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THJHA Contests: How to Be a Winner

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

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

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

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

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

General Contest Requirements

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

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

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

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

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

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

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

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

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

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

Award-Winning Projects

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

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

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

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

Sponsors

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

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

Caswell-Nash Chapter, Daughters of the American Revolution

Charlotte Hawkins Brown Memorial Foundation

Friends of the Archives

North Carolina Literary and Historical Association

North Carolina Museum of History Associates

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

North Carolina Sports Hall of Fame

Preservation North Carolina

Raleigh Chapter, Sons of the American Revolution

Special Exceptions

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

Annual Contest Prompts

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

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

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

Christopher Crittenden State History Quiz

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

Christopher Crittenden State History Quiz Rules and Requirements

General instructions:

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

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

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

Part II—Essay:

- Students must work individually. They may use a dictionary and their fall 2009 *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

Judging Criteria	Needs improvement	Average	Very good	Excellent	
Historical Quality (50 points)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 	1-5	6-10	11-15	16-20	
<ul style="list-style-type: none"> • Historically accurate scholarship, using <i>THJH</i> magazine as a resource 	1-5	6-10	11-15	16-20	
<ul style="list-style-type: none"> • Directly addresses essay prompt 	1-2	3-5	6-8	9-10	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 	1-2	3-5	6-8	9-10	
Workmanship (25 points)					
<ul style="list-style-type: none"> • Content—original work, clear theme, accurate information, valid conclusion 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Technical production—correct grammar, spelling, punctuation 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • 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 name should be on each page submitted.
- Review entry forms to ensure that all information is correct and legible.
- Sign the adviser statement on the entry form.
- Submit Parts I and II and the entry form for each student who completed the essay portion of the quiz to THJHA. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

Artifact Search Contest

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

Artifact Search Contest Rules and Requirements

- Artifact Search Contest entries must be submitted by individual club members. No group entries are accepted.
- Club members may submit a maximum of **one** entry each.
- Artifacts must be the personal property of an individual and not the property of a public institution such as a museum, historical society, or library.
- Artifacts photographed from books or found at online sites such as eBay do not qualify for the contest.
- Do not send the artifacts themselves.
- Take a photograph or make a drawing of the artifact. 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.
- 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., March 5, 2010.

Literary Contest

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

The following are examples of possible entries:

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

Literary Contest Rules and Requirements

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

Literary Contest Judging Information

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

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

Tar Heel Junior Historian Association Literary Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 	1-5	6-10	11-15	16-20	
<ul style="list-style-type: none"> • Historically accurate scholarship and research 	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 	1-2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> • Examines topic from unique perspective 	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 	1-2	3-5	6-8	9-10	
Workmanship (25 points)					
<ul style="list-style-type: none"> • Content—original work, clear theme, accurate information, valid conclusion 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Technical production—correct grammar, spelling, punctuation, footnotes 	1-2	3	4	5	
<ul style="list-style-type: none"> • Presentation—well organized, neat, easy to understand 	1-2	3	4	5	
<ul style="list-style-type: none"> • 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.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Student and club names should be on each page submitted.
- Review entry form to ensure that all information is correct and legible.
- Review project and annotated bibliography and sign the adviser statement on the entry form.
- Attach entry form to project using a paper clip or binder clip. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

Video Documentary Contest

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

Video Documentary Contest Rules and Requirements

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

Video Documentary Contest Judging Information

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

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

Tar Heel Junior Historian Association Video Documentary Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> • Demonstrates knowledge of North Carolina's state and/or local history 	1-5	6-10	11-15	16-20	
<ul style="list-style-type: none"> • Historically accurate scholarship and research 	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> • Uses at least one primary source and at least two historical secondary sources 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Includes accurate annotated bibliography 	1-2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> • Presents information in an exciting or imaginative way 	1-4	5-8	9-12	13-15	
<ul style="list-style-type: none"> • Examines topic from unique perspective 	1-2	3-5	6-8	9-10	
Workmanship (25 points)					
<ul style="list-style-type: none"> • Technical production—well planned and organized; variety of camera shots, angles, sound effects; careful use of zoom 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Quality—visuals clear and in focus; audio loud and clear; appropriate music; minimal background noise 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> • Run time does not exceed ten minutes; accompanying script submitted; title screen, including project title, student name(s), club name, school or organization name, and production date 	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 ten seconds on VHS are black and that title screen with title of program, student name(s), name of club, school or organization name, and production date is included.
- Test submission on an alternate VHS or DVD player and verify that project is no longer than ten minutes.
- Have students fill out a THJHA Contest Entry Form for their project, including the group leader's signature on the student honor statement, and attach form to project with a paper clip or rubber band.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Label all pieces and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

Exhibit/Art Contest

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

The following are examples of possible entries:

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

Exhibit Contest Rules and Requirements

General:

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

Size:

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

Materials:

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

Documentation:

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

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

- Include an **annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.
- **Send the background paper and the Contest Entry Form to THJHA by March 5, 2010. The projects themselves will be judged during the THJHA Annual Convention.**

Exhibit Contest Judging Information

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

Tar Heel Junior Historian Association Exhibit/Art Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	
Historical Quality (50 points)					
• Demonstrates knowledge of North Carolina's state and/or local history	1-5	6-8	9-12	13-15	
• Historically accurate scholarship and research in background paper and project	1-5	6-8	9-12	13-15	
• Uses authentic processes and historically accurate techniques where appropriate	1-2	3-5	6-8	9-10	
• Uses at least one primary source and at least two historical secondary sources	1-2	3	4	5	
• Includes background paper with accurate, annotated bibliography	1-2	3	4	5	
Creativity/Originality (25 points)					
• Examines topic from unique perspective	1-5	6-8	9-12	13-15	
• Presents information in an exciting or imaginative way	1-2	3-5	6-8	9-10	
Workmanship (25 points)					
• Content—original work, accurate information, paper documenting the historical significance of the subject	1-2	3-5	6-8	9-10	
• Technical production—accuracy in measurement, quality of reproduction, attention to detail, neatness of work	1-2	3-5	6-8	9-10	
• 4-by-6 index card, including project title, student name(s), club name, project category	1-2	3	4	5	

Comments/Suggestions

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 paper and annotated bibliography for documentation.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Send the student paper and entry form to THJHA. These must be postmarked by 5:00 p.m., March 5, 2010.
- Bring project to the second floor of the North Carolina Museum of History by 10:00 a.m. on the day of the THJHA Annual Convention.

North Carolina Historic Architecture Photography Contest

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

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

The following five categories are used for entries:

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

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 fifty years old.
- Selection of the photo subject, setup, taking of the photograph, and composition should all be done by the junior historian. All work must be solely their own.
- Photographs must be black and white. Do not submit Polaroid-style photographs or color photographs.
- A 5-by-7- or an 8-by-10-inch format is required for the photograph. Photographs cannot be larger than 8-by-10.
- Digital photography is acceptable, as long as the entry is a black and white print. 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’s name

- Club name, school or organization name, adviser's name
- Category entered—"houses," for example
- Date that the photo was taken

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

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

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 proper size and in black and white.
- Check to see that student has included all necessary information on the back of the photograph and has written a paragraph on the historical significance, including an annotated bibliography.
- Have student fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Package photographs so that they will not be damaged in the mail. Clearly mark the outside of the package 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., March 5, 2010.

Historical Essay Contests

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

Historical Essay Contests Rules and Requirements

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

Historical Essay Contests Judging Information

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

Tar Heel Junior Historian Association Historical Essay Contests

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> Historically accurate scholarship and research 	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> Uses at least one primary source and at least two historical secondary sources 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> Directly addresses essay prompt 	1-2	3	4	5	
<ul style="list-style-type: none"> Includes accurate annotated bibliography 	1-2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Examines topic from unique perspective 	1-5	6-8	9-12	13-15	
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1-2	3-5	6-8	9-10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Content—original work, clear theme, accurate information, valid conclusion 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> Technical production—correct grammar, spelling, punctuation, and word count 	1-2	3-5	6-8	9-10	
<ul style="list-style-type: none"> Presentation—well-organized, neat, easy to understand 	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 student fill out a THJHA Contest Entry Form for their paper, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review essay and sign the adviser statement on the entry form.
- Staple each essay to an entry form. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

African American Historical Essay Contest
2010 Question
Elementary Division, *Grades 4–5*

To enter the 2010 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**

Compose a narrative time line of African American educational history in North Carolina. Your sequential essay should include monumental entries such as the founding of Shaw University and Palmer Memorial Institute, as well as the integration of state colleges and universities. Be sure to explain why each event is important.

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
2010 Question
Intermediate Division, *Grades 6–8*

To enter the 2010 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**

Write a biographical sketch of a person important in African American educational history in North Carolina. Be sure to emphasize this individual's connection to North Carolina and their significance to Tar Heel history. Examples include: Dr. Charlotte Hawkins Brown, Dr. James E. Shepard, Dr. John Hope Franklin, Anna Julia Cooper, Bishop Henry Beard Delany, George C. Shaw, and others.

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
2010 Question
Secondary Division, *Grades 9–12*

To enter the 2010 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**

Interview a retired educator who taught in North Carolina during segregation or someone who attended segregated schools in North Carolina. Explore some of the challenges and experiences of this era. Write an essay about the findings from the interview. The essay should also rely upon other primary and secondary sources.

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
2010 Question
Elementary Division, *Grades 4–5*

To enter the 2010 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**

During the years before the Revolutionary War, many colonists in America thought that British taxes on them were unfair. On October 25, 1774, Penelope Barker gathered a group of fifty-one women at the home of Elizabeth King in Edenton to discuss their protest of taxes on tea and clothing made in Great Britain.

Imagine that you are a child playing upstairs in the King family home that day. You and your friends hear many voices below, and you wonder what is happening. You wander over to the top of the stairs and pretend to play—while paying attention to what is going on downstairs. Write a story about what you see and hear that day. Why did all those ladies meet? What did they say? What did they do?

Be sure to consider Penelope Barker. Who was she? Was she rich or poor? What makes her important?

Before writing, research colonial lifestyles, dress, and foods. Use your imagination to make the event come to life, and add your own details to create a story. Keep details historically appropriate and historically possible. Do not forget that emotion is an important element in any story. Think about how the character in your essay may have reacted to this particular event. How do you think it made him or her feel?

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
2010 Question
Intermediate Division, *Grades 6–8*

To enter the 2010 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**

North Carolina, on April 12, 1776, authorized its delegates to the Continental Congress to vote for independence. This was the first official action by a colony calling for independence. The eighty-three delegates present in Halifax at the Fourth Provincial Congress unanimously adopted these Halifax Resolves. The Halifax Resolves were important, not only because they were the first official action calling for independence, but because they were not unilateral recommendations. Instead, they were recommendations directed to all of the colonies and their delegates assembled at the Continental Congress in Philadelphia. Virginia followed with its own recommendations soon after the adoption of the Halifax Resolves. Eventually, on July 4, the final draft of the Declaration of Independence was signed.

Imagine that you are a resident of Halifax in the North Carolina colony, in April of 1776. You and your fellow citizens are aware that the Mecklenburg Declaration of May 1775 prompted the British to send an invasion force up the Cape Fear River, near Wilmington. Those troops were defeated at Moores Creek Bridge, and that battle proved that England could no longer be trusted. The first move toward independence had begun in North Carolina, but the Halifax Resolves showed a commitment to that cause. You are considering how you might respond.

In a letter to a friend, relative, or associate, describe your personal feelings and view of the situation. Do you consider the Halifax Resolves to be necessary, just, or otherwise? Describe the general public opinion toward the Halifax Resolves. Why do the colonists think these resolves were signed? What do you and your friends plan to do, if anything, to support the call for independence from England? Include any information that you have about how other colonies or other towns in North Carolina will respond.

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

American Revolution Historical Essay Contest
2010 Question
Secondary Division, *Grades 9–12*

To enter the 2010 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**

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

Civil War Historical Essay Contest
2010 Question
Elementary Division, *Grades 4–5*

To enter the 2010 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**

Zebulon Vance, Robert Hoke, D. H. Hill, Alfred Moore Scales, and Bryan Grimes are just five of the many North Carolinians who gained fame during the Civil War. Each of these men survived the war and returned home to lead a productive life.

Choose one of these men and step into his shoes several years after the Civil War. An admiring fan has written a letter asking questions about your life during and after the war. Write a letter answering the fan's questions. Possible questions might include: Which battles did you fight in? What were your greatest accomplishments during (and perhaps before and after) the war? After returning home from the war, how long did it take for life to get back to normal? Finally, how would you like North Carolinians to remember you? **Remember, you should answer the questions as the chosen man would have.**

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
2010 Question
Intermediate Division, *Grades 6–8*

To enter the 2010 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**

Toward the end of the Civil War, in 1864, the Confederate draft was expanded to call males as young as seventeen and as old as fifty into the military. Those who were seventeen and eighteen became known as the North Carolina Junior Reserves. Many of them saw action late in the war. Most notable among their campaigns were Fort Fisher and Bentonville.

Pretend that you were a member of the Junior Reserves. Fifty years after the war, you are asked by your family to write down your recollections of what you and your regiment did or experienced in the war. You agree to do so. Remember, the war is over, and much has been written in years since. You have references available when your memory is faulty. Pay attention to dates and details. Make sure that regiments and commanders were actually at any battles in which you place 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
2010 Question
Secondary Division, *Grades 9–12*

To enter the 2010 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**

Toward the end of the Civil War, in 1864, the Confederate draft was expanded to call males as young as seventeen and as old as fifty into the military. Those who were seventeen and eighteen became known as the North Carolina Junior Reserves. Many of them saw action late in the war. Most notable among their campaigns were Fort Fisher and Bentonville.

Pretend that you were a member of the Junior Reserves. Fifty years after the war, you are asked by your family to write down your recollections of what you and your regiment did or experienced in the war. You agree to do so. Remember, the war is over, and much has been written in years since. You have references available when your memory is faulty. Pay attention to dates and details. Make sure that regiments and commanders were actually at any battles in which you place 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.

THJH Historical Essay Contest
2010 Question
Elementary Division, *Grades 4–5*

To enter the 2010 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**

In North Carolina during the antebellum period, the majority of the people were not wealthy plantation owners who also owned many enslaved persons. The majority of North Carolinians were yeoman farmers. Yeomen were small-scale farmers who owned their own land. A few yeoman families owned a few slaves or hired day laborers, but most did all the work on the farm themselves. Men and older boys worked the land, while women were in charge of preparing food, clothing, and household items (like soap or candles). However, it was not unusual for women to work alongside men in the fields if they were needed. Yeomen were mostly subsistence farmers, focusing on food crops to feed themselves and their livestock instead of large amounts of cash crops to sell for money.

Write a diary entry from the perspective of a member of a yeoman farm family in North Carolina during the antebellum period. Describe your daily life and chores around the farm. What difficulties does your family face? What do you like to do for fun?

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

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

To enter the 2010 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**

On June 4, 1835, 130 delegates to the North Carolina Constitutional Convention of 1835 met in Raleigh. Write a letter home from the perspective of a delegate to give your friends and family an update on the proceedings of the convention. What issues led to the call for a new state constitution? How might decisions made at the convention impact your region of the state? Which groups will be most affected by the new constitution? What are your views on some of the controversial points? Do you think voters will approve the proposed amendments to the 1776 constitution?

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
2010 Question
Secondary Division, *Grades 9–12*

To enter the 2010 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**

Identify someone active in the fight to end slavery in North Carolina during the antebellum period. Write a biographical sketch of this person and detail their efforts against the enslavement of African Americans. Be sure to include why this person believed what they did and what steps they took to oppose slavery. Did they use political paths or grassroots tactics in their fight, for example? How effective was this person in their work to end the institution of slavery?

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

Rookie Chapter of the Year Award

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

Rookie Chapter of the Year Award Rules and Requirements

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

Rookie Chapter of the Year Award Judging Information

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

Chapter of the Year Award

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

Chapter of the Year Award Rules and Requirements

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

Chapter of the Year Award Judging Criteria

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

Rookie/Chapter of the Year Award Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Have students compile 1 ½-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

Adviser of the Year Award

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

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

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

Adviser of the Year Award Rules and Requirements

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

Adviser of the Year Award Judging Criteria

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

Adviser of the Year Award Checklist for Submission

- Review rules, requirements, and judging criteria with students.
- Have students compile 1 ½-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Co-adviser or other adult should review entry form to ensure that all information is correct and legible.
- Co-adviser or other adult should review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. Submissions must be postmarked by 5:00 p.m., March 5, 2010.

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. 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.



THJHA Contest Entry Form

By March 5, 2010, 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

Club name _____

School/Organization _____

Address _____

City _____ Zip _____

Phone _____ County _____

Adviser _____

Adviser e-mail _____

Student Information

Individual Entrant or Group Leader

Name _____ Grade _____

Group Members (List additional names on back of page.)

Name _____ Grade _____

Name _____ Grade _____

Name _____ Grade _____

Name _____ Grade _____

I certify that this contest entry follows the contest rules and is the sole work of myself (and my group).

Student signature _____ Date _____

I have reviewed this contest entry and have approved it for the Tar Heel Junior Historian Association competition.

Adviser signature _____ Date _____

Project Information

Title _____

Division (*Check one.*)

- Elementary (grades 4–5)
- Intermediate (grades 6–8)
- Secondary (grades 9–12)

Category (*Check one category only for group or individual project.*)

Group Projects

- Exhibit/Art
- Literary
- Video Documentary

Individual Projects

- Exhibit/Art
- Literary
- Video Documentary
- Photography
 - Houses
 - Barns/Outbuildings
 - Architectural Details
 - Institutional/Public
 - Commercial/Industrial
- Themed Essay
 - African American
 - THJH
 - American Revolution
 - Civil War
- Artifact Search
- Christopher Crittenden Quiz

Club Awards (*Check award for which you wish this entry to be considered.*)

- Adviser of the Year
- Chapter of the Year
- Rookie Chapter of the Year

Special Awards (*Check award for which you wish this entry to be considered.*)

- Genealogy
- Sports History
- Youth Preservation

