

Important Notice for the 2019-2020 School Year

National History Day is no longer using Weebly or NHD Weebly as the platform for creating NHD websites.

What does this mean for students?

- A new platform is in development, however, the tool may not be available until late Fall.
- These materials will be updated as soon as we know more information.
- Students should work on research, analysis, writing, and planning their website on paper until the tool is ready.

Thank you for your understanding and we look forward to seeing your projects!

national history day MN



Website Workbook

Name(s)

History Day Topic

Class Period

Website URL

Updated: Summer 2019

This is a work in progress. Have feedback? Contact Sarah.Aschbrenner@mnhs.org

We have designed this workbook to help you start your National History Day Website. Work right in this packet. Ask your teacher if you have questions or visit the Minnesota History

This Workbook: The Basics and Beyond

There are two parts to this workbook:

- **The Basics:** Follow these steps to create a first draft of a National History Day (NHD) Website. Start here if you have never made a website. You will learn the rules and first steps.
 - **Remember:** Many of the ideas are suggested starting places. You can create your website in many different ways. Be sure to work within the NHD category rules.
- **Beyond:** There are lots of extra tips and there are many extra features in the NHD Website Editor. **Wait** until you have completed your first draft before trying any of these tips.

Before You Start!



Creating a first draft of a website is one of the LAST steps in the History Day process. Before you begin this workbook, you should have:

- ☐ Completed most of your **research**
- ☐ Written a **thesis**
- ☐ Divided your information into **sections**
- ☐ Have **notes or written text** for each section of your project
- ☐ Have a start on **visuals, quotes, or media** for your website. (You will probably need to look for more as you complete your project.)

If you are not done with these items, go back to the **Research**

Website Category Rules

You are responsible for following the general rules for all categories. Website students are also responsible for following the category-specific rules for National History Day Websites. You should

- ☐ **Creation:** Entries must be created using the NHD Website Editor. **As of the updating of this document, the platform has not been announced for 2019-20. We will update this document as soon as we know!**
- ☐ **Word Limit:** 1,200 or fewer visible, student-composed words. This does not include quotes, the repeating navigational structure on each page, or navigational instructions.
- ☐ **Size Limit:** 100 MB or fewer. You can see your website size on your login page.
- ☐ **Media Limit:** No more than four minutes total media in the website. You can divide this up between audio and video.
- ☐ **Homepage:** Your homepage must include student name(s), title, division, number of student-composed words in website, number of total words in process paper, and a menu that links to all pages of the website. It's a really good idea to include a thesis, but not required.
- ☐ **Credits:** You must include credits for visual materials and quotes. See page 22 for more information.
- ☐ **Embedded Content:** Embedded content is **not** allowed on NHD Websites. All content (documents, media, etc.) must be included in the website itself. You cannot link to outside websites except to provide plugins. See page 24 for more information.
- ☐ **NHD Written Materials:** You must include your process paper and bibliography on the website.

Guided History Day Website Map

These pages are the basics you will need to cover all the information about your topic in your website. You may end up adding more pages, but start with the basics first.

Directions: Use your thesis to decide which major ideas you want to include on each page.

- Start with the Heart of the Story (section one).
- Follow the numbers (two through five) to plan the rest of your pages.

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Home

- Thesis
- Name(s), title, division, number of student-composed words in site, number of words in process paper, and navigational menu

Before the Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Background

Long Before the Event

- What background information does your reader need to know about your topic?
- What events, ideas, or people happened before your topic to influence it?
- What was going on in the world?

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Build-Up

Right Before the Event

- Who were the main players?
- What are they doing to get ready for the main events of your topic?
- What events or ideas led up the main event?
- What was life like at this time?

During the Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Main Event

Heart of the Story or During the Event

Look for the 5W's and an H:

- What happened?
- How did it happen?
- When did it happen?
- Why did it happen?
- Who was involved or affected?
- Where did it happen?

After the Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Short-Term Impact

Right After the Event

- What are some things that happened or changed right away?
- Think about positive and negative changes.
- How did this event impact different groups of people.

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Long-Term Impact

Long After the Event

- So what?
- Why is your topic important in history?
- How has your topic changed history?
- Why is the event still important today?

Written Work

- Process Paper
- Annotated Bibliography

Blank History Day Website Map

Your Thesis

Before the Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Home

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Background

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Build-Up

During the Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Main Event

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Short-Term Impact

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

Long-Term Impact

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Home Background Build-Up Main Event Short-Term Long-Term Written Work

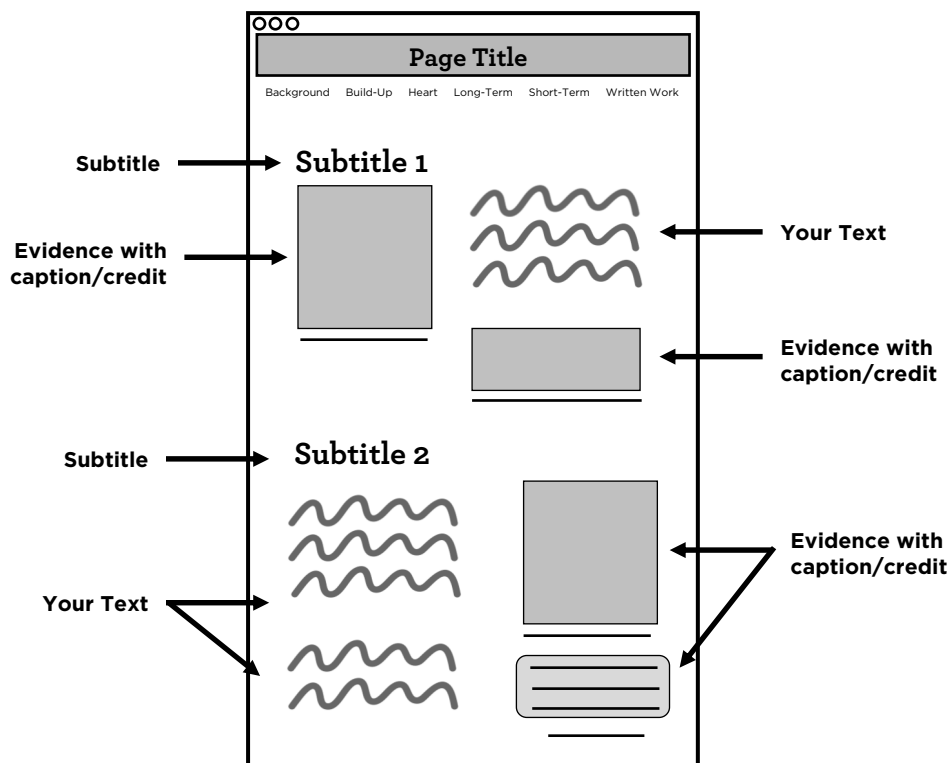
Written Work

Subsections: Organizing Information on Each Page

Organize the information on each webpage with subsections. **There are usually between one and three subsections on a page.**

Each subsection will include your words and supporting evidence. Most subsections include:

- **Subtitle**
- **Student-composed text**
- **Evidence:** Usually one to three pieces of evidence in a subsection. This evidence could be an image, audio or video, quote, graph, map, document, or other primary source. Each visual or quote must have a credit.



Subsection Layout

Keep the information in each subsection close together. Don't spread it down the page. This will help viewers to see that your words and these pieces belong together on the website.



Tip: You could include a line, or a small amount of blank space, between your subsections to show where one section ends and a new one starts.

Writing for Website Category

Reading words on a computer screen is different from reading in a book. You need to think about:



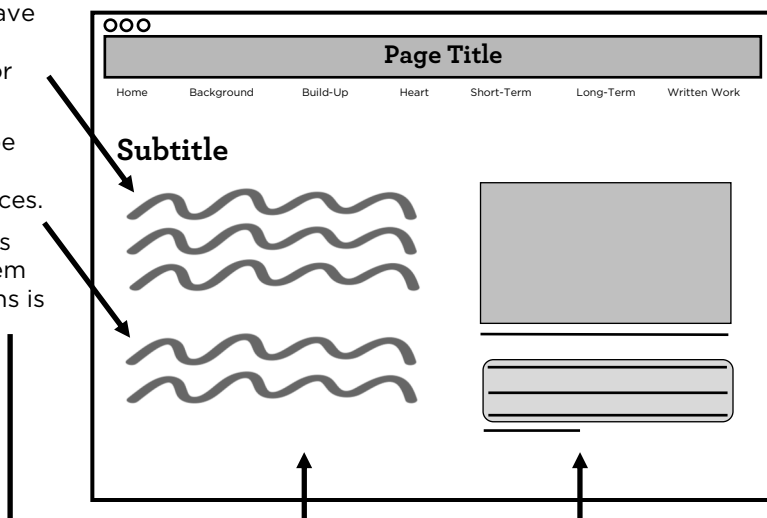
Line Width: Other than a title, try not to have any line of your text go across the entire width of the page when read on a laptop or desktop monitor.



Paragraph Length: Long paragraphs can be hard to read on a screen. Try to make sure paragraphs are no longer than four sentences.

















Try Columns: Instead of stacking textboxes and evidence on top of each other, put them next to each other in columns. Two columns is best, but try not to make your page more than three columns wide.



What Evidence Have You Found?

You are not just *decorating* your website. You are using evidence to *prove* your thesis. Fill out this chart to show the types of evidence you have already found. Brainstorm other types of evidence for which you might look.

What is it	Found it	How many?	Can't find it	Doesn't exist	Look for this
 Photograph					
 Artwork					
 Map					
 Political Cartoon					
 Newspaper					
 Film Footage					
 Music or Sound					
 Interview					
 Artifact					
 Chart or Graph					
 Document					
 Ephemera (like a ticket, event program, or other "stuff" left behind)					
 Ad or Propaganda					
 Primary Quote					
 Secondary Quote					

Storing, Downloading, and Preparing Files








Finding evidence is just the first step. You need to store, download, and prepare your picture and media files **before** uploading them into the NHD Website Editor.

Storing Files: Ask your teacher what system your school will use

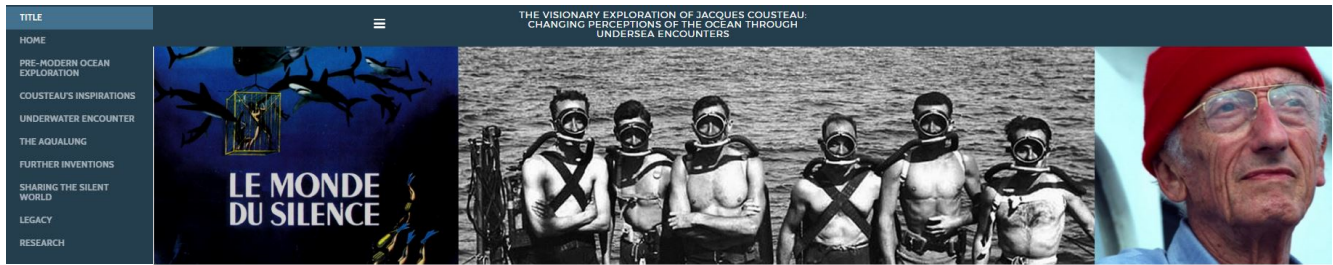
The Cloud (like Google Drive)	A Flash Drive	Network File/Folder
<ul style="list-style-type: none"> Good: Accessible by group members from school or home. Bad: Usually provided by school. You may not have one. 	<ul style="list-style-type: none"> Good: A small portable drive where you can keep files. Bad: It's easy to lose. Only one group member has it at a time. 	<ul style="list-style-type: none"> Good: You may already have access to this at school. You can't lose it. Bad: You may only be able to access this at school.

Downloading Files

Preparing Files

Images Including photos, art, graphs, or pictures of artifacts or documents  	<ul style="list-style-type: none"> Finding: Most students will find images files on the web. You can also scan or take a photograph of an image you find in a book. File Type: The NHD Website Editor accepts many image file types. Most images will be .JPG. Resolution: Look for images that have a high resolution. Low resolution photos will be grainy. 	<ul style="list-style-type: none"> Small Edits: You can make small edits to images in the NHD Website Editor, like cropping or adding text. Big Edits: If you want to make major changes, like creating a header banner with several images, you will need a separate photo editing program. You may have a program on your computer, like Photoshop, or use a web-based program. Search for online photo editor.
Quote 	<ul style="list-style-type: none"> Finding: Photocopy or copy the quote from your source. Storing: Keep your quotes a digital file, like a Google Doc, or in a notebook. <ul style="list-style-type: none"> Be sure to include quotation marks, so you know it's a quote, who said it, when, and where you found it. 	<ul style="list-style-type: none"> Selecting: If you found a long quote or passage, you may need to select the part of the quote you want to include. Look for the best one or two sentences.
Documents or Newspapers In a PDF file format  	<ul style="list-style-type: none"> File Type: Many of these files are already formatted as PDFs when you download them. <ul style="list-style-type: none"> If they are saved as an image file, follow the instructions above, under image 	<ul style="list-style-type: none"> Upload as PDF: Instructions for the new NHD Website Editor platform will be updated when available. Converting to Image: If you want to use a document or newspaper as images, you will need to use a software program or web-based program to convert the file. <ul style="list-style-type: none"> If you have Adobe Acrobat there is an option in the program to save as image or to "Take a Snapshot" of a specific part of the document.
Music, Sound/Audio Recording 	<ul style="list-style-type: none"> Finding: You may find this type of evidence online, or you may create it yourself, such as an audio recording of an interview. Downloading: Some websites offer a download feature, but you may need to use a screen recording tool or third-party software. If you have an option, download as an MP3. 	<ul style="list-style-type: none"> File Type: Instructions for the new NHD Website Editor platform will be updated when available. Editing: Instructions for the new NHD Website Editor platform will be updated when available.
Video 	<ul style="list-style-type: none"> Finding: You may find this type of evidence online, or you may create it yourself, such as a video recording of an interview. <ul style="list-style-type: none"> Only group members and interview subjects may appear on camera in History Day projects. 	<ul style="list-style-type: none"> File Types: Instructions for the new NHD Website Editor platform will be updated when available. Editing: Instructions for the new NHD Website Editor platform will be updated when available.

Analyze a History Day Webpage



SHARING THE SILENT WORLD

With the capability to film underwater and share undersea encounters with his audience, Cousteau transformed the popular view of the ocean.

...who—at least of all the professional oceanographer, who probably first encountered the undersea world in Cousteau-designed scuba gear—can doubt his enormous impact in bringing people to an awareness of the ocean's importance. —Jed Horne, *People Magazine*, 1975

With his new inventions, Cousteau could share his discoveries and love of the sea with the public. He first presented the ocean to the world in his book *The Silent World* (1953). Cousteau became a prominent figure with the release of an underwater film of the same name, *The Silent World* (1956).

By 1960 Cousteau was a household name in the United States in an era that was as excited about exploring the sea as it was about venturing toward the stars. —Cathy Hunter, *National Geographic*, 2010

Cousteau was so popular his portrait was put on the cover of *Time Magazine*. His work and expeditions were featured four times on the cover of *National Geographic*.



The Undersea World of Jacques Cousteau: Octopus, Octopus, 1971

Over the course of his career, Cousteau made over 100 films. One of Cousteau's most influential works was the television series *The Undersea World of Jacques Cousteau*, which broadcasted Cousteau's underwater encounters and adventures across the world from 1968 to 1976. This series shaped how the public viewed the oceans, exchanging the popular view of the oceans as a mysterious and sinister place filled with monsters, for one of a vibrant world filled with diverse marine life.

Cousteau almost single-handedly changed public opinion when he portrayed the giant Pacific octopus as a gentle colossus that fought only when unavoidably cornered with nowhere to hide. —Wendy Williams, *Kraken: The Curious, Exciting, and Slightly Disturbing Science of Squid*, 2011



The Silent World (Huron Scuba), 1956

The encounters documented in Cousteau's films highlighted the whimsical and welcoming side of the ocean, captivating audiences across the world.

I never missed Jacques Cousteau's television series. It was on when I was in high school, and the first couple years of college, and I saw every episode many, many times. —Alex Brytske, *Personal Interview*, 2016

OPPOSITION



To Cousteau, fishing perverted, Tom McNally, The Chicago Tribune, 1978

Enthusiasm for Cousteau was not shared by everyone. Cousteau attempted to emphasize the importance of ocean conservation through his films, but could not change the viewpoint of communities that relied on using the ocean for commercial gain.

That Cousteau could come out against sport fishing is incredible. Unfortunately, we are experiencing an environmental backlash in this country, and much of that is due to radical stands taken by ecofreak organizations... What does Cousteau know about it? —Bill Cunningham, Editor, *Saltwater Sportsman Magazine*, *Chicago Tribune*, 1978

Look for the important elements the students included on one page of their NHD Website. Follow the instructions below.

1. Circle the title for their website.
2. Look for the menu. Is it horizontal or vertical navigational? Check one below.

_____ Horizontal

_____ Vertical

3. Use a color marker or pen to circle the two subtitles on this page.
4. Use a highlighter and highlight all of the student-composed text.
5. Use a pencil and circle all the pieces of evidence on this webpage.
6. On the lines below, write the types of evidence you found on this page:

7. Underline the credits for

Sample: Webpage Sketches

Website Title: "Rosa Parks: Taking a Stand by Sitting Down"

(Rosa Parks Arrest Photo)

Home Background Build-Up Heart Short-Term Long-Term Written Work

(Rosa Parks quote from her autobiography about why she refused to give up her seat)

Thesis Statement

Group Member Names
Junior Division
Group Website
student-composed words in website
words in process paper
#:## minutes media

Next

Page Title: "Refusing to Compromise: Sparking the Boycott"

(Photo of Rosa Parks Sitting on Bus)

Home Background Build-Up Heart Short-Term Long-Term Written Work

Rosa Parks Prepares to Take a Stand

- Parks joins the local chapter of NAACP
- Parks learns about non-violent protest at Highlander Folk School
- Other protests taking place in country at time

(Quote about what she learned at Highlander Folk School)

(Photo of Parks before protest)

Refusing to Move

(Quote from Parks about why she refused to give up her seat)

(Arrest Photo)

- Description of the actual event and arrest

Newspaper headline about arrest

Back Next

Sketch Your Website: Homepage

Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.

We have already included space for:

- A header image. Optional. Many students use a header to grab the viewer's attention
- A navigation menu. You must have a navigation menu on your homepage. It could be horizontal or vertical.

Required. You must add:

- ☐ Your website title
- ☐ Your individual or group member names
- ☐ Your category/division
- ☐ The number of student-composed words in website
- ☐ The total number of words in process paper

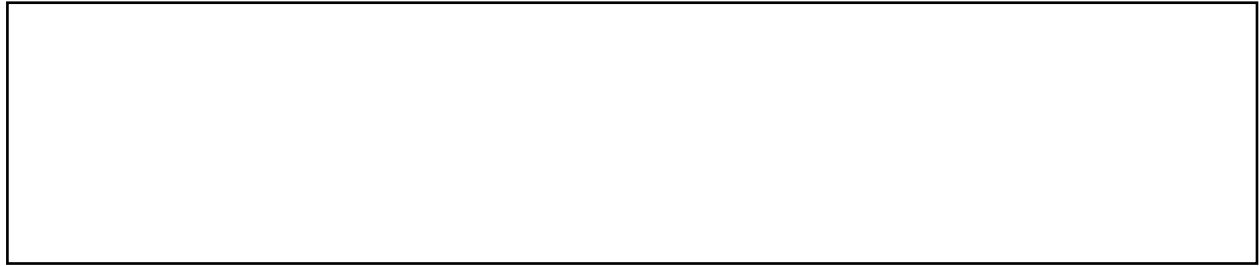
Optional. You should consider adding:

- ☐ Your thesis
- ☐ The total minutes of media (audio and video) in your website

Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

Sketch Your Website: Background

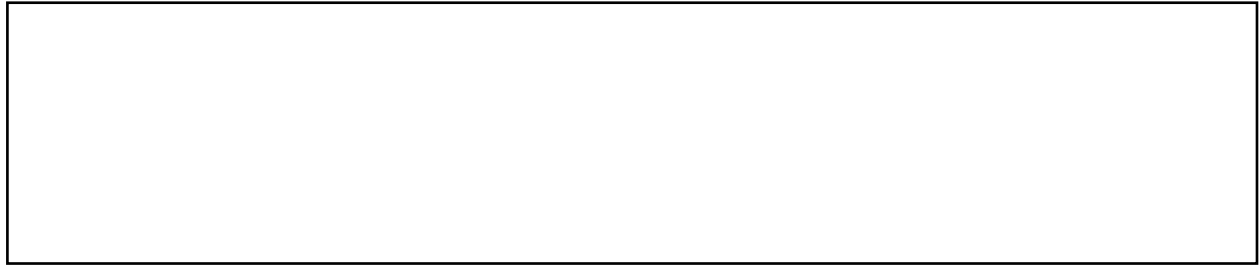
Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.



Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

Sketch Your Website: Build-Up

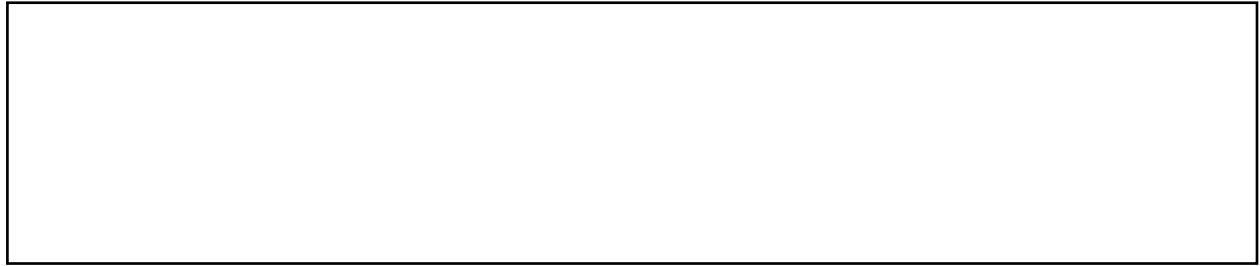
Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.



Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

Sketch Your Website: Heart of the Story

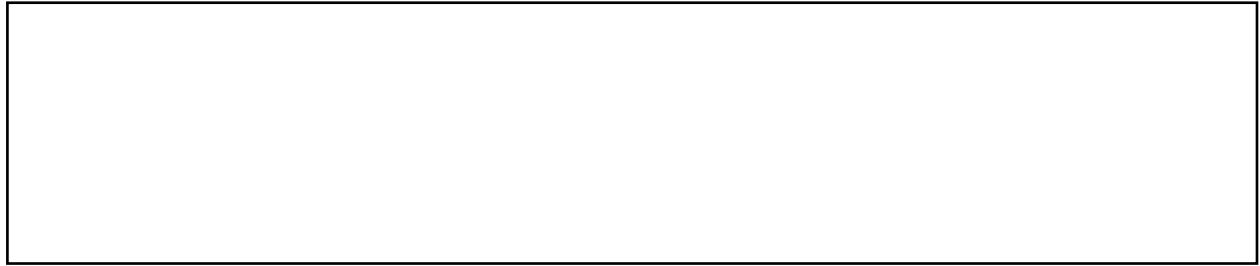
Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.



Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

Sketch Your Website: Short-Term Impact

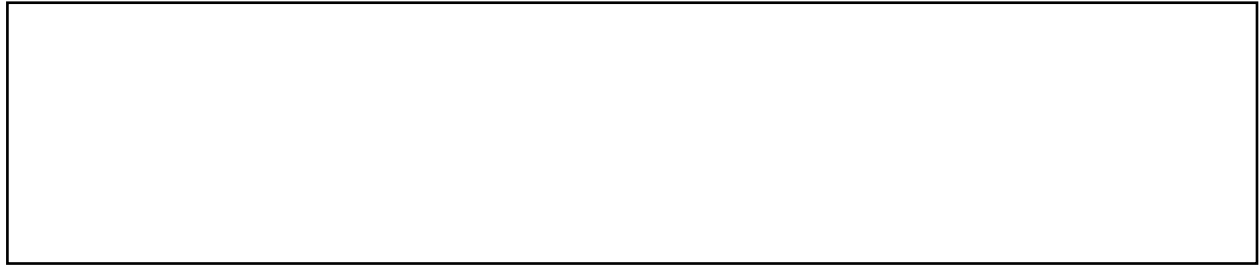
Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.



Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

Sketch Your Website: Long-Term Impact

Draw pictures, write, or make notes about what you plan to put on this page. Write your text in a word processing program. Save your evidence to a flash drive, the Cloud (like Google Drive), or a network folder.



Home Background Build-Up Heart of Story Short-Term Impact Long-Term Impact Written Work

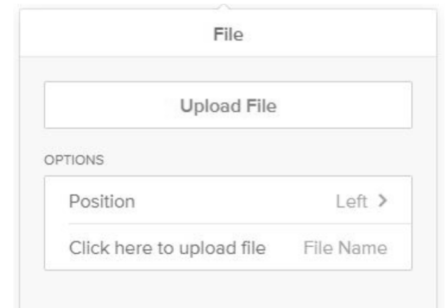
Written Work: Process Paper and Bibliography

You must upload your process paper and annotated bibliography to the website before the judging lockout period.

- **Where should I put them?** Most students include them on a separate page, which you can call “Written Work.”
- **How should I upload them?** It's easiest to upload these documents as two separate PDFs.
 - **Why PDF?** This document format is viewable on any computer. If you upload the file as a Word document, for example, the person looking at it may need a specific program in order to view it. You also risk them opening it in a different version, which will likely mess up your formatting.
 - **Why not paste it in a text box right on the site?** This would work, but it's VERY hard to get the bibliography formatting correct in the Editor.
 - **Can't I embed files so they are viewable on the page?** No. Embedded content is against National History Day rules.

How to Upload Files

You must save your file as a PDF before uploading it to the NHD Website Editor. In Microsoft Word or Google Docs, you should **save** or **print** your file as a PDF.



The screenshot shows a web interface for uploading a file. At the top, there is a tab labeled "File". Below it is a large button labeled "Upload File". Underneath the button is a section titled "OPTIONS". Within this section, there is a "Position" label with a "Left" button and a right-pointing arrow. Below that is a row with two labels: "Click here to upload file" and "File Name".

Captions and Credits for Visuals and Quotes

Students must include a brief credit, in the website itself, for all VISUAL and WRITTEN sources (e.g. quotes, photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (See: IV. Individual Category Rules – E. Website, E5, page 33)

- Once you upload an image, click on it for a new menu that will let you add a caption.
- A credit is much briefer than a full citation.
- Brief credits do NOT count toward the student-composed word count.



Sample Caption (optional)
Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment.

Sample Credit (required)
Alice Paul, 1918, Library of Congress

Beyond the Basics

Project Review

Completed a first draft of your website before you go beyond the basics. Have a teacher, parent, and/or classmate review the site and then ask them the following questions:

1. So what? Why is my topic important in history? What was my thesis?
2. What other events or ideas were going on before, during, and after my topic to influence it? (historical context)
3. How is my topic connected to the theme? (theme connection)
4. What sorts of evidence did I use to support my ideas?
5. Was the organization of my website confusing to you?

Focus on the National History Day Criteria

Sometimes students think it's better to have a fancier website. Remember that the majority of the judge evaluation is based on the historical quality of your project.

- **60% Historical Quality:** Includes thesis, historical context, historical accuracy, use of primary sources, and quality of research
- **20% Connection to History Day Theme**
- **20% Clarity of Presentation:** Includes organization, spelling/grammar, use of evidence to support your ideas
- **Rules Compliance**

Look at Sample Websites

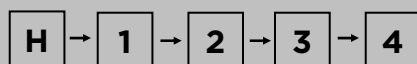
Take a look at projects that other History Day students have done. Keep in mind that these are the finished projects. They have gone through revisions at the school, Regional, State, and sometimes even national levels of competition. How do they use the website to communicate their ideas?

- **Minnesota History Day:** <http://education.mnhs.org/historyday/sample-projects>
- **National History Day:** <https://nhd.org/project-examples>

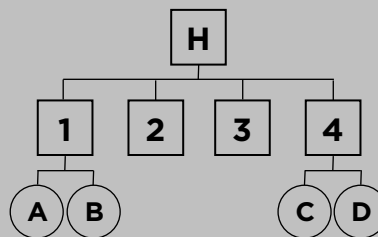
Custom Code

Some of the sample NHD Websites you see have used the “custom code” option in the NHD Website Editor. This lets you customize many features about the way your website looks. You must already know code to use this feature.

Other Organizational Structures



Linear organization assumes the viewing is going from one page to the next in a specific order.



Hierarchical organization lets the viewer explore a website with multiple levels of pages. The more important information is on the main pages (1-4) and supporting information is deeper in the site (A-D).

Adding More Pages

If one of your “basic” pages looks too full, it may be a good time to split it into separate pages. For example, let's say your Legacy page talks about two major outcomes of your topic. You may want to separate these into two different pages.

- **Option 1:** Add an extra page and move half the content to the new page. Both pages would appear in your main menu. These pages should be located next to each other in the page list. (Linear organization)
- **Option 2:** Keep your Legacy page and create the two new pages as subpages off this page. You will add the two extra pages and move half the content to each new page. From the pages menu, you can turn these new pages into subpages. Click on the new page and drop them under Legacy, but slightly indented to the right. Only the Legacy page will show up in your menu until you hover over the word. When you hover, the subpages will appear. (Hierarchical organization)

Strategies for Using Evidence

1. **Integrate evidence within your website.** Think carefully about matching up the best evidence to support your ideas. Don't have separate pages with just picture, primary source, or documents. Match your evidence with the text that it supports.
2. **Use a variety of evidence.** Think beyond just photographs. Documents, like newspaper headlines, attention-grabbing visuals. Maps, graphs, and charts are often underused in History Day projects.
3. **Make evidence viewable.** Instead of including just a tiny thumbnail of an image, give the viewer the option to click on it and make the image bigger.
4. **Don't let your evidence drown out your voice.** Sometimes students put SO MUCH STUFF in their website that it's hard to tell what they think about a topic. Make sure the evidence supports your ideas without overwhelming them.
5. **Use background music wisely.** Avoid the temptation to just play your favorite song in the background of your website. Select only background music with a good connection to your topic. Look for music that was created by a participant or is from the time period.
6. **Balance primary and secondary source quotes.** It's sometimes easier to find secondary source quotes, but primary source quotes are important. If quoting from secondary sources, go beyond quotes from encyclopedias or textbooks. Look for quotes from scholarly sources.
7. **Show people where to look in long documents or newspaper articles.** Viewers are unlikely to read very long newspaper articles or documents in your website. Direct their attention to the most important parts of these documents. Underline or draw a box around the part you want them to read before uploading.
8. **Be creative with interviews.** Many students want to use interviews, but are unable to do one themselves because their topic isn't within living history. That's okay! You can use interviews that have already been done. They are often available online from museums or archives.
9. **Edit down video and audio.** You can include four total minutes of multimedia in your website. It's up to you as to how to divide it up. Several smaller clips placed throughout your website are often more effective than one long one.
10. **Transcribe audio that are hard to understand.** Sometimes audio can be hard to understand. Consider adding a textbox to transcribe anything a viewer may have a hard time hearing. Remember, this would be a quote and would NOT count towards your word limit!

Be Careful With Embedded Content

Embedded content are things that may be viewable on your website, but do are not actually stored on the website. Think of it like streaming a video on your phone versus downloading the video to your phone.

- When you stream a video, it doesn't actually live on your phone. You're just using your phone to view the video that is actually stored somewhere else. The original owner could delete that video and you can't watch it any longer. That video doesn't take up any storage space on your computer.
- When you watch a download, the video lives on your phone. It's part of your phone and it doesn't matter if the original owner deletes the video. For History Day, you have to include all content as part of your website, like downloading the video to your phone. This means that the video file size is counted toward your total website file size.

Allowed: All materials are uploaded to the NHD Website Editor itself. Materials are contained entirely in the website. There are no logos or buttons that lead to outside websites.

Against the Rules: Materials are hosted by another source. Materials may *show up* on a website, but are not contained in the NHD Website Editor. There may be logos or buttons to click on that lead to an outside website.
Examples of Embedded Content that is NOT Allowed in an NHD Website: Prezi, embedded YouTube videos, or Dipity timelines.