What is a Documentary?

A History Day documentary reflects your ability to use audiovisual equipment to communicate your topic’s significance. Through a documentary you will be able to incorporate still images, moving images, narration, and other types of media into a 10-minute original production.

The Basic Framework

- **Time Limit**: Documentaries may not exceed 10 minutes in length. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Color bars and other visual leads in a video will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).
- **Student Produced**: A History Day documentary must be produced only by the student or students who are listed as the creators of the entry. This means that only the students can work with the technology to create the documentary, record or film interviews, etc.
- **Credits**: You must also include credits at the end of the documentary and these credits will count towards the time limit.
- **Self Run**: A History Day documentary must also be self-run, which means that there is no live narration or commentary during the documentary. You should be able to hit “play” and walk away.
- **Be sure to check the NHD Contest Rulebook for complete category rules!**

Why Should I Choose the Documentary Category?

A documentary can be an excellent way to communicate the research and analysis of your topic. You need to, however, make a careful decision in selecting the documentary category.

- **You need to be a good fit for the category**. You should be interested in working with computers and documentary technology. You should have access to a computer with documentary or computer-based slideshow software (such as PowerPoint or Keynote) either at home or at school. Do you know how to use this software or are you willing to learn? You should also think about where you will have to do most of the work on your documentary. If you are working in a group, how will you arrange transportation to group members’ homes?
- **Your topic needs to be a good fit for the category**. You also need to think about if your topic will lend itself well to the documentary category. A great deal of visual materials are required to fill ten minutes in a documentary. What photographs, illustrations, film footage, etc. will you be able to find about your topic?
Types of History Day Documentaries

There are two basic types for documentaries that will satisfy the requirements for a History Day documentary.

- **Video-Edited Documentaries**: Most History Day students use video-editing software to create a 10-minute documentary, much like professional documentary that you might see on PBS or the History Channel. Video editing programs often come standard on computers (Apple's iMovie or Windows' MovieMaker) but there are also many other choices for software. The advantage this approach offers is that you are able to more easily combine visual and audio elements in your presentation.

- **Computer-Based Slideshow Documentaries**: Although the popularity of this type of documentary has waned as new technology has been developed, a computer-based slideshow (such as a PowerPoint presentation) is still an acceptable way to create an NHD documentary. Students creating this type of documentary may be tempted to display their script as written text on slides, however, this is not the most effective form of presentation as viewers will want to hear the narration, not read it. Students can include audio narration through PowerPoint or synchronize an audio recording to be played simultaneously with the slideshow.

Documentary Organization

Similar to any other History Day project, your documentary should make an argument about your topic. In order to make a clear argument, you need to have a good organizational structure to your documentary.

- **Opening/Introduction**: As the documentary begins and you introduce the subject to your viewers, make sure that you are also making your argument clear. You want to let your viewers know what you will prove with your documentary.

- **Body**: Make your documentary more than just one fact after another. Dividing your documentary into sections that will help support and prove the argument you have laid out in the opening. Sections will make it easier for you to create your documentary and easier for your viewers to follow along.

- **Closing/Conclusion**: While squeezing everything you want to say into just 10 minutes can be difficult, it's important to make time at the end of your documentary to reiterate your conclusions and argument for your viewer.

- **Credits**: Remember that one of the History Day rules is that you include credits at the end of your documentary.

---

What should I include in my credits?

According to National History Day, "your credits include every source that appears in your documentary, but not every source you consulted." This means that you don't need to include your entire bibliography in the credits, but it should include a list of the general places you went for information, including: people who worked on the documentary, interviewees who appeared in the documentary, archives or institutions used to find information, music credits, filming locations, and any special thanks you would like to include. If you need a sample, check out a professional documentary to see what they include and how they format their credits.

---

Documentary Elements

- **Script**: The script is one of the most important elements in your documentary. The script contains your thesis, support for your argument, and demonstrates your research. You should put a significant amount of time into writing a solid script. Your script can include quotes from your research that help to support your argument. You can incorporate the words of those you may have interviewed for your research. In the end, you will record your script to create the narration for your documentary.

- **Visual Images**: The visual images are critical in a good documentary as they provide the visual support for your script. It's important to build a large image collection as you are doing your research, instead of waiting until you are putting the documentary together. You can find images online for your documentary, but you can also building your image collection by scanning or taking digital images of photographs in books. Take care to make sure that you images are at a high enough resolution to not appear pixelated on screen.

- **Music or Sound Effects**: An effective soundtrack can make for a moving and effective presentation. What music or effects would enhance your documentary? Make sure that the music is not too loud or the effects too abrupt to distract from your narration, which is the most important part of your documentary.
Creating a documentary requires access to software and/or video editing and production equipment. This doesn't mean having to purchase pricey software programs! Apple's iMovie and Windows' MovieMaker are standard applications on the newest versions of each operating system. Talk with your parents and teacher about what resources are available at home or school and where you will plan to do the majority of your work. (This is especially important if you do not use the same program at home and school or have different programs at group members' homes.)

If you are planning on shooting your own footage or interviews, you may also need access to a video camera or recording equipment. Again, talk to your parents or teachers about what you can borrow from school, friends, or family. If equipment isn't available at your school, remember to check and see what might be available at other schools in your district.

Equipment and Technology

Frequently Asked Documentary Questions

Who can operate the camera or recording equipment to create the documentary?
All entries must be student-produced, which means that group members (or the individual student) must operate all equipment. If you are creating a documentary as an individual and want to appear on camera, you will need to set the camera up on a tripod and film yourself in the scene.

Who can appear in the documentary?
Since entries must be student-produced, this means that group members (or the individual student) must be the only ones that appear on camera as a narrator or in any dramatization that you may film. Please note that this does not include interviews that you do of participants in a historical event or experts.

Can someone else read quotes or narrate the documentary for me?
No, only group members (or the individual student) may provide the narration and voice-over for the documentary. Students can use pre-existing narration or sound clips, but cannot have something created by others specifically for use in your entry.

Putting the Documentary Together

Organization and planning are important keys to success in the documentary category. Once you’ve completed your research, outline the main points of your argument and the sections you will need in your documentary, much like if you were writing a paper. From there, you will be able to write a script and develop a storyboard of images to include in your documentary. It is important to plan all of this out on paper before you even begin working with the computer program!

The Video Storyboard form on the following page offers you a simple template to plan out your documentary. Once you have your script written, you will want to select visuals to help explain, demonstrate, and support your argument. You may also want to keep track of the duration of each video clip or narration segment.
Watch other Documentaries
One of the best ways to understand the qualities of a good documentary is to watch other documentaries, both professional and those produced for NHD. What are the effective features of the documentary? How do they convey their argument? Are there any techniques you think you should avoid? You can find many old NHD documentaries by looking on NHD.org or searching on YouTube.

Develop Your Argument
No matter if you are working alone or in a group or in the junior or senior division, it is important to make sure that your argument (thesis) is clear in the project itself. Your argument should be your analysis of why your topic is significant in history. It is what transforms your documentary from just a story to an argument. It is the lens that brings everything else in your documentary into focus.

Plan It Out
Using your thesis as a guide, outline your argument and write your script. You can then use a storyboard to plan out what visuals you can use to support your narration. Planning this all out on paper before you even begin using the program will save you frustration later on.

Use Your Research
Your research is there for more than just embellishing your bibliography. Figure out ways to include your research as support in your documentary. Are there quotes that you can include in your script? Newspapers or photographs that you can use for visuals? Not only will this help to prove your argument but it will also make your documentary more interesting to your viewers.

Content is More Important than Glitz
Fancy transitions, graphics and effects can make for a flashy documentary and can be fun to create, but remember that the history is the most important part of your documentary.

The Documentary Stands Alone
When evaluating NHD documentaries, judges should be able to find all the information about your topic in the documentary itself. The documentary has to stand on its own. This means that your argument, support and theme connection need to be apparent within the documentary and not depend on your explanation in the interview. Ask someone who has never seen your documentary to watch it (a friend, teacher, neighbor, etc). Without saying anything, have them watch the documentary and then ask them a few questions to see if you have communicated your argument clearly: What am I trying to prove in my documentary? What evidence have I shown to support that argument? What do you like about my documentary? What is confusing to you?

Fair Use and Copyright
Making History: How to Create a Historical Documentary, a booklet produced by National History Day, offers a good summary of this issue for History Day students. “Because you are creating an educational documentary for the NHD competition and are following NHD's contest rules, your entry should fall within “fair use” copyright laws. But this means that”
- Your documentary can only be shown within NHD competitions.
- You must have proper credits within the film.
- You must list and credit all of your sources in your annotated bibliography.
- You cannot take and use verbatim the narration of another [professionally produced] documentary.

If you have questions regarding copyright issues, you should contact the NHD office or an attorney directly. In preparing your entry for NHD, you, your teacher, and your parents or guardians should be mindful of copyright issues. A helpful source to consult with respect to these issues is The Copyright Kids webpage, operated by The Copyright Society of the U.S.A. This page can be found at http://www.copyrightkids.org/.”
Available Technology at the Event
When registering for a History Day event, pay close attention to the technology that will be available. The contest registration materials should specify what types of technology will be available for documentaries. All event facilities will have a DVD player, computer, and projection screen. Please make sure that your documentary will play on a DVD and Computer. If you have questions about the technology, be sure to contact your teacher or the contest coordinator. It is always advised to go to your room before judging begins and do a test-play.

Showing Your Documentary
Students will have an assigned time at which they will share their documentary with the judges. When your play your documentary, other students, teachers and visitors will likely be able to quietly watch your project. You must be able to operate all technology to play your documentary at a competition.

History Day documentary judging usually follows the order given below:

- **Process Paper and Bibliography**: Give the judges copies of your process paper and bibliography first so they can begin reading these right away.
- **Set-Up**: While judges are reading these documents, begin set-up of your documentary. Make sure that the documentary works on the equipment provided and test the volume.
- **Wait for the Signal**: Wait patiently for the judges to give the signal that they are ready for you to start.
- **Introduction**: Introduce yourselves and your documentary. Make sure to only state your name(s) and the title of your project. Any other commentary at this time is inappropriate.
- **Play**: Begin the documentary. You may also need to adjust the lights.
- **Take-Down**: When the documentary is over, remove your documentary (and any extra equipment you may have brought) so that the next student can begin set-up.
- **Interview**: Then walk closer to the judges for your interview.

Frequently Asked Questions about the Documentary Category at History Day Competitions

**What happens if I go over time?**
The judges won't stop your documentary if you go over time while presenting at a competition. They will, however, note that you exceeded the time limit on your comment sheets. Going over the time limit can also affect your ranking at a competition as a significant time overage gives you an unfair advantage over other students.

**What happens if my documentary won't play?**
Don't panic! We have all had technology problems and will work our hardest to make sure that you are able to play your documentary. If you are unable to get your documentary to play, talk to the judges and the contest coordinator. They may have access to additional equipment to play your documentary. If the documentary won't play during your assigned judging time, they will likely ask you to come back after the other documentaries are finished and try again. However, this can be avoided by testing your documentary before your competition time and having multiple formats of your documentary ready (DVD, YouTube, flashdrive, etc.)

**What if there is a final round of competition?**
Sometimes there are more documentaries in your category/division than one panel of judges can watch. When this happens, documentary judging is split into first and final rounds of competition. For example, say there are 14 junior individual documentaries at a competition. These documentaries will likely be divided into two groups of seven for the first round. First round judges will then pick their top entries to advance to a final round of competition.

In a final round, the documentaries are shown again to a new set of judges and this judge panel will select the top entries. These run-off finalists will be announced after first round judging is complete and you should check the contest program for the time and location. There are no interviews in the final round, so all you need to do is play your documentary. If you are unable to be present for the final round, you will likely be able to ask a friend or teacher to play the documentary for you. Make sure you have enough copies of your process paper for a final round!
HANDOUT: 11 HELPFUL TIPS FOR MAKING A DOCUMENTARY

1. Always write the script before you start creating the documentary!

2. Make sure you have enough visuals for your documentary
   - You might need more than you’d think:
     - Documentary = 10mins = 600 seconds
     - Avg. length of time each picture is on the screen = 5 seconds.
     - 600/5 = 120 images!!
   - Other types of visuals: Newspaper headlines, video clips, interview clips, maps, drawings, cartoons, documents, title screens, talking head, etc.
   - No fuzzy pictures. Period!
   - Places to go for visuals:
     - Scan from books
     - Take digital photos of books/hard copy photos
     - Google Images - Use medium or preferably large sized images only
     - Minnesota Historical Society Visual Resources Database (Minnesota history topics)
     - Take video from other documentaries (it's okay, just don't take the narration!)

3. Do a storyboard so that you know you have the visuals to support your narration
   - Documentary-makers mantra: “Say cow, see cow!”

4. Record the narration before you insert the visuals
   - The story must drive the visuals, not the other way around
   - Chop up your script into small chunks (1 or 2 paragraphs) to be recorded separately. This makes it easy to edit if you make a mistake.
   - Use a decent microphone. The ones built into computers aren’t very good.
   - Talk over your microphone so you don’t get “popping” noises
   - Limit distracting background noises

5. Save your project frequently!
   - Make sure you have enough space (iMovie and Windows Movie Maker projects can take up several GB of space).
   - If you need to transport the project from computer to computer, be sure you have an external hard drive.

6. Do an interview (or a couple!)
   - Interviews provide a validating outside opinion and add spice to the flow of the documentary
   - Good interview subjects:
     - Eyewitnesses
     - History professors
     - Authors
     - Newspaper reporters
     - Elected officials
     - Anyone else who can speak with a unique/authoritative voice on the subject

7. Don’t try to cram too much into your project
   - Talking faster just makes it harder to understand your project
   - Leave enough time to utilize title screens and dramatic pauses for effect and to allow your points to sink in with the audience
   - Sacrifice interesting details so that you can include more historical context and analysis
8. Don’t go crazy with the transitions
   • At some point, they just get annoying
   • Mix it up, use a variety of transitions, and concentrate on using the less noticeable ones

9. Listen to your project with a critical ear toward the audio
   • Make sure narration volume levels are consistent, especially from one speaker to the next
   • Add music to create flow and build intensity/emotion
     a. Use instrumental music only, unless there is some lyrical music that relates to the topic and is used unobtrusively
     b. Check www.freeplaymusic.com for copyright-clean, instrumental music that can be tailored to the length you want
     c. Classical music is also good
   • Balance music volume so that it is not competing with the narration

10. Add a brief credits screen to give credit for music, research archives, interview subjects and any “special thanks” you’d like to give
    • Credits do NOT need to be your complete bibliography. Credits will be much briefer, usually only listing major sources of information.

11. Make backup copies of your project and make sure it plays on a variety of formats and machines.
    • Check with your teacher or event coordinator to double-check what technology is going to be available at the competition.
    • History Day recommends that all students bring their documentaries as DVDs formatted to play on a standard, non-computer based DVD player (like the one attached to a TV set). Remember that this is different than saving your documentary on a DVD. When you format your documentary as a DVD, you should be able to play it on any DVD player.
    • Test your documentary on different DVD players, including those not attached to a computer.
    • If your project does NOT play on a standard DVD player, you may need to bring equipment with you to the competition.
THE DOCUMENTARY ROLL

It’s important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It’s also easier for your viewers to follow along when you have a well-organized documentary. Here are some general ideas about how you may want to organize your documentary. Remember: These are just ideas. As long as your project is organized you can create it however you want!

- Title (15 seconds)
- Thesis Statement (1 minute)
- Background/Buildup (2 minutes 30 seconds)
- Main Event (2 minutes 30 seconds)
- Short and Long-Term Impact (2 minutes 30 seconds)
- Conclusion (1 minute)
- End Titles/Credits (15 seconds)

Track 1: Student-read narration and oral history interviews

Track 2: Historically appropriate music and sound effect
THE DOCUMENTARY ROLL

Title (15 sec.)

Thesis (1 minute)
- About 50 words
- Incorporate theme words
- Don't have to label "thesis" or put on screen
- Remember, it’s the roadmap to your project

Background/Buildup (2 min. 30 sec.)
- Place your topic in historical context
- What information do we need to know to help us understand your topic?
- What outside people, ideas, or events were going on to influence your topic?
- Who are the main players and what are they doing to prepare for the main events of your topic?
- What are the events leading up to the main event?
- What was life like before the main events of your topic?

Main Event (2 min. 30 sec.)
- Major details about the main events in your topic
- Include specific details about the most critical people and events related to your topic
- This section generally covers a smaller time period (several months to several years)

Heart of the Story

Short and Long-Term Impact (2 min. 30 sec.)
- What are some of the immediate reactions to the main event, shortly after it happened?
- What changed? New laws? New ways of thinking?
- Who was affected by the event?
- How is the world different after the main events of your topic?
- What is the long term significance?
- Where there intended/unintended consequences?
- Did it influence other historical events?

Conclusion (1 minute)
- Restate your thesis
- Focus on the main points you want your audience to take away
- So what?
- Why is this topic important in history?
- Incorporate theme words

End Titles/Credits (15 sec.)
- Credit the main sources of audio and visual sources
- Thank people, organizations, and libraries who helped or contributed to your project.

Track 1: Student-read narration and oral history interviews

Track 2: Historically appropriate music and sound effect
Laura created a documentary when participating in History Day because she enjoyed combining a script and images together to tell great stories about the past. In 1999, the theme was “Science and Technology in History: Impact, Influence and Change” and Laura chose to focus on new milling technology and its impact on the city of Minneapolis.

Staying organized is the key to success! This worksheet will take you through some of the planning steps for organizing your project. As you fill out this worksheet, look at Laura’s examples to see what kind of information you should include in each section of your documentary and brainstorm the images that would best fit your narration.

### Titles (15 Seconds)

Draft a working title and subtitle for your documentary. The main title is usually short and catchy. The subtitle usually explains your topic in a little more detail. Try to use the theme words if you can!

<table>
<thead>
<tr>
<th>Laura’s Main Title</th>
<th>Laura’s Subtitle</th>
</tr>
</thead>
<tbody>
<tr>
<td>“From Folly to Fortune”</td>
<td>New Flour Milling Technology, its Impact on the Industry, and the Change it Brought to Minneapolis</td>
</tr>
</tbody>
</table>

Your Title and Subtitle:
The thesis is the roadmap for your entire project. State it at the beginning of your documentary to let your audience know what you are going to discuss. Thesis statements are usually about 50 words. You don’t have to label it “thesis” or write it on the screen, but you should try to incorporate the theme words.

**Laura’s Introduction/Thesis**

In 1869 flourmills in Minneapolis, Minnesota produced a poor quality flour. Entrepreneurs such as C.C. Washburn had an impact on flour production because consumers demanded new flour with superior break baking qualities. The water power at St. Anthony Falls, the coming of the railroad to Minneapolis, and changes in milling technology made new process flour possible. With increased mill capacities, job specialization, and the growth of other industries, Minneapolis earned the title of the world’s flour milling capital for fifty years.

**Laura’s Images**

- Aerial view of Minneapolis in the late 1860s
- Portrait of C.C. Washburn
- Magazine ad for “new process flour”
- Photo of St. Anthony Falls in late 1860s
- Photo of railroad car in Minneapolis
- Photo of middlings purifier (new technology)
- Photo of Washburn mills in late 1880s

**Your Introduction/Thesis:** Draft a rough version of your thesis statement. Remember that this is a work in progress and your main idea may change as you research!

| 1. _______________________________ |
| 2. _______________________________ |
| 3. _______________________________ |
| 4. _______________________________ |
| 5. _______________________________ |
| 6. _______________________________ |
| 7. _______________________________ |
| 8. _______________________________ |
| 9. _______________________________ |
| 10. _______________________________ |

**Your Images:** What images would best illustrate the ideas you are talking about in your text? Be creative! Think about photos, drawings, portraits, newspaper articles, or other documents from the time period!
**Background/Buildup** (2 minutes 30 seconds)

Place your topic in historical context. What information does your audience need to know to understand your topic? What other people, ideas, or events were going on to influence your topic? Who are the main players and what are they doing to prepare for the main events of your topic? What events led up to your topic?

<table>
<thead>
<tr>
<th>Laura’s Background/Buildup</th>
<th>Laura’s Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Minneapolis, the St. Anthony Falls provided a source of potential power for mills, but the Mississippi River was not an option for shipping wheat to the East during the winter months.</td>
<td>• Photo of St. Anthony Falls in 1860s with image of barges shipping goods</td>
</tr>
<tr>
<td>Introduction of railroads during the 1850s and 1860s in Minneapolis allowed for cheaper and more efficient ways to ship goods.</td>
<td>• Photo of the railroad in Minneapolis during this time period</td>
</tr>
<tr>
<td>The only wheat that could be grown in Minnesota’s harsh climate was hard winter wheat, which was difficult to process.</td>
<td>• Photo of a field of Minnesota hard winter wheat</td>
</tr>
<tr>
<td>Existing technology made it difficult to separate fine flour from the bran and this resulted in a lesser quality flour product. Minneapolis still relied on flour from the East.</td>
<td>• Diagram demonstrating the process required to separate bran from middlings</td>
</tr>
<tr>
<td>• Photo of a mill in Buffalo, New York</td>
<td></td>
</tr>
</tbody>
</table>

**Your Background/Buildup:** Place your topic in historical context. What information does your audience need to know about the people, ideas, and events that influenced or took place before your topic?

<table>
<thead>
<tr>
<th>Your Images:</th>
<th>What images would best illustrate the ideas you are talking about in your text? Try to match the images to the ideas in your text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
</tbody>
</table>
Heart of the Story (2 minutes 30 seconds)

It's time to get to the main point of your project by including specific details about the most important people and events related to your topic.

<table>
<thead>
<tr>
<th>Laura’s “Heart of the Story”</th>
<th>Laura’s Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1870 Edmund La Croix installs the middlings purifier in Washburn’s Minneapolis mill, which allows for easier separation of bran from middlings and produces a higher quality flour product.</td>
<td>• Photograph of La Croix. Diagram of middlings purifier and how it processed wheat. Historic photo of middlings purifier in Washburn’s mill.</td>
</tr>
<tr>
<td>1878 William D. Gray invents and installs first effective steel roller mill, which is more efficient than traditional millstones.</td>
<td>• Photo of a roller mill and image of technology it replaced—millstones</td>
</tr>
<tr>
<td>Advancements in milling technology allows for the construction of Washburn’s six-story mill, known as “Washburn’s Folly.”</td>
<td>• Photo of Washburn’s Folly from several angles</td>
</tr>
<tr>
<td>Charles Pillsbury constructs his mill at St. Anthony Falls.</td>
<td>• Portrait of Pillsbury. Photo of construction of mill in Minneapolis. Photo of inside of mills and flour production.</td>
</tr>
<tr>
<td>By 1880 the middlings purifier and roller mills allowed for the increased production of “new process flour” and Minneapolis replaces Rochester, NY as the milling capital of the United States.</td>
<td>• Ad for “new process flour.” images of barrels of flour ready to be shipped.</td>
</tr>
</tbody>
</table>

Your Heart of the Story: Include major details about the main events in your topic. This section generally covers a smaller time period (several months to several years).

Your Images: What images would best illustrate the ideas you are talking about in your text? Try to match the images to the ideas in your text.

| 1. _______________________________ |
| 2. _______________________________ |
| 3. _______________________________ |
| 4. _______________________________ |
| 5. _______________________________ |
| 6. _______________________________ |
| 7. _______________________________ |
| 8. _______________________________ |
| 9. _______________________________ |
| 10. _______________________________ |
| 11. _______________________________ |
| 12. _______________________________ |
| 13. _______________________________ |
| 14. _______________________________ |
| 15. _______________________________ |
Short and Long-Term Impact (2 minutes 30 seconds)

This is where you start to explain the “so what” of your topic and the impact that it had on history—both right away and in the long-term. Think about how your topic influenced politics, economics, social views, government, agriculture, medicine, technology, environment, education, etc.

<table>
<thead>
<tr>
<th>Laura’s Short and Long-Term Impact</th>
<th>Laura’s Images</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term Impacts</strong></td>
<td></td>
</tr>
<tr>
<td>• As mills grow, they become more dangerous. Miller’s cough becomes a health risk.</td>
<td>• Photo of dust buildup in Washburn. Workers in mills</td>
</tr>
<tr>
<td>• Washburn A Mill explodes in May 1978 due to excess of dust in air.</td>
<td>• Illustrations of mill explosion and destruction</td>
</tr>
<tr>
<td>• Dust collector is invented, which attaches to middlings purifier.</td>
<td>• Photo and diagram of dust collector in flour mill</td>
</tr>
<tr>
<td><strong>Long Term Impacts</strong></td>
<td></td>
</tr>
<tr>
<td>• Dangerous conditions and lack of safety standards cause many works to lose limbs. Prosthetic industry in Minneapolis grows to meet demand.</td>
<td>• Photo of miller without arm, prosthetic catalog and advertisement</td>
</tr>
<tr>
<td>• After flour was milled, it needed to be packaged and distributed in barrels. Barrel companies open in Minneapolis, increasing employment of immigrants.</td>
<td>• Photo of coopers barreling flour and German immigrants arriving in Minneapolis</td>
</tr>
<tr>
<td>• Wheat production increases in MN. Seed industry grows and expands varieties.</td>
<td>• Photo of wheat field, cover of seed catalog</td>
</tr>
<tr>
<td>• Railroads and grain elevators charge high fees. The Grange founded to protect farmers.</td>
<td>• Photo of barrels loaded onto rail car and political cartoon</td>
</tr>
</tbody>
</table>

**Your Short and Long-Term Impact:** First, think about the immediate reactions and impacts of your topic. Then, take a step back and think about the long-term legacy of your topic and how it changed history. Depending on your topic, you may have more short or long-term impacts. That’s okay!

**Your Images:** What images would best illustrate the ideas you are talking about in your text? Try to match the images to the ideas in your text.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. __________________________________________
11. __________________________________________
12. __________________________________________
13. __________________________________________
14. __________________________________________
15. __________________________________________
The conclusion of your project is your chance to restate your thesis and focus on the main points of your project that you want your audience to remember.

**Laura’s Conclusion**

In the 1860s flour mills in Minneapolis produced a mediocre product.

New technology such as the middlings purifier allowed for easier and higher quality production of flour.

Entrepreneurs such as C.C. Washburn and Charles Pillsbury provided consumers with the superior flour they desired.

Growth of the milling industry in Minneapolis provided new jobs, increased job specialization, and contributed to the growth of other industries.

Minneapolis maintained its reputation as the world’s flour milling capital until the 1930s.

**Laura’s Images**

- St. Anthony Falls in the 1860s prior to Washburn mills
- Advertisement for middlings purifier in newspaper
- Images of Washburn, Pillsbury, and their respective mills
- Photo of mill production—several shots of workers
- Aerial view of Minneapolis mills in 1930s
- Political cartoon or advertisement boasting Minneapolis as flour milling capital

**Your Conclusion:** Restate your thesis and focus on your main points. Why is your topic important in history? Try to incorporate the theme words.

**Your Images:** What images would best illustrate the ideas you are talking about in your text? Try not to duplicate images, even though it’s the end of your documentary!

| 1. | _______________________________ |
| 2. | _______________________________ |
| 3. | _______________________________ |
| 4. | _______________________________ |
| 5. | _______________________________ |
| 6. | _______________________________ |
| 7. | _______________________________ |
| 8. | _______________________________ |
| 9. | _______________________________ |
| 10. | _______________________________ |
End Titles/Credits (15 seconds)

The conclusion of your project is your chance to restate your thesis and focus on the main points of your project that you want your audience to remember.

Laura’s Image/Audio Credits

Images
- Visual Resource Database at the Minnesota Historical Society
- Wilson Library at the University of Minnesota
- Mill City Museum

Audio

Laura’s Special Thanks:

Special Thanks To:
- Minnesota Historical Society
- Mill City Museum
- Pickwick Mill, Inc.
- St. Anthony Falls Interpretive Center
- Richard Ferrell
- Opal Fitch
- Robert Frame
- David Stevens
- Erin Vasseur

Your Images/Audio: What were the major sources you used for your documentary? Remember these do not need to be complete bibliographic citations—just titles, names of collections, or organizations.

Your Special Thanks: Which people or organizations were most useful for your research? Did you do any interviews?
6.3. Documentary

A documentary is an audio/visual presentation that uses multiple source types such as images, video, and sound to communicate your historical argument, research, and interpretation of your topic’s significance in history.

<table>
<thead>
<tr>
<th>DOCUMENTARY ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.</td>
</tr>
<tr>
<td>▶ Your documentary must be an original production.</td>
</tr>
<tr>
<td>▶ To produce your documentary, you must have access to equipment and be able to operate it.</td>
</tr>
<tr>
<td>▶ Your documentary must conform to all general and category rules.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2.</td>
</tr>
<tr>
<td>▶ Documentaries may not exceed ten minutes in length.</td>
</tr>
<tr>
<td>▶ Timing of the documentary begins when the first visual image appears or the first sound is heard. Timing does not include time used to test sound or video.</td>
</tr>
<tr>
<td>▶ Timing of the documentary ends when the last visual image or sound concludes, including source credits.</td>
</tr>
<tr>
<td>▶ You will have up to five minutes to prepare your documentary for presentation, adjust volume, etc.</td>
</tr>
<tr>
<td>▶ You will have five minutes following your documentary to remove your equipment and participate in an interview with the judges.</td>
</tr>
</tbody>
</table>
C3. DOCUMENTARY INTRODUCTION

► You must announce only the title of your documentary and your name(s) before the start of your documentary.
► Additional comments before or during the presentation, including live narration, are prohibited.

C4. STUDENT INVOLVEMENT AND OPERATION

► You must be able to provide, open, and run the file containing your documentary.
► Once the documentary begins, it must run on its own. No interaction of any kind with judges or the audience is allowed.
► Some contests require you to bring your own equipment. Check with your Contest Coordinator regarding equipment requirements.
► Internet access may not be available.
► Judges are not permitted to run any equipment.

NOTES:
1. You may be given reasonable accommodation with technical problems beyond your control.
2. Different equipment may affect how your documentary appears on the screen. Be prepared at competition with backup copies in different formats and/or bring your own equipment. You will not be penalized for displaying your documentary on a laptop computer, if necessary.

C5. ENTRY PRODUCTION

► You must create and produce your entry.
► You must operate all equipment, including recording and editing equipment, used in the production of your documentary.
► Only you may write and narrate your documentary’s script.
► Only you and the person(s) you interview may appear in the documentary. See Oral History Interviews versus Interviews with Historians (Section 4.3, p. 9) for guidance in conducting interviews.
► Using materials created by others specifically for use in your entry is prohibited.
► You may use professional photographs, film, recorded music, etc. in your documentary, following the guidelines for source credits in Rule C6, below.

C6. SOURCE CREDITS

► The last portion of your documentary must be a list of acknowledgments and credits for sources of moving footage, interviews, music, and images that appear in the documentary. These source credits must be brief—not full bibliographic citations and not annotated. Items found in the same collection can be included together in one credit. See Figure 5 (p. 291) for an example.
► The list of source credits is included in the ten-minute time limit. They must be readable.
► All sources (e.g., music, images, film/media clips, interviews, books, websites) used in the making of the documentary must be properly cited in the annotated bibliography. See nhd.org/annotated-bibliography.
REQUIRED WRITTEN MATERIALS

- Provide your required written materials for judging.
- Bring additional copies to contests, as they may be needed.
- Refer to your Contest Coordinator for submission instructions.

FIGURE 5. EXAMPLE OF A SOURCE CREDIT LIST FROM A DOCUMENTARY

Multimedia
A Distant Shore: African Americans of D-Day
Saving Private Ryan
Images provided by The Library of Congress & The World War II Museum
Sound bites provided by The World War II Museum
Video clips provided by The Library of Congress & HISTORY®

Interviews
Don Jackson
Martha Erickson
Charlotte Weiss
Jimmie Kanaya