is your opinion of the "tea tax"? Do you support a provisional congress separate from the North Carolina Assembly and Governor Josiah Martin? Why or why not? Will you boycott British goods? How do you think Britain will respond to the boycotts and protests of the American colonists? What do you think is in the best interest of North Carolina's people? What do you believe will happen to lessen the crisis in the colonies? Furthermore, what do your friends and neighbors think should be done?

**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**  
2012 Question  
Secondary Division, *Grades 9–12*

**To enter the 2012 American Revolution 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**

On December 16, 1773, New England colonists dumped 15,000 pounds of tea into Boston Harbor in protest. You live in Edenton, North Carolina, and are a close friend of Penelope Barker, wife of North Carolina's colonial agent, Thomas Barker. It is September 1774, and you have heard about the dumping of tea in Boston and other incidents of dissension in the colonies. In a letter to a friend, relative, or associate, describe your feelings and thoughts, as well as those of your close group of friends in Edenton, about the various taxes and other control measures levied by Great Britain on the American colonists.

What is your opinion of the "tea tax"? Do you support a provisional congress separate from the North Carolina Assembly and Governor Josiah Martin? Why or why not? Will you boycott British goods? How do you think Britain will respond to the boycotts and protests of the American colonists? What do you think is in the best interest of North Carolina's people? What do you believe will happen to lessen the crisis in the colonies? Furthermore, what do your friends and neighbors think should be done?

**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**  
2012 Question  
Elementary Division, *Grades 4–5*

**To enter the 2012 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**

It is the summer of 1862. A year ago, your father (or brother) went off to fight in the Civil War. He is serving with a North Carolina regiment in the Army of Northern Virginia.

Write a letter telling your father (or brother) what things are like at home. Be sure to describe how things have changed in the year that he has been gone. Who is doing the things that he used to do around the house? How has this affected the family? What things are you doing differently? What things are the same? How do you feel about him being gone? Do your friends and neighbors also have family members fighting in the war? How many men are gone? What is the neighborhood or community like without them?

**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**  
2012 Question  
Intermediate Division, *Grades 6–8*

**To enter the 2012 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**

Following the firing on Fort Sumter, in South Carolina, and the subsequent call to the states by President Abraham Lincoln for 75,000 troops to put down the “insurrection” in the South, North Carolina has voted to secede from the United States. As other citizens across the state and nation have done, you have reached a decision on whether to fight for North Carolina and the Confederacy or go north and fight for the Union.

Write a letter to a member of your family. Tell them of the decision you have made, and explain to them all of the things that led you to make your decision. Remember, it is May of 1861. You have no knowledge of the events to come, only expectations. How did you feel when President Lincoln issued the call for troops? How had you felt before that event? How did you feel before the firing on Fort Sumter? What motivates you to fight for the side you have chosen? What values or ideas do you cherish? What do you hope will happen in the months to come?

**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**  
2012 Question  
Secondary Division, *Grades 9–12*

**To enter the 2012 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**

Following the firing on Fort Sumter, in South Carolina, and the subsequent call to the states by President Abraham Lincoln for 75,000 troops to put down the “insurrection” in the South, North Carolina has voted to secede from the United States. As other citizens across the state and nation have done, you have reached a decision on whether to fight for North Carolina and the Confederacy or go north and fight for the Union.

Write a letter to a member of your family. Tell them of the decision you have made, and explain to them all of the things that led you to make your decision. Remember, it is May of 1861. You have no knowledge of the events to come, only expectations. How did you feel when President Lincoln issued the call for troops? How had you felt before that event? How did you feel before the firing on Fort Sumter? What motivates you to fight for the side you have chosen? What values or ideas do you cherish? What do you hope will happen in the months to come?

**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**  
2012 Question  
Elementary Division, *Grades 4–5*

**To enter the 2012 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**

It is August 1814. The young United States is at war with Great Britain, and the British are headed to Washington, D.C. North Carolina native Dolley Payne Madison is the wife of President James Madison.

Write a short account for a North Carolina newspaper that describes what happens when British soldiers arrive in the nation's capital. Describe, as well, some of the preparations that the First Lady, her staff, and others might have made before leaving the White House or city. Be sure to include brief background information about why the War of 1812 is being fought, how some of the state's citizens feel about the conflict, and the effects of the war on the state and its citizens.

**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**  
2012 Question  
Intermediate Division, *Grades 6–8*

**To enter the 2012 *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**

In 1830 the U.S. Senate approved the Indian Removal Act, and in 1836, the Senate ratified the Treaty of New Echota. These measures led to thousands of Cherokee Indians being pushed out of North Carolina to land in modern-day Oklahoma, on what came to be called the Trail of Tears. Thousands of Cherokee died during this forced march, which began in 1838.

Write a letter or a short newspaper column/editorial, as a North Carolina resident or native who is expressing an opinion about the Indian Removal Act and/or the Treaty of New Echota. Describe the conflicts (armed and otherwise) that have led up to this legislation. How is the Tar Heel State likely to be affected by what the Senate has done? What do some of your fellow North Carolinians think about the situation? Be sure to acknowledge, in some way, viewpoints that differ from those of the writer.

**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**  
2012 Question  
Secondary Division, *Grades 9–12*

**To enter the 2012 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 1898 the United States engaged in a brief war with Spain that was provoked by events in Cuba, as well as a desire for expansion by some Americans. North Carolina raised three infantry regiments for the Spanish-American War, although only one of them saw action in Cuba. The war helped cement the reputation of the United States as a world power.

Write a letter or journal entry that describes some of the experiences of a North Carolinian during the war—a soldier, politician, nurse, or everyday citizen of any age. This experience could involve training, political debates, battle action, home front developments or activities, or other aspects. Be sure to include brief information about why the war is being fought and what the letter’s author thinks about it.

**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- to 2-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 activities 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- to 2-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- to 2-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., Friday, March 2, 2012.

## **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- to 2-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- to 2-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., Friday, March 2, 2012.

## Special Awards

Winners of special awards are chosen from projects submitted in the Literary Contest and the 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. Exhibit/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.

### **Note on Genealogy:**

Genealogy projects should be orderly presentations of the generations from the project creator back in time. Names, dates, and places should be proven with documentation and presented in a logical manner. This might take the form of pedigree charts, family tree displays, family group sheets, or a compilation and explanation of proof documents. Family stories, photographs, and artifacts may be included with—but not to the exclusion of—the above.

## 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](http://www.nhd.org/images/uploads/AResearchRoadmap.pdf).

## Notes on Plagiarism and the Honor Statement

Working on projects for the THJHA Annual Contests should be an opportunity for students not only to learn about history but to develop good research and citation skills.

Students who do not properly use quotation marks or cite all of their sources may be unaware that what they are doing is called *plagiarism*. There are serious consequences for this offense in the academic world. Plagiarism in a THJHA contest will result in disqualification of the project. In most colleges, plagiarism can result in an appearance in student court, a failing grade on the project or paper, a failing grade for the course, and even expulsion. As you prepare your students for their work on contest entries this year, please take a little time to talk about plagiarism. Have junior historians look up the definition of the word plagiarize and discuss what it means as a group.

According to Webster's Third International Dictionary (2002 edition), to plagiarize is to "steal and pass off as one's own (the ideas or words of another); to use (a created production) without crediting the source; to commit literary theft; or to present as new and original an idea or product derived from an existing source."

Some sources on this subject that advisers may find helpful include:  
Education World's Student Guide to Avoiding Plagiarism  
[www.educationworld.com/a\\_curr/TM/curr390\\_guide.shtml](http://www.educationworld.com/a_curr/TM/curr390_guide.shtml)

CyberBee's Interactive Copyright Questions and Answers  
[www.cyberbee.com/cb\\_copyright.htm](http://www.cyberbee.com/cb_copyright.htm)

Unfortunately, we have discovered incidents of plagiarism in submissions for the THJHA Annual Contests in recent years. In the case of most of these entries, the judges noticed sentences or phrases that did not strike them as typical writing levels for the ages of the students involved. After some Internet searching, contest officials located sources from which students had copied material—word for word, without the use of quotation marks.

When working out a schedule for your students' THJHA projects, be sure to allow time for you or a co-adviser to read over each entry. Remember that when you sign each entry form, you are verifying that you have reviewed and approved the submission. Students should also understand that their signature on the honor code statement on the entry form means that the work is their own, and they have followed all contest rules.



## THJHA Contest Entry Form

By March 2, 2012, 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	<b>Title</b>
School/Organization	<b>Division</b> ( <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	<b>Category</b> ( <i>Check one category only for group or individual project.</i> )
County	<b>Group Projects</b>
Adviser	<input type="checkbox"/> Exhibit/Art
Adviser e-mail	<input type="checkbox"/> Literary
<b>Student Information</b>	<input type="checkbox"/> Video Documentary
<b>Individual Entrant or Group Leader</b>	<b>Individual Projects</b>
_____	<input type="checkbox"/> Exhibit/Art
Name	<input type="checkbox"/> Literary
Grade	<input type="checkbox"/> Video Documentary
<b>Group Members</b> (List additional names on back of page.)	<input type="checkbox"/> Photography
_____	<input type="checkbox"/> Architectural Details
Name	<input type="checkbox"/> Barns/Outbuildings
Grade	<input type="checkbox"/> Commercial/Industrial
_____	<input type="checkbox"/> Houses
Name	<input type="checkbox"/> Institutional/Public
Grade	<input type="checkbox"/> Civil War Markers
_____	<input type="checkbox"/> Themed Essay
Name	<input type="checkbox"/> African American
Grade	<input type="checkbox"/> American Revolution
_____	<input type="checkbox"/> Civil War
Name	<input type="checkbox"/> <i>THJH</i>
Grade	<input type="checkbox"/> Artifact Search
_____	<input type="checkbox"/> Christopher Crittenden Quiz
Name	<b>Club Awards</b> ( <i>Check award for which you wish this entry to be considered.</i> )
Grade	<input type="checkbox"/> Adviser of the Year
I certify that this contest entry follows the contest rules and is the sole work of myself (and my group).	<input type="checkbox"/> Chapter of the Year
_____	<input type="checkbox"/> Rookie Chapter of the Year
Student signature	<b>Special Awards</b> ( <i>Check award for which you wish this entry to be considered.</i> )
Date	<input type="checkbox"/> Genealogy
I have reviewed this contest entry and have approved it for the Tar Heel Junior Historian Association competition.	<input type="checkbox"/> Sports History
_____	<input type="checkbox"/> Youth Preservation
Adviser signature	Date

