

GHANA NATIONAL HISTORY DAY

GNHD



GUIDE

University of Education, Winneba
Department of History Education, Winneba

GHANA NATIONAL HISTORY DAY

© Department of History Education

Contact Number: 0501434049

Email:

GHANA NATIONAL HISTORY DAY (GNHD)

Each year the Department of History Education, University of Education, Winneba, sets aside a day in commemorating the independence celebration of Ghana, by way of the Ghana National History Day (GNHD) celebration. As Ghanaians remember their independence, the National History Day event is a call to all that our History is very important and should not be disregarded or forgotten. It is only in remembering the past that we can move ahead as a nation. The motive behind the creation of GNHD is to instill and inculcate the love for history learning and researching by encouraging thousands of students, teachers and history enthusiasts to participate in a history contest. The premise is built on the idea that history making is something active, relevant and universally appealing. Despite the name “Ghana National History Day”, the project is an all-year-round one which begins with workshops to train and prepare participants for the final contest.

Thus, GNHD is an opportunity for all to learn about and do history by exploring, examining and sharing one’s history. There is a real need to document most of the histories of Ghana, which unfortunately have not been written down. GNHD caters to this need. It provides the platform for people to record the histories of communities, individuals and historical events and sharing it with the rest of the world.

Participants must select a topic of interest that is related to the theme and research on the topic; develop a research question and a thesis statement. Participants have the option of presenting their research findings in an original historical paper, historical exhibit, historical performance, historical documentary and historical website formats. These products are entered into competitions where they are evaluated by professional historians and educators and consequently presented and awarded on the history day occasion that climaxes the GNHD celebration.

CHOOSING A TOPIC FOR THE GNHD COMPETITION

Whatever topic you choose must be connected to the current theme. We encourage you to seriously consider local topics, which have rarely been investigated. Is the history of your/a town or people connected to the theme? To appreciate the historical relevance of whatever topic you choose, questions must be examined. For instance:

- Context
 - (Place) How does the setting play a role?
 - (Time) How does the time period play a role?
- Circumstances/Why
 - What were the conditions that led to the event(s) or action(s)/inaction(s)?
 - Why did they act or not?

- Background
 - Whose shoulders/what ideas influenced the event or action?
- Assistance
 - Who else was involved? How did they help or hinder the event or action?
- How
 - How did the person(s) act?
- Consequences
 - What were the results? What changes did it help bring about?

PARTICIPATION

Because the idea behind GNHD is to involve everyone interested in doing history, the contest has been divided into three categories:

- Senior High School (SHS) – for senior high school students
- Tertiary – for college and undergraduate university students
- General Public – for anyone who does not fit in either of the above categories

PRODUCTS

Participant's research may be presented in five (5) different categories including:

- Historical paper (Individual only)
- Historical Exhibit (Individual or Group)
- Historical Performance (Individual or Group)
- Historical Documentary (Individual or Group)
- Historical Website (Individual or Group)

HISTORY DAY PROCESS

You will see on page seven (7) a flow chart for Ghana National History Day. Your first task is to decide if you want to work as an individual or a group. A group consists of 2-7 people. Then you have to choose a topic that sparks your interest and for which you have a passion.

STEPS ONE and TWO: After you have a preliminary topic, you will conduct some research and develop a research question and preliminary thesis. After you research about the question, you will develop a thesis.

STEP THREE: Conduct more research and remember to keep all of your notes. You should write a citation (where the information comes from) on a notecard or piece of paper with page numbers. Then summarize what information you have.

REMEMBER: Do not just copy information; do not plagiarize. Take notes in your own words. If you see an important quote that you might want to use in your exhibit, paper, performance, historical webpage or historical documentary, remember to write it down exactly and make sure you have the page number, author and source (book). You do have to keep track of your sources of information (historical documents like speeches, essays, etc. and books, articles, photographs, maps, web pages, newspapers etc.). The style you use for writing citations must be consistent throughout your paper.

Here are examples of citations for **BIBLIOGRAPHY:**

Primary Source

Interviews

Published interview from publication:

Last Name, First Name (Interviewer). Interview with First Name, Last Name (Interviewee). *Publication Title*. Publication Information.

Eg. Nkrumah, Gertrude. Interview with Isaac Marfo. *Newsweek*, February 3, 2009.

Published interview from Radio/TV program:

Last Name, First Name (Interviewer). Interview with First Name, Last Name (Interviewee). *Program Title*. Network, Date interviewed.

Eg. Twum, Emmanuel Terson. Interview with Kwame Sefakayi. *Kokrokoo*. Peace FM, November 3, 2009.

Unpublished interview:

Last Name, First Name (Interviewer). Interview by First Name, Last Name (Interviewee). Interview Type. Location, Date Interviewed.

Marfo, Isaac. Interview with Ernestina Amponsah. Personal interview. Winneba, February 11, 2010.

Archival Materials

Public Archive:

Eg. Public Records and Archives Administration Department, Accra. (PRAAD)

RG.3/1/2. History of Ghana Education.

Personal Collection:

Eg. D. C. Kwakye's Personal Collection

Pictures from D.C Kwakye's Personal Collection, Akim Awisa.

Secondary Source (s)

Book

E.g.: Buah, F. K. *A History of Ghana*. Oxford: Macmillan Publishers, 1998.

Journal Article

Print Journal article:

Last Name, First Name. "Article Title." *Journal Name* Volume Number (Year Published): Page numbers.

Example: Twum, Emmanuel Terson. "A History Of Women's Movements and Nation Building in Ghana." *Gender Studies*, 12 (2018): 15-23.

E-journal article:

Author(s) Last name, First name. "Title of Article." Journal Title Volume, Issue no. (Year): Pages. Accessed Month Day, Year. doi or url:.

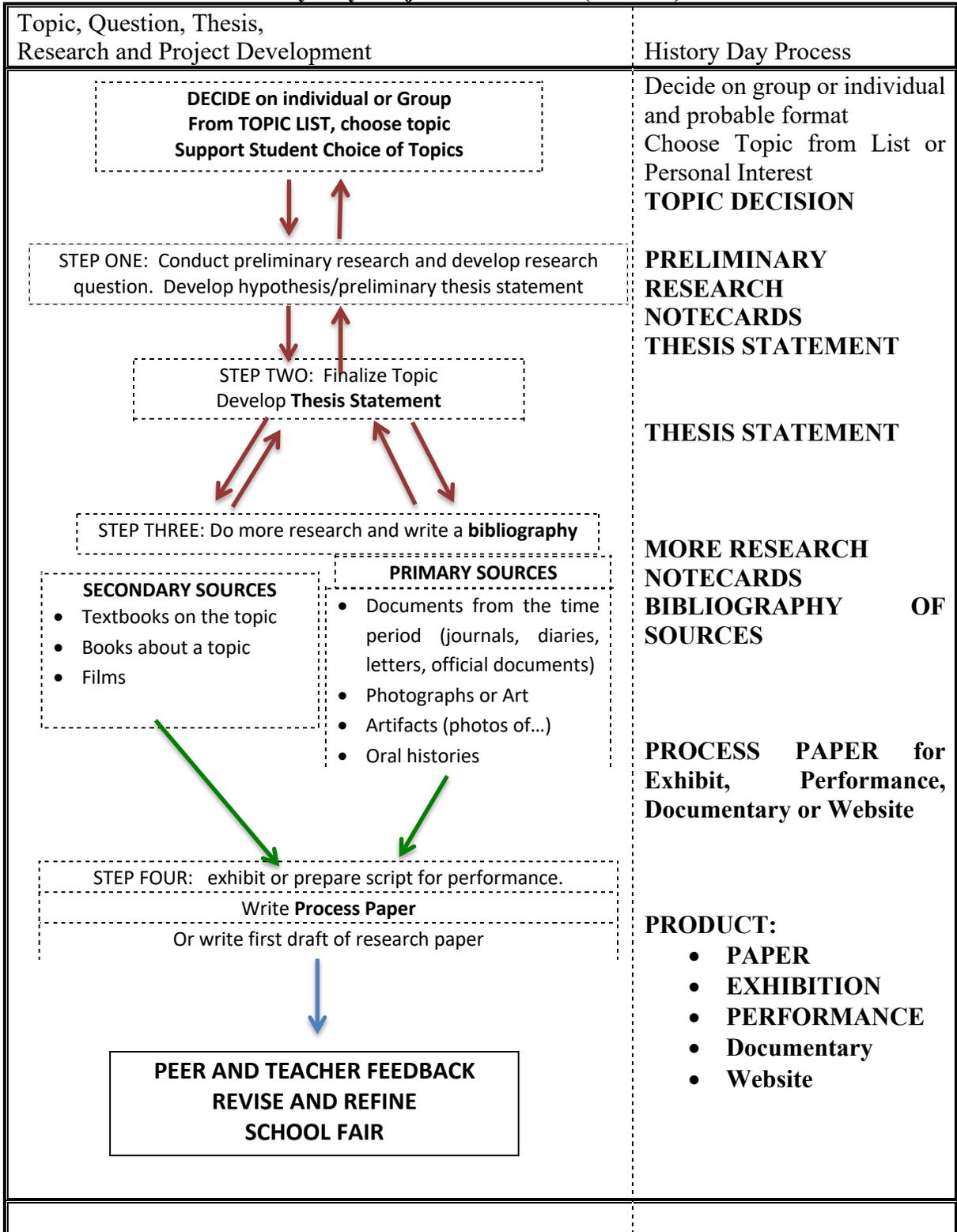
Example: Essiaw, Prince. "Economic Activities of the People of Ajumaku." *The Ghanaian Economy*, no. 301 (2004): 602-617. Accessed May 27, 2013.
url:<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=14595148&site=ehost-live>.

Here is an example of a webpage citation:

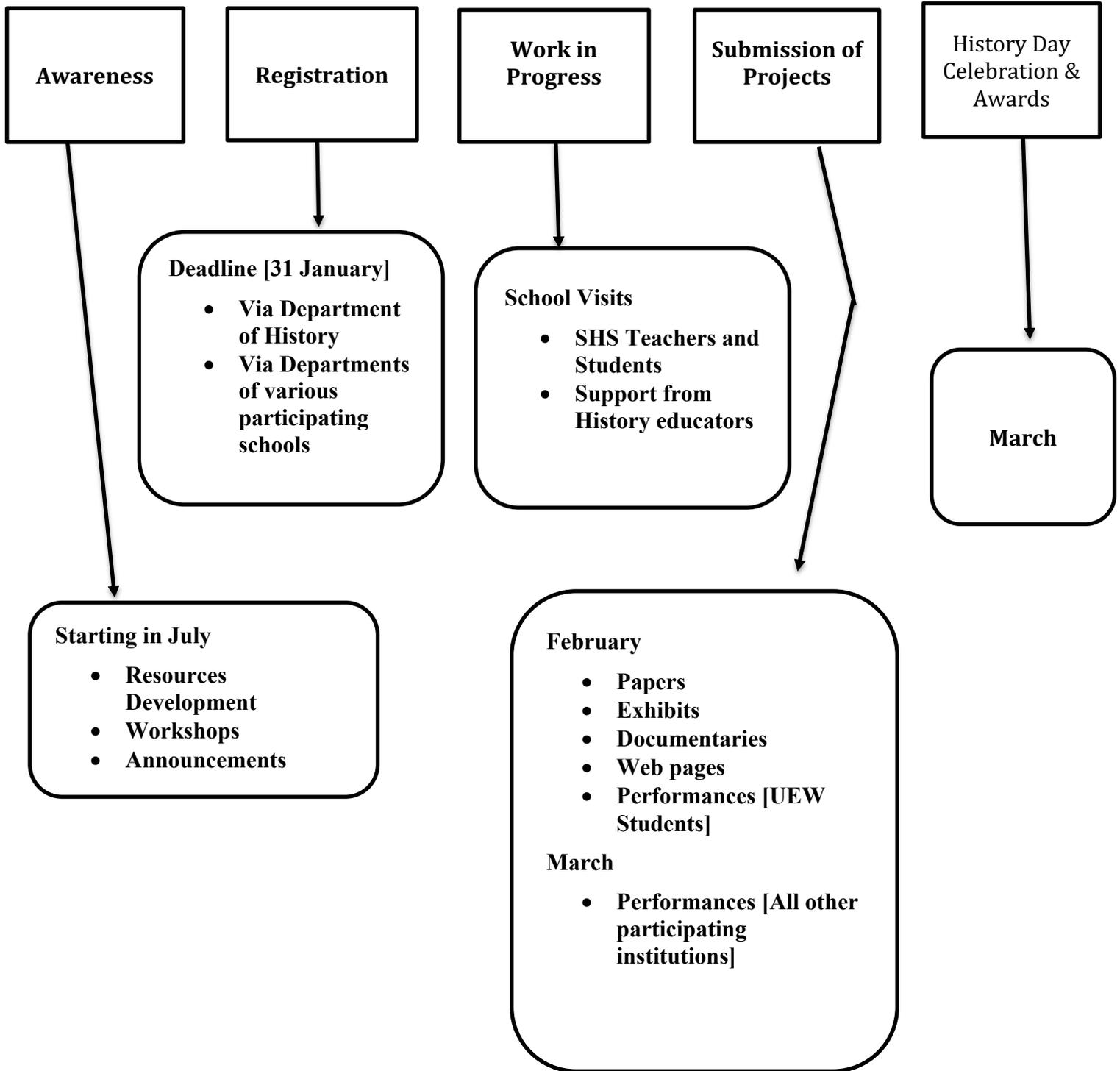
Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Boston, 1845. 30 Jan 1997 gopher://gopher.vt.edu:10010/02/73/1.

STEP FOUR: Prepare exhibit, performance (and practice, practice, practice the performance), historical webpage or historical documentary. Prepare Process Paper for exhibit, performance, historical webpage and historical documentary, or write the historical paper.

History Day Project Flow Chart (Student)



Timeline for Ghana National History Day Project and Celebration



CATEGORY GUIDELINES

A. PAPER

A paper is the traditional form of presenting historical research. It is more than a report of facts about a topic; a paper presents a point of view and a response to the research question you have asked. The paper should represent your research, analysis, and interpretation of your topic's **significance in history**. For the paper, you do not have to write a process paper, but in the paper you should include how you conducted your research.

The paper is between 1500-2500 words and requires the following parts:

1. Introduction should include:
 - A brief description about how you chose the topic and did the research.
 - A clear statement about how your topic and question relates to this year's theme for history day: Triumph and Tragedy. (Note: Your topic may relate to one of these more than the others).
 - A clear research question and thesis statement.
2. A clear organization of ideas and supporting evidence, including the impacts of the particular topic you have chosen and WHY and HOW those impacts occurred. This demonstrates **analysis and interpretation** and places the topic in **historical context**.
3. A conclusion in which you restate the thesis, summarize the most important points and provide a final statement about your topic.
4. Quoted material should be in quotation marks or indented and should include the source and page number. REMEMBER: WRITE everything else in your own words; do not copy.
5. You can include photographs, maps or timelines in the paper to help the person reading your paper understand the historical context and you will have a balanced set of research sources. These also indicate to the reader that you have used **available primary sources**, you have **research that is balanced**, and you have **placed the topic in its historical context**.
6. The footnotes or endnotes in the paper demonstrate use of **primary and secondary sources**, and they follow a consistent style throughout the paper.
7. At the end of the paper, you should write a **bibliography**. The bibliography should divide the sources (books, articles, photographs, artifacts, maps, etc) into Primary Sources and Secondary Sources.
8. The paper should have a title page with student name; topic, date, and word count of the entire paper (1500-2500 words).

B. EXHIBIT

An exhibit is a visual representation of your research and interpretation of your topic's **significance in history**. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions (for photos, maps, timelines, etc.) should be used creatively with visual images and objects (that represent artifacts) to enhance the message (the thesis) of your exhibit. A **PROCESS PAPER and REFERENCE LIST are required** (see below).

The exhibit should include the following:

1. **SIZE** for project boards: no larger 40 inches wide, 30 inches deep, and 6 feet high. Exhibits can also be circular and no larger than 30 inches in diameter.
2. **WORDS ON EXHIBIT**
 - 500 WORDS maximum for student-created words (captions, labels, timelines, etc.). The 500 words should also demonstrate how the topic is **related to the theme**.
 - This word limit does not include quotes that are used to enhance the exhibit, but there should not be an overuse of quotes.
 - All factual “credits” (quotes or sources) are not counted in 500 words.
3. **CLARITY OF PRESENTATION**
 - The exhibit board should NOT be crowded with too much information. All written materials should be original, clear, appropriate, and organized
 - Usually at the top of the center of the three-part exhibit board is the TOPIC and THESIS. Otherwise, the research question could also be included. The exhibit's message should read from left to right; quite possibly this is best divided into three sections: before (what preceded the event or topic about which you are writing), during (what happened and WHY did it happen) and after (impact or results). The entire board should demonstrate **analysis and interpretation**.
 - The organization of the exhibit and a timeline usually help the viewer to understand the **historical context**.
 - Quotes, photographs and maps from the period may indicate use of **available primary sources**.
4. **VISUAL IMPACT**
 - Choose colors and design elements carefully that may enhance your topic. Maintain consistency of use.
 - Choose artifacts (or copies of artifacts that can be considered primary sources) that tell a story.

C. PERFORMANCE

A performance is a dramatic portrayal of your topic's significance in history and must be an original production. After your research, you choose characters that are important for presenting the story, and you write a script based on your chosen topic. The performance should have dramatic appeal, but most important is the **historical significance and information**. A **PROCESS PAPER and REFERENCE LIST are required** (see below).

The performance should include the following:

1. **TIME:** No longer than 10 minutes. You are allowed 5 additional minutes to set up and 5 additional minutes to remove any props or equipment. Announce the title of your entry and the participants, but no other announcements are allowed.
2. **SCRIPT:** The script must be original and **historically accurate**. This is NOT historical fiction. The script must demonstrate that:
 - There is a **THESIS** that is implicit in the performance and script.
 - You have done the research and **analyzed and interpreted the topic**. The performance must demonstrate the **significance of the topic** and **draw conclusions** (thesis about why this particular topic is important and what were the results/impacts)
 - You have placed the topic in **historical context** (either by narrator words or the actual script).
 - You have done **wide and balanced research** and you can dramatize the impacts or results of the question you have raised.
 - You have used **primary sources** by including quotes in the script that were written or spoken by the characters.
 - The topic is **related to the theme**.
3. **ORIGINALITY:** The presentation is original, clear, organized and articulate. Only those persons who are performers may operate any equipment you use in the performance (tape, video, lights, computer)
4. When writing a script, that is for the benefit of the performers and the coach or teacher, but it is NOT included with materials for the judging.
5. **COSTUMES:** should be simple and must be designed by the performers.
6. **STAGE PRESENCE:** The performers must show good stage presence. Costumes and props help to convey the thesis and are historically accurate.

D. HISTORICAL DOCUMENTARY

A historical documentary is an audio-visual presentation of your research and how it connects to the theme. Like all other historical research, it must be an original production; you must indicate in this film, what your story is, what argument (s) you are making (thesis statement), and why your story is relevant in history. A historical documentary would require the use of technology such as a camera, computer and a recorder. A **PROCESS PAPER and REFERENCE LIST are required** (see below).

The historical documentary should include the following:

1. **TIME:** No longer than 10 minutes. Your 10 minutes starts immediately the first sound or visual is heard or seen when your documentary starts showing. Anytime that is used to set up equipment shall not be counted.
2. **VIDEO/AUDIO EFFECTS:**
 - Individual project: The video must include primary and secondary sources only. No third parties are allowed. If you have to interview someone, only you and the person can appear in the video (i.e. if you have been permitted by them to show a video of them being interviewed. For instance you cannot invite a friend to interview the person while you take the video; **the video must show you interviewing your resource person**. Also for audio, **you must be the narrator at all times**, unless you are playing a recording, which is a primary or secondary source material.
 - Group project: As a group the advantage is that, you can do a reenactment of an event, however, **only group members** can partake in this. Also only group members can take turn to narrate the script for the documentary.
3. **CREDITS:** Your documentary must have an Opening Credits and Closing Credits. The Opening Credits must show the title of the documentary and the name of the student (s) who made it. The Closing Credits must indicate the sources used in your documentary. It must indicate in order:
 - Producer and Editor
 - Narrator
 - Voice of (Insert Name Here) by (insert name of group member/your name if its you or an individual project)
 - Original interviews conducted with (list name (s) of anyone you interviewed for your documentary)
 - Other interviews taken from (list interviews taken from other documentaries/oral history projects/news reports etc)

- Filmed on location (list venues of filming)
 - Photographs provided by (list names of archives or institutions where you obtained primary sources)
 - Music taken from (mention the source of your music) – if the music was created by you then indicate (Original Music taken from...)
 - Special thanks (list the important people or organizations that helped to create your documentary).
4. COPYRIGHT/PLAGIARISM: Your documentary can use pictures, films, video clips, audio clips, newspapers, oral histories, maps, pre-recorded interviews, paintings, television, radio broadcasts, political cartoons, background music and graphic presentation. These can be from primary and secondary sources. However, **the sources of these resources must be fully acknowledged**. Apart from that, the use of other people's resources means that your product can only be shown within GNHD contests and not for public viewing to raise income. **Word-for-word narration of another person's documentary is not allowed; that is plagiarism.**
5. ANNOTATED BIBLIOGRAPHY: You must submit along with your historical documentary, an **annotated bibliography**.

E. HISTORICAL WEBSITE

A historical website refers to an original collection of webpages that are connected with hyperlinks (a text or graphic in an electronic document such as a webpage, that can be activated to display another document or trigger an action) that indicate your research findings. Your website must indicate your historical analysis of the your topic and the connection to the theme. Your argument(s) (i.e. your thesis), the rationale and evidence you have found to support it. You can do this by using both textual and non-textual description, interpretation and multimedia sources. You can consider using a website if you find a lot of not-text materials such as photographs, documents, timelines, maps, illustrations, newspaper articles, statistical data, graphs, video, audio recordings. A **PROCESS PAPER and REFERENCE LIST are required** (see below).

The historical website should include the following:

1. **WORDS ON WEBPAGE: 1200 WORDS** maximum for student-created words (captions, labels, timelines, etc.). The 1200 words should also demonstrate how the topic is **related to the theme**. This word limit does not include primary sources such as quotes, oral history interviews, letters, and diaries that are used to enhance the website, but there should not be an overuse of quotes. All factual “credits” (quotes or sources) are not counted in the 1200 words. Since you are working within 1200 words you might want to just be precise and concise and write the main ideas only.
2. **HOME PAGE:** This is where everybody goes to immediately they enter your web address and therefore, it must show exactly what your website is all about, i.e. an introduction to your project. Since this is the means of presenting your research findings, your homepage must indicate clearly your name (s), topic and your thesis statement and argument). You must also include a menu. The menu can include the background, context, circumstances/why, assistance, how, influences/consequences and any other themes you may have.
3. **MAIN TITLE:** Your main title/topic becomes your headline or title of your website. It must appear on each page of your website. However it must appear bolder on your home page than other menu pages so that it would not take precedence over the themes on the other pages.
4. **CREDITS:** You must credit the sources of all information and resources both on the website and in your annotated bibliography.
5. **ANNOTATED BIBLIOGRAPHY:** You must submit along with your historical documentary, an **annotated bibliography**.

PROCESS PAPER [FOR ALL CATEGORIES EXCEPT PAPER]

All the categories (except paper) require a process paper. In 500 words or less, tell us how you conducted your research. In writing your process paper, you have to answer the following:

1. How did you choose your topic
2. How did you conduct your research
3. How did you select your presentation category
4. How is your project related to the theme
5. How did you learn how to conduct a historical research
6. (If you were in a group) how did you organize the task of doing research and the tasks of producing your product

REFERENCE LIST [FOR ALL CATEGORIES]

All categories require a reference list (or a bibliography) citing the sources used in the project.

1. The Reference List should be written on a separate page of paper.
2. The following information should be given for each source: Author's name (Surname, First name), Date published, Title of Article/ Chapter, Title of Book/Journal, City and Name of Publisher, Volume/Number/Pages (if a journal), URL (if an Internet source).
3. The sources should be listed in alphabetical order according to the authors' surname.
4. See Chicago Manual of Style, APA, or MLA for referencing styles. Any of these styles are acceptable as long as you follow it consistently.

CRITERIA FOR JUDGING GNHD PRODUCTS

GNHD PAPER		
Judging Criteria	Evaluation	
Historical Quality (60%)		
<input type="checkbox"/> <input type="checkbox"/> Entry is historically accurate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows analysis and interpretation (10%)		
<input type="checkbox"/> <input type="checkbox"/> Places topic in historical context (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows wide research (10%)		
<input type="checkbox"/> <input type="checkbox"/> Uses available primary sources (10%)		
<input type="checkbox"/> <input type="checkbox"/> Research is balanced (10%)		
Relation to the Theme (20%)		
<input type="checkbox"/> <input type="checkbox"/> Clearly relates to the theme (10%)		
<input type="checkbox"/> <input type="checkbox"/> Demonstrates significance of topic in history and draws conclusions (10%)		
Clarity of Presentation (20%)		
<input type="checkbox"/> <input type="checkbox"/> Paper is original, clear, appropriate, organized and well presented (10%)		
<input type="checkbox"/> <input type="checkbox"/> Text is grammatical and spelling is correct; entry is neatly prepared (10%)		
Total Score (100%)		
Rules Compliance	Yes	No
<input type="checkbox"/> <input type="checkbox"/> Maintains length requirement (1500 – 2500 words, includes student- composed words and quotes)		
<input type="checkbox"/> <input type="checkbox"/> Includes Annotated Bibliography		
<input type="checkbox"/> <input type="checkbox"/> Word count is included on title page		
<input type="checkbox"/> <input type="checkbox"/> Includes Citations (footnotes, endnotes or internal documentation)		

GNHD EXHIBIT		
Judging Criteria	Evaluation	
Historical Quality (60%)		
<input type="checkbox"/> <input type="checkbox"/> Entry is historically accurate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows analysis and interpretation (10%)		
<input type="checkbox"/> <input type="checkbox"/> Places topic in historical context (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows wide research (10%)		
<input type="checkbox"/> <input type="checkbox"/> Uses available primary sources (10%)		
<input type="checkbox"/> <input type="checkbox"/> Research is balanced (10%)		
Relation to the Theme (20%)		
<input type="checkbox"/> <input type="checkbox"/> Clearly relates to the theme (10%)		
<input type="checkbox"/> <input type="checkbox"/> Demonstrates significance of topic in history and draws conclusions (10%)		
Clarity of Presentation (20%)		
<input type="checkbox"/> <input type="checkbox"/> Exhibit, written materials are original, clear, appropriate, and organized (10%)		
<input type="checkbox"/> <input type="checkbox"/> Entry has visual impact (10%)		
Total Score (100%)		
Rules Compliance	Yes	No
<input type="checkbox"/> <input type="checkbox"/> Maintains size requirement (no larger 40 inches wide, 30 inches deep, and 6 feet high)		
<input type="checkbox"/> <input type="checkbox"/> Maintains word limit (500 student- composed words)	
<input type="checkbox"/> <input type="checkbox"/> Includes annotated Bibliography and Process Paper		..
<input type="checkbox"/> <input type="checkbox"/> Total word counts of exhibit and process paper are included on title page		
<input type="checkbox"/> <input type="checkbox"/> All visual sources and all quotes from written sources are credited on the exhibit		

GNHD PERFORMANCE		
Judging Criteria	Evaluation	
Historical Quality (60%)		
<input type="checkbox"/> <input type="checkbox"/> Entry is historically accurate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows analysis and interpretation (10%)		
<input type="checkbox"/> <input type="checkbox"/> Places topic in historical context (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows wide research (10%)		
<input type="checkbox"/> <input type="checkbox"/> Uses available primary sources (10%)		
<input type="checkbox"/> <input type="checkbox"/> Research is balanced (10%)		
Relation to the Theme (20%)		
<input type="checkbox"/> <input type="checkbox"/> Clearly relates to the theme (10%)		
<input type="checkbox"/> <input type="checkbox"/> Demonstrates significance of topic in history and draws conclusions (10%)		
Clarity of Presentation (20%)		
<input type="checkbox"/> <input type="checkbox"/> Presentation and written material are original, clear, appropriate, organized and articulate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Performers show good stage presence; props and costumes are historically accurate (10%)		
Total Score (100%)		
Rules Compliance	Yes	No
<input type="checkbox"/> <input type="checkbox"/> Maintains time requirement (10 minutes maximum)		
<input type="checkbox"/> <input type="checkbox"/> Includes annotated Bibliography and Process Paper	
<input type="checkbox"/> <input type="checkbox"/> Total word counts of process paper is included on title page		
<input type="checkbox"/> <input type="checkbox"/> All equipment is student-run		..

GNHD DOCUMENTARY		
Judging Criteria	Evaluation	
Historical Quality (60%)		
<input type="checkbox"/> <input type="checkbox"/> Entry is historically accurate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows analysis and interpretation (10%)		
<input type="checkbox"/> <input type="checkbox"/> Places topic in historical context (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows wide research (10%)		
<input type="checkbox"/> <input type="checkbox"/> Uses available primary sources (10%)		
<input type="checkbox"/> <input type="checkbox"/> Research is balanced (10%)		
Relation to the Theme (20%)		
<input type="checkbox"/> <input type="checkbox"/> Clearly relates to the theme (10%)		
<input type="checkbox"/> <input type="checkbox"/> Demonstrates significance of topic in history and draws conclusions (10%)		
Clarity of Presentation (20%)		
<input type="checkbox"/> <input type="checkbox"/> Presentation and written material are original, clear, appropriate, organized and articulate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Entry's visuals impact is appropriate to topic (10%)		
Total Score (100%)		
Rules Compliance	Yes	No
<input type="checkbox"/> <input type="checkbox"/> Maintains time requirement (10 minutes maximum)	.	--
<input type="checkbox"/> <input type="checkbox"/> Includes annotated Bibliography and Process Paper		
<input type="checkbox"/> <input type="checkbox"/> Total word counts of process paper is included on title page	.	**
<input type="checkbox"/> <input type="checkbox"/> All equipment is student-run
<input type="checkbox"/> <input type="checkbox"/> Acknowledgement and brief credits included at the end of documentary		

GNHD WEBSITE		
Judging Criteria	Evaluation	
Historical Quality (60%)		
<input type="checkbox"/> <input type="checkbox"/> Entry is historically accurate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows analysis and interpretation (10%)		
<input type="checkbox"/> <input type="checkbox"/> Places topic in historical context (10%)		
<input type="checkbox"/> <input type="checkbox"/> Shows wide research (10%)		
<input type="checkbox"/> <input type="checkbox"/> Uses available primary sources (10%)		
<input type="checkbox"/> <input type="checkbox"/> Research is balanced (10%)		
Relation to the Theme (20%)		
<input type="checkbox"/> <input type="checkbox"/> Clearly relates to the theme (10%)		
<input type="checkbox"/> <input type="checkbox"/> Demonstrates significance of topic in history and draws conclusions (10%)		
Clarity of Presentation (20%)		
<input type="checkbox"/> <input type="checkbox"/> Website, written material are original, clear, and appropriate, organized and articulate (10%)		
<input type="checkbox"/> <input type="checkbox"/> Website has visual impact, uses multimedia effectively, and actively involves viewer (10%)		
Total Score (100%)		
Rules Compliance	Yes	No
<input type="checkbox"/> <input type="checkbox"/> Maintains word limit (120 student- composed words)		
<input type="checkbox"/> <input type="checkbox"/> Maintains size limit (100 MB)	
<input type="checkbox"/> <input type="checkbox"/> Includes annotated bibliography and process paper within website		
<input type="checkbox"/> <input type="checkbox"/> Total counts of website and process paper included on the homepage		
<input type="checkbox"/> <input type="checkbox"/> All visual sources, quotes from written sources are credited within the website		

**GHANA
NATIONAL
HISTORY
DAY**

GNHD

