Website Workbook

Updated: Summer 2023

_____

Name(s)

_____

History Day Topic

_____

Class Period

_____

NHDWebCentral Site Key

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 Day website: https://www.mnhs.org/historyday

MINNESOTA HISTORICAL SOCIETY

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 how to get started.
  - **Remember:** Many of the ideas are **suggested** starting places. You can create your website in many different ways. Be sure to follow the NHD category rules.

- **Beyond:** There are lots of extra tips and there are many extra features in the NHDWebCentral. 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.)

NHDWebCentral

You **must** build your Website using NHDWebCentral, a free, online web-building tool. More information and step-by-step guides are available on our website: www.mnhs.org/historyday/categories

You can save and edit your site throughout the year. If you participate in Regional, State, or National contests, you will be locked out of editing your project while judging is taking place.

At the end of the school year, you will have the option to keep your site before is it cleared from the system on September 1 (for a small fee).

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 read the *National History Day Contest Rulebook* for complete rules.

- **Platform:** All NHD Websites must be created using NHDWebCentral.
- **Word Limit:** 1,200 or fewer visible, student-composed words. This does not include quotes, the repeating navigational structure on each page, or brief credits for visuals.
- **Size Limit and External Links:** Websites must be 100 MB or fewer. NHDWebCentral will not allow you to upload material beyond this limit. You cannot link to any outside websites.
- **Media Limit:** No more than three 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, total length of media, 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 your thesis on your homepage, but not required.
- **Credits:** You must include credits for visual materials and quotes. See page 16 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. See page 18 for more information.
- **NHD Written Materials:** You must include your process paper and bibliography as PDFs on the website.

PLANNING YOUR WEBSITE

Your Website will be a set of interconnected pages that support your thesis. You should carefully select the content that goes on each of these pages. Plan your pages out before you begin using NHDWebCentral.

The following pages are the basics of a topic. 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. **Your viewer will read the pages in chronological order, but it's easier to plan out your pages in the following steps.**

- **Step 1**: Start with the Heart of the Story and describe what happened.
- **Step 2**: Next, think about what happened right before the event. What sparked the main events of your topic?
- **Step 3:** Set your topic into larger historical context. What background information does your reader need to know?
- **Step 4:** In this step, think about what happened *right after* the main event - the short-term impact.
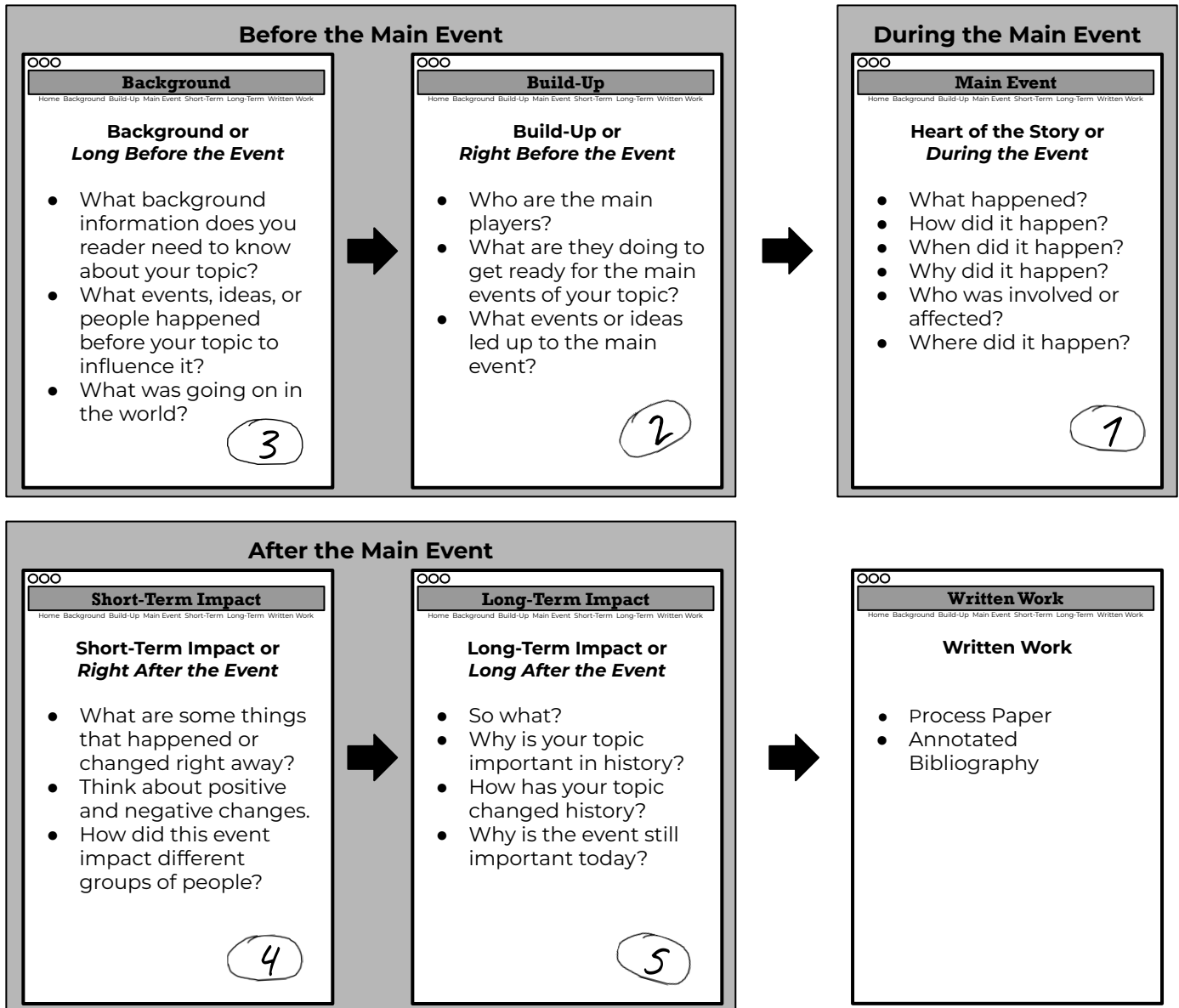- **Step 5**: Lastly, think about the legacy, or long-term impact of your topic.

Home

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

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Before the Main Event

Background

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

Background or
Long Before the Event

- What background information does you 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?

3

➡️

Build-Up

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

Build-Up or
Right Before the Event

- Who are the main players?
- What are they doing to get ready for the main events of your topic?
- What events or ideas led up to the main event?

2

➡️

During the Main Event

Main Event

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

Heart of the Story or
During the Event

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

1

After the Main Event

Short-Term Impact

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

Short-Term Impact or
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?

4

➡️

Long-Term Impact

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

Long-Term Impact or
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?

5

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Written Work

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

Written Work

- Process Paper
- Annotated Bibliography

PLANNING YOUR WEBSITE

Your Thesis

_____

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_____

Home

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

Before the Main Event

Background

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

Build-Up

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

During the Main Event
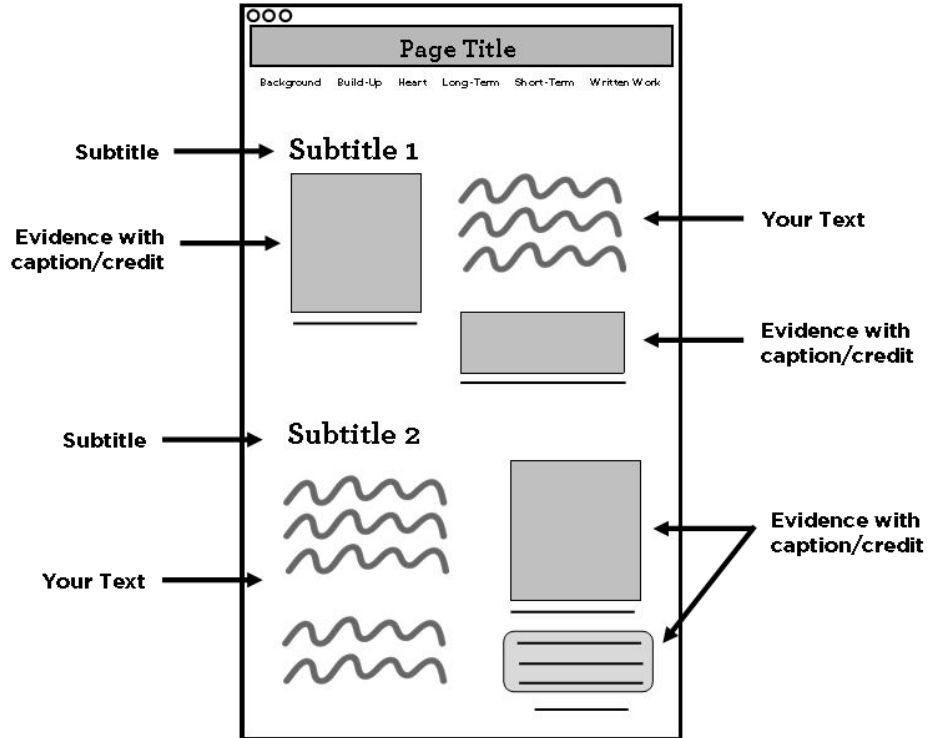
Main Event

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

After the Main Event

Short-Term Impact

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

Long-Term Impact

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

Written Work

Home Background Build-Up Main Event Short-Term Long-Term 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.

Page Title

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

Subtitle → **Subtitle 1**

Evidence with caption/credit →

→ Your Text

→ Evidence with caption/credit

Subtitle → **Subtitle 2**

Your Text →

→ Evidence with caption/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 the 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.

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

Subtitle
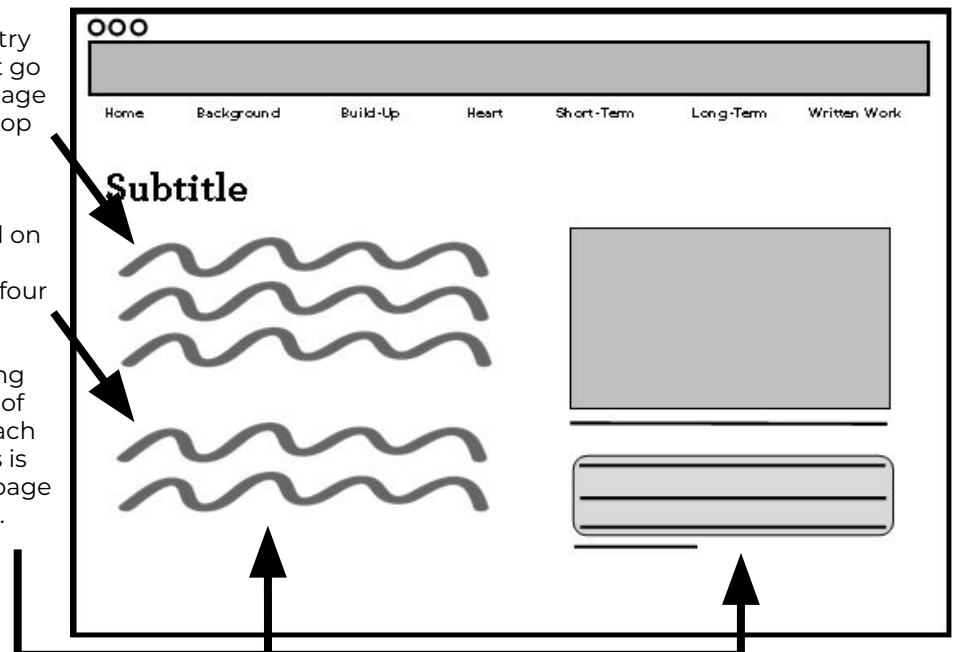
What Evidence Have You Found?

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					
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 NHDWebCentral.

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

The Cloud (like Google Drive)	A Flash Drive	Network File/Folder
• **Benefits:** Accessible by group members from school or home. • **Drawbacks:** Usually provided by school. You may not have one.	• **Benefits:** A small portable drive where you can keep files. • **Drawbacks:** It's easy to lose. Only one group member has it at a time.	• **Benefits:** You may already have access to this at school. You can't lose it. • **Drawbacks:** You may only be able to access this at school.

	Downloading Files	Preparing Files
Images *(photos, art, graphs, or pictures of artifacts or documents)*	• **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:** NHDWebCentral accepts many image file types. Most images will be JPG or PNG.. • **Resolution:** Look for images that have a high resolution. Low resolution photos will be grainy.	• You must make all edits in a photo editing program before uploading. **You cannot crop, add text, make collages, etc. to image files within NHDWebCentral.**
Quote	• **Finding:** Photocopy or copy the quote from your source. • **Storing:** Keep your quotes a digital file, like a Google Doc, or in a notebook. ○ Be sure to include quotation marks, so you know it's a quote, who said it, when, and where you found it.	• **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*	• **File Type:** Many of these files are already formatted as PDFs when you download them.
	   ○ If they are saved as an image file, follow the instructions above, under images.
		• **Upload as PDF:** From the NHDWebCentral Blocks Menu, you will use the **Embed Multimedia** option.
		• **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.
		   ○ 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.

Sound/Audio Recording	• **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.	• **Uploading:** From the NHDWebCentral Blocks Menu, you will use the **Embed Multimedia** option. NHDWebCentral accepts MP3, WAV, and AAC files. • **Editing:** You must make all audio edits in a separate audio program before uploading. **You cannot edit an audio recording within NHDWebCentral.**
Video	• **Finding:** You may find this type of evidence online, or you may create it yourself, such as a video recording of an interview. ○ Only group members and interview subjects may appear on camera in History Day projects.	• **Uploading:** From the NHDWebCentral Blocks Menu, you will use the **Embed Multimedia** option. NHDWebCentral accepts MP4 and WMV files. • **Editing:** You must make all video edits in a separate video program before uploading. **You cannot edit a video within NHDWebCentral.**

Analyze a History Day Webpage

TOXIC TIME BOMB: LOVE CANAL, SUPERFUND, AND THE ESTABLISHMENT OF ENVIRONMENTAL RIGHTS AND RESPONSIBILITIES

HOME   A MODEL CITY   RIGHTS   RESPONSIBILITIES   TOXIC TIME BOMB KEEPS TICKING   RESEARCH

RIGHTS

"NIAGARA FALLS, N.Y.—Twenty five years after the Hooker Chemical Company stopped using the Love Canal here as an industrial dump, 82 different compounds, 11 of them suspected carcinogens, have been percolating upward through the soil, their drum containers rotting and leaching their contents into the backyards and basements of 100 homes and a public school built on the banks of the canal."
-August 1, 1978 issue of the New York Times

THE LOVE CANAL HOMEOWNERS' ASSOCIATION

The movement culture of the 1960s and 1970s made Americans aware that organized collective pressure by injured or disadvantaged persons could lead to political change. In addition, social movements identified personal experiences with broader economic, social, and political injustices. Both of these dynamics were illustrated by the LCHA.

Older children carrying protest signs urging evacuation of all Love Canal residents, Love Canal Image Archive (University of Buffalo), c. 1978.

Love Canal protester, c. 1978

Lois Gibbs, a housewife in Love Canal, tells how she tried to deal with her family's health issues. She talked to her neighbors and discovered that she was not alone. The astonishing rate of birth defects and health problems spurred formation of the Love Canal Parents Movement (soon the Love Canal Homeowners' Association) in June 1978.


Lives at stake: toxic wastes threaten and children protest.

Lois Gibbs and her children, Missy and Michael, carrying signs at Love Canal protest at the Niagara Falls, N.Y. City Hall, Love Canal Image Archives (University of Buffalo), October 16, 1978.

Blood sample being taken for epidemiological investigation from young Love Canal resident, Love Canal Image Archives (University of Buffalo), Spring 1978.
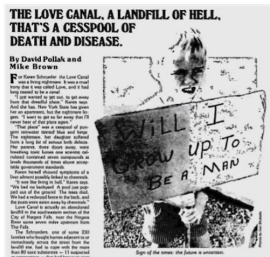
"The Love Canal, a Landfill of Hell, That's a Cesspool of Death and Disease." --David Pollack and Mike Brown, Herald-Journal, Oct 29, 1978

Look for the important elements this student included on one page of their NHD Website. Answer the questions below.

What is the title of this Website?

What is the title of this page?

What color text did this student use for their student-composed paragraphs and captions?

What color did they use for quotes and titles?

How many photographs did they use on this page?

Besides quotes and photographs, name two other types of evidence they used on this page.

Reminder: Like this student, be sure to give credits for every source you include!

Sample: Webpage Sketches

Left Page

Website Title: "The Montgomery Bus Boycott: Communicating the Power of Nonviolence"

(Photo of Black Residents Walking and Biking Next to Bus)

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

(Jo Ann Robinson quote from her memoir about the success of the boycott)

Thesis Statement

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

Next

Right Page

Page Title: "Refusing to Move"

(Photo of Rosa Parks Sitting on Bus)

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

Organizing to Challenge Segregation

- *Brown v. Board of Education*
- Montgomery Women's Political Council and NAACP organizing to challenge bus segregation
- Rosa Parks learns about nonviolent protest at Highlander Folk School

(Quote from "A Letter from the Women's Political Council to the Mayor of Montgomery, Alabama")

(Photo of WPC President Jo Ann Robinson)

Refusing to Move

(Newspaper headline about arrest)

(Quote from MLK memoir about why Parks was chosen as a figure to start the boycott behind)

- Description of Rosa Parks' arrest

(Rosa Parks Arrest Photo)

Back   Next

Sketch Your Website: Homepage

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.

We have already included space for:
- A header image. Optional. Many students use a header to grab the viewer's attention. Make sure you edit your header image before uploading it to WebCentral.
- A navigation menu. You must have a navigation menu on your homepage.

Required. You must add:
- Your website title
- Your individual or group member names
- Your category/division
- The number of student-composed words in website
- Total length of multimedia
- The total number of words in process paper

Optional. You should consider adding:
- Your thesis

Home   Background   Build-Up   Heart of Story   Short-Term   Long-Term   Written Work
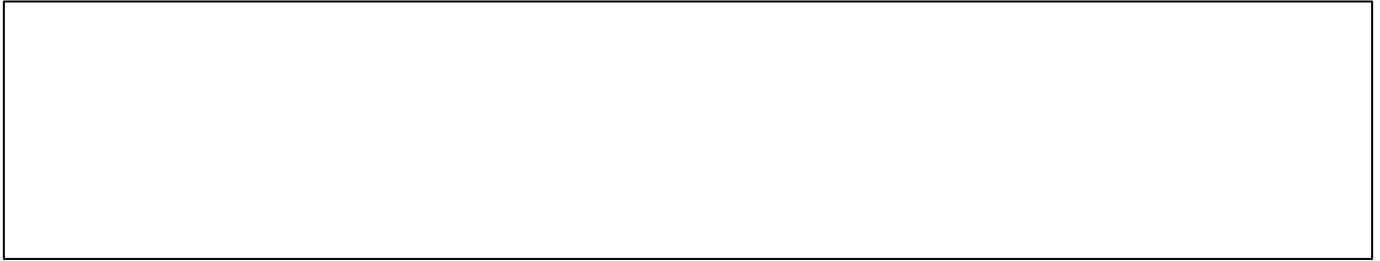
Sketch Your Website: Background

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.

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

Sketch Your Website: Build-Up

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.

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

Sketch Your Website: Heart of the Story

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.

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

Sketch Your Website: Short-Term Impact

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.

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

Sketch Your Website: Long-Term Impact

Write or make notes about what you plan to put on this page. You can print this page or make your own with pen and paper to write and draw in the space. Or you can click and drag, resize, and type in the text boxes below.
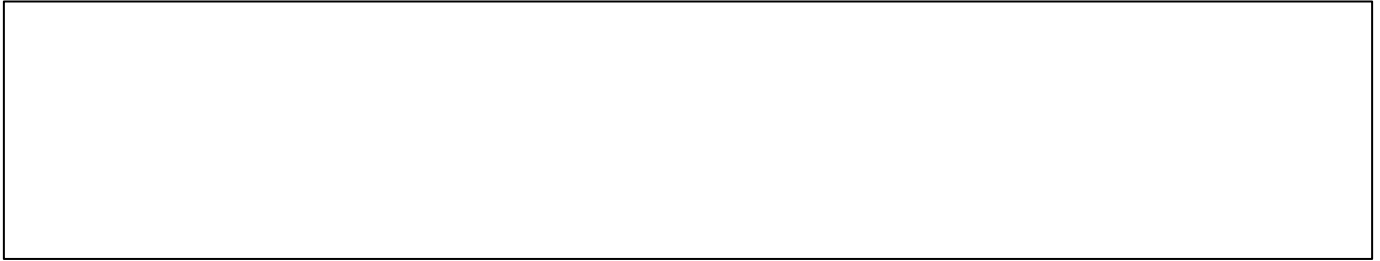
Home   Background   Build-Up   Heart of Story   Short-Term   **Long-Term**   Written Work

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?** The NHD Rulebook requires the documents to be accessible in the Website's navigation. Most students create a page called "Written Work" to upload both of these documents.
- **What kind of file should I use?** The Rulebook requires these documents to be uploaded as two separate PDFs on your Website. The PDF format is viewable on any computer.
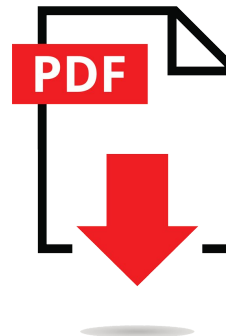
How to Upload Files

You must save each file as a PDF before uploading it to NHDWebCentral. In Microsoft Word or Google Docs, you should **save** or **print** your file as a PDF. Look for these options:
- File > Download As/ Save As > PDF
- File > Print > PDF

GIve the PDF a name you'll recognize, and save it in a place you'll remember.

Upload the PDF to WebCentral using the blocks menu.

Captions and Credits for Visuals and Quotes

Students must include brief credits in the Website for all written, visual, and audio sources (e.g. quotes, photographs, paintings, charts, graphs, video, sound recordings, etc.). They must also fully cite these sources in their annotated bibliography.
- A **credit** is much briefer than a full **citation**. For example: The credit below includes the organization where this picture can be found (Library of Congress), but does NOT include the details that are part of the bibliographic citation.
- Students may consider including these credits in a smaller font, below or near the image on the Website, similar to how a credit appears in a book.
- These brief credits do NOT count toward the student-composed word count.

*A brief, factual **credit** is required and does not count toward the 500-word limit.*

Consider including your credit in a smaller font either below or along the side of the image.

U.S. Congresswoman Shirley Chisholm ran for president in the 1972 Democratic party primary but was blocked from participating in televised debates.

"Bring U.S. Together," 1972, Library of Congress

*A student-written **caption** does count toward the 500 word limit.*

A caption is not required, but is sometimes a good idea to help show how the image supports your argument.

Beyond the Basics

Project Review
Complete 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.
- **80% Historical Quality:** Historical argument, wide research, uses available primary sources, historical context, multiple perspectives, historical accuracy, demonstrates significance of topic in history, original student voice, and connection to theme.
- **20% Clarity of Presentation:** Uses the category effectively to clearly explain ideas.
- **Rules Compliance:** Project follows general guidelines for History Day as well as category-specific rules.

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: https://www.mnhs.org/historyday/categories/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 NHDWebCentral. This lets you customize many features about the way your website looks. You must already know code to use this feature.

Other Organizational Structures
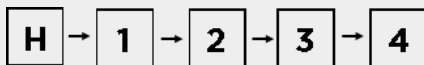
Linear organization assumes the viewer will go from one page to the next in a specific order (Home-1-2-3-4)
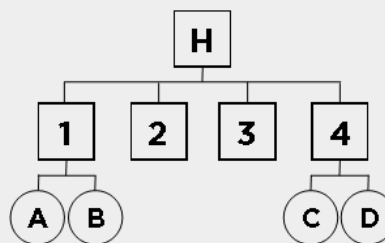
Hierarchical organization lets the viewer explore a website with multiple levels of pages. The more important information is on the main pages (1-4) and supporting information is deeper in the site (A-D).

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 Long-Term Impact 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 Long-Term Impact 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 Long-Term Impact, but slightly indented to the right. Only the Long-Term Impact 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, are 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. Select only music that is directly connected to your topic. Remember, music counts toward your three-minute media limit, so only use music if it's the best media to support your argument!
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(s) 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 three 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 is 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 NHDWebCentral 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 NHDWebCentral. 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.

NHDWebCentral

Step-by-Step Guides

For guides on how to build your Website and add text and media to your pages, visit the follow places:

National History Day
- [NHDWebCentral Help Library](#) (PDF overviews and video guides)
- [NHDWebCentral FAQ](#) (frequently asked questions)