



ANNIVERSARY



**CEC 29Q  
PRESENTS**



**HISTORY**

**20  
26**

**FAIR**

**DOORS OPEN @ 8:15 AM**

**EXHIBIT VIEWING**

**AWARD PRESENTATION  
@ 10AM**

**REGISTER HERE**



**MARCH 14TH**

**@ P.S. 135Q**

**207-11 89TH AVENUE, QUEENS VILLAGE,  
NY 11427**

**ENTER ON 207 STREET (CLOSER TO HILLSIDE AVE)**



Community Education Council D29  
718.341.5408 Office  
cec29@schools.nyc.gov

Visit us: [www.cec29.org](http://www.cec29.org)



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# 2026 CEC 29Q HISTORY FAIR HANDBOOK

**A GUIDE FOR STUDENTS, FAMILIES AND EDUCATORS**

Date: March 14, 2026

Time: 8:15am - 12:00pm

Location: P.S. 135Q 207-11 89<sup>th</sup> Avenue,  
Queens Village, NY 11427

**THEME:**

**REVOLUTION, REACTION AND REFORM**

**Highlights Include:**

- \* Student created history projects
- \* Awards and recognition for best work
- \* Keynote Speaker

For questions:  
cec29@schools.nyc.gov



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# Welcome Families!

From the Founders and the  
Community Education Council for District 29Q

Dear Queens Families, Educators, and Community Partners,

We are pleased to invite you to join us for the 2026 CEC 29Q History Fair. Our 10<sup>th</sup> Annual History Fair will showcase students' research, creativity, and courage through this year's National History Day theme- ***Revolution, Reaction, and Reform***.

The history fair competition was created amongst friends in the backyard of the home of President Allen David Williams, Sr. A discussion ensued between Allen, his wife Danielle, and their close friend Chris on the importance of students knowing history and not just STEM. From this discussion, the History Fair was born and now we are in the 10<sup>th</sup> year of hosting a fair where all students can participate and compete for their love of history.

The History Fair is more than a competition; it is a space where young historians discover that they are part of history's ongoing story. Each project reflects the spirit of inquiry that defines our district. A wider understanding of the past empowers us to shape a more just and informed future.

This year's theme, ***Revolution, Reaction and Reform***, invites students to explore how people and communities have responded to change across time. Whether they examine neighborhood movements in Queens, national turning points, or global struggles for equality, students are encouraged to connect historical moments to the issues that still call for action today.

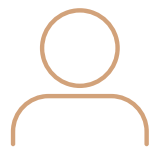
We truly appreciate the principals, teachers, and families whose support makes this fair possible. Your guidance helps our students turn curiosity into scholarship and creativity into civic pride.

On behalf of the CEC 29Q, thank you for nurturing this work. We look forward to celebrating every student who takes part in telling the stories of ***Revolution, Reaction and Reform*** —past, present, and future.

With gratitude and anticipation,

Community Education Council District 29  
History Fair Committee  
[cec29@schools.nyc.gov](mailto:cec29@schools.nyc.gov)

# EVENT SNAPSHOT



**WHO:** Pre-K through 8<sup>th</sup> grade students in New York City who reside in the borough of Queens.  
(There are individual and/or group submissions).



**WHAT:** The 2026 CEC 29Q History Fair is a student competition where participants will create exhibits exploring this year's National History Day theme, "Revolution, Reaction & Reform." A panel of judges will review projects, score boards based on the rubric, and students will receive awards based on their scores on March 14, 2025.



**WHEN:** Saturday, March 14, 2026  
8:15 AM (Sharp) - 12:00PM



**WHERE:** P.S 135Q | 207-11 89<sup>th</sup> Avenue, Queens Village, NY 11427  
Enter on 207th Street, Closer to Hillside Avenue  
(On-street parking is available)



**WHY:** To celebrate research, creativity, and the diverse histories of our community, society and the world.

*Families and community members are invited to show support to our young historians.*

# SUGGESTED TIMELINE FOR TEACHERS AND STUDENTS



**NOVEMBER  
2025**

- Introduce the History Fair theme: “Revolution, Reaction and Reform in History”.
- Begin brainstorming topics.
- **Nov 10, 2025 @9:30 am** CEC29Q History Fair Information Session #1 - **In person**



**DECEMBER  
2025**

- Continue researching and narrowing project ideas.
- Begin outlining exhibit plans.
- **Dec 4, 2025 @2:00 pm** CEC29Q History Fair Information Session #2 - **In person**
- **Dec 16, 2025 @7:00 pm** CEC29Q History Fair Information Session #3 - **Virtual**



**JANUARY  
2026**

- Finalize topics and confirm student participation.
- Begin writing drafts or summaries and collecting visuals.
- **Jan 8, 2025 @9:30 am** Final CEC29Q History Fair Information Session #4 - **In person**
- Teachers check progress and offer feedback.

**FEBRUARY  
2026**

- Students refine written work and complete exhibit layouts.
- Students conduct classroom presentations or peer reviews.

**MARCH  
2026**

- **Mar 9, 2025:** Administrators Submit a list of students who wish to participate and their topics via email to [cec29@schools.nyc.gov](mailto:cec29@schools.nyc.gov).
- **Mar 13, 2025 (3 pm -6pm):** Schools deliver exhibits to P.S. 135Q
- **Mar 14, 2025 @8:15 am:** CEC29Q History Fair at P.S. 135Q - exhibits showcased and awards presented.

*Direct all inquires to [cec29@schools.nyc.gov](mailto:cec29@schools.nyc.gov)*

# THINGS TO KNOW



Administration at each school will determine which projects will be submitted to the History Fair. A list of the names and subjects must be emailed to [cec29@schools.nyc.gov](mailto:cec29@schools.nyc.gov) by March 9, 2026.

Schools must present a hard copy list of the same student names upon arrival at P.S.135Q



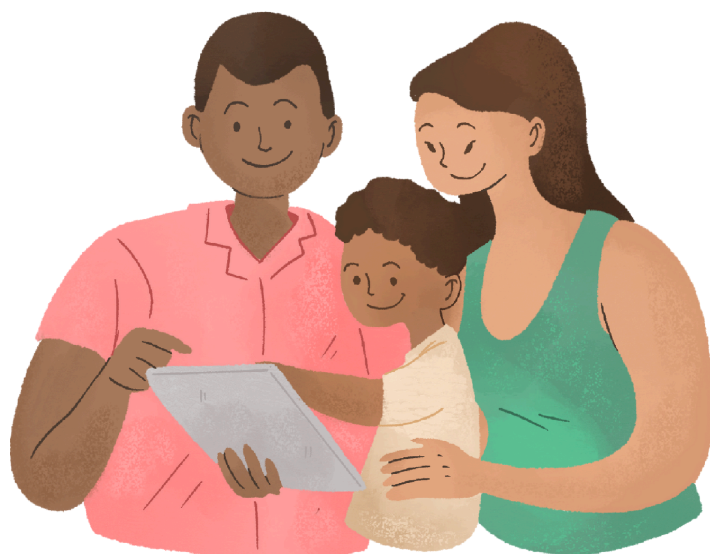
School personnel are responsible for the delivery and SET UP of exhibits to PS 135Q the Friday, March 13, 2026 from 3-6pm.

PLEASE MAKE SURE ALL EXHIBITS ARE CLEARLY LABELED AND VERIFY THEY MEET ALL REQUIREMENTS.

Enter on 207<sup>th</sup> street  
(Closer to Hillside)

Each school may submit no more than three (3) individual exhibits per grade as well as one (1) group project per school building.

Parents are encouraged to assist their child(ren) in completing their projects.  
(But not do it for them)



Awards will be presented to 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place winners.

**PLEASE NOTE:** Exhibits must be collected by the student/student's family or school personnel, at the end of the History Fair on March 14, 2026.

Direct all inquires to [cec29@schools.nyc.gov](mailto:cec29@schools.nyc.gov)

# Exploring the 2026 Theme: *Revolution, Reaction & Reform*

## Understanding the Theme

**“Revolution, Reaction and Reform”** invites students to explore how people and societies respond to change. Revolutions, reactions, and reforms are often connected—one can spark another. Students don’t need to cover all three; they should focus on the one or combination that best fits their topic.

- ***Pre-k – 2<sup>nd</sup> grade students should explore local community topics.***
- ***Grades 3 – 5 should focus on national topics***
- ***Grades 6 – 8 should explore global topics.***

**Everyone participating in the History Fair must watch the following YouTube video:**

[https://youtu.be/f0UKT2ln1fo?si=PRGMVr\\_s-CbQmQSC](https://youtu.be/f0UKT2ln1fo?si=PRGMVr_s-CbQmQSC)



**The next two pages are a brainstorm sheet directly from the National History Day website for you to use as a resource**

**Use this QR code or visit the National History Day website [nhd.org](http://nhd.org) to explore the theme further.**



*Scan me*

**NHD 2026 Theme Brainstorm Sheet**  
*Revolution, Reaction, Reform in History*

Using the theme video (posted at [nhd.org/theme](http://nhd.org/theme)), consider the following: Why are the ideas of revolution, reaction, and reform like a set of dominoes?  
[0:00-1:13]

Theme word	Revolution [1:13-3:17]	Reaction [3:18-5:11]	Reform [5:12-6:40]
<b>Definition</b>	→ the forcible overthrow of a government or social order, in favor of a new system → a dramatic and wide-reaching change in the way something works or is organized or in people’s ideas about it.	→ an action performed or a feeling experience in response to a situation or event; the resistance to or opposition to a forcible movement	→ the effort to change to a better state or form; to improve by alteration, substitution, or abolition
<b>Put the definition in your own words/ideas</b>			
<b>Initial brainstorm</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>

**NHD 2026 Theme Brainstorm Sheet**  
*Revolution, Reaction, Reform in History*

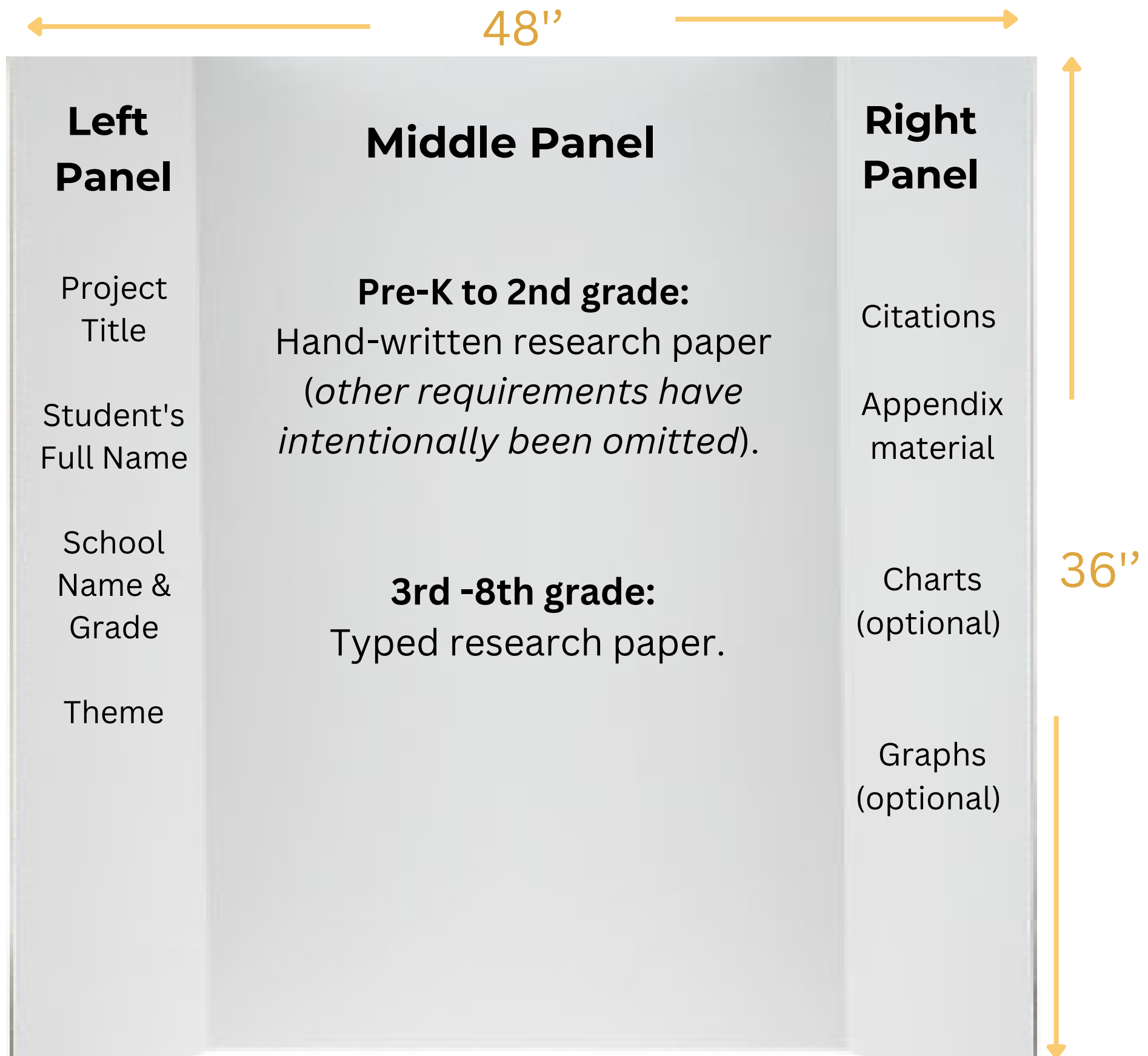
What other observations, ideas, or questions does the video inspire? [6:40-end]

Observations	Ideas	Questions

# Project Requirements *by grade*

**All students must create an exhibit that looks like the following:**

You must use a 36 inch by 48 inch tri-fold board.



**Need a Board?**

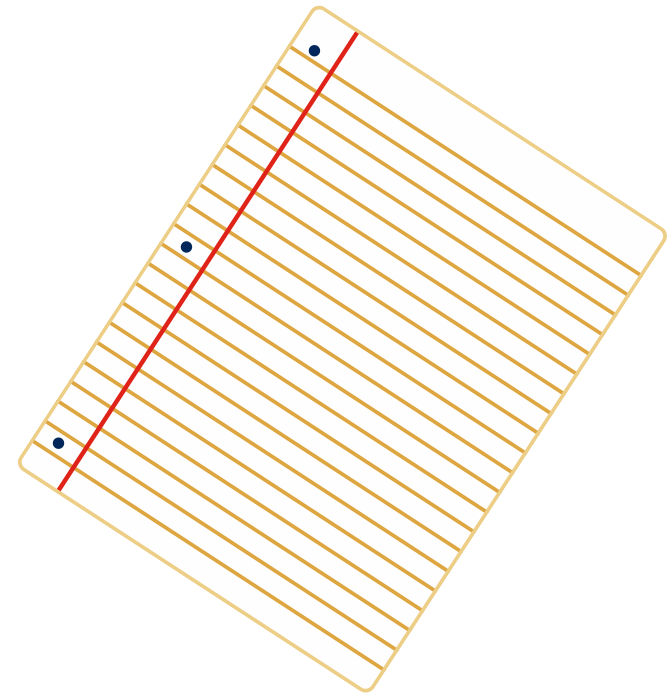
**Boards are available at Staples, Michaels, Target, and Walmart, or can be ordered from Amazon.**

# Requirements for the Research Paper

## Grades 3 - 8

### Length and Format Requirements

- **Grades 3-5:** 1-2 pages typed front and back, typed with one (1) inch margins.
- **Grades 6-8:** 2-4 pages typed front and back, double spaced, 12-point font (Arial or Times New Roman) with one (1) inch margins.
- Include a **summary page** with:
  - Student's name (first and last), school and grade
  - Project title
  - Theme: *Revolution, Reaction and Reform in History*



### CONTENT REQUIREMENTS

Each paper must include the following five core sections:

#### 1) THESIS STATEMENT

- A single sentence explaining your main idea.
- Should answer the question: What is your topic, and why is it important in history?

#### 2) INTRODUCTION/BACKGROUND

- Set the scene.
- Explain when and where your event happened?
- Tell why people cared about it.

#### 3) BODY/EVIDENCE

- Use 3-5 pieces of evidence.
  - All quotes must be within quotation marks with citations.
  - Each piece of evidence should connect clearly to your thesis.
- Examples: letters, photos, newspaper articles, interviews, government documents.
- Explain how your topic connects to the theme of *Revolution, Reaction and Reform*.

#### 4) CONCLUSION/REFLECTION

- Summarize what changed or what people learned from your topic.
- Reflect: What can we learn from this story today?

#### 5) BIBLIOGRAPHY

- a. Provide at least three credible sources.
- b. Use a simple citation format (e.g., "Book Title - Author - Year").

**Optional Enhancements: Visual aids and oral sources encouraged!**

## History Fair Rubric “Revolution, Reaction and Reform in History”

	1 – 3	4 – 6	7 – 9	10	SCORE (1-10)
<b>Content and Accuracy</b>	<p>Minimally develops all aspects of the task or develops some aspects of the task in some depth.</p> <p>Is primarily descriptive; may include faulty, weak, or isolated application or analysis. Includes few relevant facts, examples, and details; may include some inaccuracies.</p> <p>Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion.</p>	<p>Develops all aspects of the task with little depth or develops most aspects of the task in some depth.</p> <p>Is more descriptive than analytical (applies, may analyze, and/or evaluate information)</p> <p>Includes some relevant facts, examples, and details; may include some minor inaccuracies.</p> <p>Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme.</p>	<p>Develops all aspects of the task but may do so somewhat unevenly.</p> <p>Is both descriptive and analytical (applies, analyzes, evaluates, and/or create information.)</p> <p>Supports the theme with relevant facts, examples, and details.</p> <p>Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that may be a restatement of the theme.</p>	<p>Thoroughly develops all aspects of the task evenly and in depth.</p> <p>Is more analytical than descriptive (analyzes, evaluates, and/or creates information.)</p> <p>Richly supports the theme with many relevant acts, examples, and details.</p> <p>Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.</p>	—
<b>Spelling, Mechanics, and Writing</b>	<p>There are many mistakes in grammar and/or spelling. Incomplete or poorly constructed answers. Answers don't echo the question.</p>	<p>There are several mistakes in mechanics and/or spelling. Some answers echo the question. Repetition of one kind of question.</p>	<p>Answers echo the question. Answers are in complete sentences. Minor errors in mechanics and or spelling that don't detract from the product.</p>	<p>There are no mistakes in mechanics, spelling, and/or sentence structure. Correct punctuation (.,?) used.</p>	—
<b>Tri-Fold Presentation</b>	<p>Poor presentation of the layout. No graphics included.</p>	<p>Layout is unbalanced and awkward. Graphics are too small or too large and lack relevancy.</p>	<p>Layout is balanced and pleasing to the eye. Graphics are appropriate size.</p>	<p>Layout is balanced and pleasing and makes the reader curious about the contents. Graphics are colorful and appropriate to the project.</p>	—
				<b>Total Score</b> —>	—



**“CELEBRATING OUR  
SHARED HISTORY”**

**Empower  
Educate  
Engage**  
Home, School and Community



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**10TH**

**Thank you for your participation and  
commitment to student learning.**

**Community Education Council for District 29Q**  
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**A N N I V E R S A R Y**



Use this QR code or visit us at [cec29.org](http://cec29.org)