National History Day

Teacher Resources
Middle School Level

National History Day Research Project

A major course requirement is that all students complete a historical research project using the guidelines of the National History Day competition. Students may choose to complete a research paper, museum exhibit, dramatic presentation, interactive website, or documentary. Students choose to complete a project as an individual or as a group, however, groups agree to accept one grade.

Step 1- **Select a topic (20 points)**. [Set any criteria that makes sense to your school/course/time period, while also making sure that it fits the NHD yearly theme!] You must choose a topic that is historically important, relates to the theme of the contest, and one in which you have a genuine interest. **Narrow your topic**. For example, the Pony Express is an interesting phenomenon that was an innovative approach to transcontinental mail service. However, the topic of the Pony Express in general is very broad. You should consider what made the Pony Express so innovative and explore its legacy to American history to focus your research. Narrowing your topic is essential to a successful History Day project!

Step 2 – **Research**. This is the longest phase of the project, and will continue from September through December. There are wide varieties of resources available for you to begin your quest. Begin with *Secondary Sources*. These will provide *Historical Context*, may assist you in narrowing your topic even further, and guide you toward Primary sources relevant to your topic.

Some helpful hints about *Quality Research*:

Use credible sources. Experts in the field write credible sources. They are peer reviewed and fact checked. If you have questions about your source's credibility, you need to investigate further! This is especially important when using information collected from the internet!!! *Always* complete a website evaluation *before* using a website. When evaluating websites keep in mind:

- o   Who wrote, published, and maintains the site? Does it contain copyrighted material?
- o   What is the purpose of the site? Does it contain factual information or is the content ONLY opinion?
- o   Is it easy to navigate?

NOTE: *This evaluation process applies to ALL sources you plan on using for you project!!! BE CRITICAL*!

Step 3 - **Developing an annotated bibliography**. You need to develop a system to track and categorize your research. Begin by building an ANNOTATED BIBLIOGRAPHY as you research. Include all the relevant information you will need to direct someone else to that source or to complete a bibliographic reference:

- o   Author or Editor
- o   Publisher
- o   Year of publication or copy-right
- o   City of publication
- o   Title of book or journal, include issue and volume numbers when applicable
- o   Title of article
- o   Page numbers
- o   Hosts and URL addresses for websites

Annotations should include:

- o   What is the purpose of the publication?
- o   What types of information that can be found in this source?
- o   Is this source a primary or secondary source? How can you tell?
- o   How did you or will you use this source?

NOTE: Annotated bibliographies are REQUIRED for ALL projects. Building a quality bibliography as you go will save you time and headaches later!!!

Annotated bibliographies: you need to decide the proper formatting based on the requirements of your district. Most use either Chicago style or MLA. My rule is a teacher is to never assume that their English teachers taught them how to do this. 90% of the time you will be right.

Step 4 – **Research Analysis Sheets (25 points)** There are two research checkpoints built in to the calendar. On a research checkpoint, you need to turn **five research analysis forms**. This is an individual assignment. If you are in a group, you need to divide up the sources and turn in individual work. Each sheet needs to contain the appropriate citation and follow the instructions accordingly. The requirements shift from checkpoint 1 to checkpoint 2- read the directions carefully.

> First checkpoint (50 points)   **Late October**
>
> Second checkpoint (50 points)   **Early November**

Step 5 – **Interviews**. Encourage students to reach out for interviews. Require proof that they have attempted to contact the previously approved expert or person involved in their event.

Step 6 – **Final product (100 points)** The final product must be submitted in its entirety to the teacher. All components, including process papers, and final annotated bibliographies, will be scored. Exhibits and performances will be scheduled and presented to the class.

Important Dates:

National History Day Regional Competition at LOCATION – DATE
National History Day State Competition at LOCATION – DATE
National History Day National Competition at the University of Maryland, College Park – DATE

[For state and regional information, go to http://www.nhd.org/Coordinators.htm]

Step 1: Topic Proposal Form   Due: _____

Name(s):

Type of Entry: _____Historical paper (individuals only)
                          _____ Documentary   _____Individual   _____Group
                          _____ Museum Exhibit   _____Individual   _____Group
                          _____ Website   _____Individual   _____Group
                          _____Performance   _____Individual   _____Group
 [This is not a firm commitment, but they should have an idea of what they're interested in – especially if they are a group]

Proposal Description – Who / what do you want to study?

        Subject:

→ Why are you interested in studying this person / event / idea?

→ Describe why this person / event is important – explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level:

        a.

        b.

        c.

→ So what? Why is this important enough for you to research and present? Convince me.

→ How does your topic relate to the theme for this year?

                                                        Score _____
                                                              20

How Do I Choose My Category?

Do you have special interests or talents that lend themselves to a specific category? How can your material best be expressed? Answering the following questions may help you decide.

Historical Paper
1. Do I enjoy writing?
2. Am I more comfortable expressing myself on paper rather than in front of an audience?
3. Am I trying to convey a complex idea that requires a lot of explanation?

Performance
1. Do I enjoy being in front of an audience?
2. Do I like to act?
3. Can I sing or play a musical instrument? (Musical talent is not necessary, but many students incorporate music into their performances.)
4. Can my topic be expressed dramatically?

Exhibit
1. Do I enjoy creating things with my hands?
2. Do I have room to keep an exhibit once I create it?
3. Do I have a way to transport my project to a contest?
4. Can I tell my story primarily through pictures and artifacts instead of words?

Documentary
1. Do I have access to and enjoy working with media equipment?
2. Do I have access to editing equipment that I can operate?
3. Do I have a VCR, television, slide projector, tape recorder, computer, etc. that I can take to a contest?
4. Will my research be most clearly presented as a documentary?

Websites
1. Do I enjoy working with computers?
2. Do I have access to a laptop computer to present my entry at the contest?
3. Do I have a basic knowledge about developing websites?
4. Can I effectively present my topic in a website?

NHD: Choosing a Topic

A. Topic Selection

1. *Historical sub-fields* – *History is a huge and broad umbrella that includes lots of sub-branches of history. Look at the list below and choose five to cross out (that you have NO interest in) and five to circle (that you have a high interest in).*

political history	social history	military history	economic history
religious history	cultural history	diplomatic history	environmental history
women's history	public history	history of government	demographic history
rural history	family history	ethnic history	labor history
urban history	history of education	history of the common man	intellectual history

2. *Time Periods / Geographic Regions* – *the second thing that you have to do is to narrow down some geographic locations. Based on that, choose one or two that you'd like to pursue.*

North America	Central America	Caribbean	South America
Pre-Columbian	Pre-Columbian	Pre-Columbian	Pre-Columbian
Exploration and Settlement	Exploration and Settlement	Exploration and Settlement	Exploration and Settlement
Founding / pre-civil war	Independence movements	Independence movements	Independence movements
Post-Civil War	Twentieth century	Twentieth century	Twentieth century

Europe	Africa	Asia	Pacific Rim
Romans, Dark/Middle Ages	Pre-imperialism	Pre-imperialism	Pre-imperialism
Early Modern	Imperialism	Imperialism	Imperialism
Imperialism	Post-imperialism	Post-imperialism	Post-imperialism
Twentieth century	Modern Africa	Modern Asia	Modern Oceania

3. *Are you thinking of working in a group? Glance at the paper of the members of your group – do you agree more than you disagree?*

B. Web Searching – Choose three of the links below to explore.

Our Documents - http://www.ourdocuments.gov/index.php?flash=true&
  Look at the 100 most important documents in US history.
  Choose three that you think are interesting and note WHY you are interested in these documents

Document….	This is interesting because….

Library of Congress - http://www.loc.gov/teachers/classroommaterials/primarysourcesets/
  → Click on the link above and choose two set of primary sources

Primary Source Set….	This caught my attention…

National Historic Landmarks - http://www.nps.gov/nhl/
  → Sometimes a place can inspire an idea….the National Parks Service protects historic places across the United
      States

Ideas…..

PBS History - http://www.pbs.org/topics/history/
On the menu bar across the top, choose the "topics" and choose some categories that interest you. Note your pathways and ideas in the boxes below.

Ideas…..

Library of Congress Timeline –
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/index.html
  → If you like to look at history chronologically…..try this

Ideas….

C. If you have extra time, consider some of these….

If you're interested in….	*Try….*
Exploration in North and South America….	• http://www.americanjourneys.org/
Colonial History	• http://www.history.org/history/teaching/index.cfm • http://www.dohistory.org/home.html
Social History	• http://www.ashp.cuny.edu/
Politics and government	• http://www.annenbergclassroom.org/
Women's History	• http://www.womeninworldhistory.com/thematic-units.html
A general overview of US History	• http://historymatters.gmu.edu/ • http://chroniclingamerica.loc.gov/ • http://www.digitalhistory.uh.edu/index.cfm • https://www.gilderlehrman.org/ • http://nhd.org/USHistoryPrimarySources.htm
World History	• http://www.bne.es/es/Colecciones/ • http://eudocs.lib.byu.edu/index.php/Main_Page • http://nhd.org/WorldHistoryPrimarySources.htm
Puerto Rican/Latino History	• http://centropr.hunter.cuny.edu/ • http://www.preb.com/geneal2/adasj.htm • http://www.loc.gov/rr/hispanic/

NHD Helpful Web Resources:

→ NHD Website: Find student project examples from past years, the annual theme sheet, tips for creating different types of entries, the contest rule book and more!
http://www.nhd.org

→ Need research tips from a master NHD teacher?
http://www.youtube.com/embed/usfIFqsHoVk

→ Need help writing a thesis statement from a master NHD teacher?
http://www.youtube.com/embed/5728zt9ZYnQ

Research Checklist

Have you….
- o Searched the school library catalog for books
  - ▪ Searched under your subject's name(s)
  - ▪ Searched the name of key associates of that person or people associated with the event
  - ▪ Searched the name of key events with which your person was associated
- o Searched the school's electronic databases for articles and primary sources
  - ▪ Searched under your subject's name(s)
  - ▪ Searched the name of key associates of that person or people associated with the event
  - ▪ Searched the name of key events with which your person was associated

[Ask your school librarian to reference the best electronic database sources and review how to complete advanced searches with the students]
[Many states or larger school districts will allow for inter-library loans, making almost any book available to the student for free – just assume a 1-2 week lead time for the book to come in]

- o In the school library:
  - ▪ Searched the shelves (history and biography sections)
  - ▪ Searched the name of key associates of that person
  - ▪ Searched the name of key events with which your person was associated
  - ▪ Searched the National Geographic Index
  - ▪ Searched the reference book shelves
  - ▪ Searched the name of key events with which your person was associated

[School librarians often know their collections best – ask them what they would put in this section]

- o In the classroom
  - ▪ Searched the classroom library
  - ▪ Searched the classroom DVD library
  - ▪ Searched the primary source shelf and document books
  - ▪ Searched the essay book shelves
  - ▪ Searched the AP textbook shelf
  - ▪ Searched the *Dictionary of American Biography*

[Again, this will vary based on your resources]

- o On the Internet:
  - ▪ Search the course website for research resources in your time period.

[I began compiling a list of good sites that the kids or I found and adding to it each year. Colleagues might be able to add to it to help get you started]

  - ▪ Google key words (you never know what you might find)
  - ▪ Google key words (using site:edu)
  - ▪ Google for primary sources ("Eleanor Roosevelt primary source")
  - ▪ Repeat process using other key words
  - ▪ Searched the *OAH Magazine of History* site
    - http://www.oah.org/pubs/magazine/
  - ▪ Search the *American Heritage* website
    - http://www.americanheritage.com/
  - ▪ Search the *History Net* website
    - http://www.historynet.com/

Reminder about Primary, Secondary and Tertiary Sources

Primary Source-The most common definition of a primary source is that which is written or produced in the time period. Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event. This definition also applies to primary sources found on the internet.

Secondary Source- Secondary sources are usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources, research, and study. These sources provide context for a historical event. For example, high school history textbooks, biographies, retrospective newspapers and other history books about a particular topic are secondary sources. This definition also applies to secondary sources found on the internet.

Tertiary Source-Tertiary sources are summaries and collections of primary and secondary sources. These sources provide ideas for topics and further investigation. Some examples are almanacs, encyclopedias, dictionaries, guidebooks, manuals, etc.

TOPIC	PRIMARY	SECONDARY	TERTIARY
Civil War	Photograph by Mathew Brady	Article on battle strategies of the Civil War by James McPherson	Civil War database
Westward Movement	Diary of Sarah Jane Osborne	Monograph on the life of Sarah Jane Osborne	Dictionary on wagons of 19th century America
Industrial Revolution	Patent for the sewing machine	Book describing the social changes due to the sewing machine	Manual on the uses of sewing machines
World War I	Enlistment Posters for World War I	Web site on World War I	Encyclopedia of World War I
World War II	War movie filmed in 1943	Magazine article about World War II	Dictionary on World War II
Civil Rights	Recording of a speech by Martin Luther King Jr.	Biography of Martin Luther King, Jr.	Guide to the 1992 movie about MLK

Keepers of the Past: Finding the Information You Need

In the search for history and those little "nuggets" of information that provide historians with insight into the past, there are times when a lot of time and patience are needed to uncover (or discover!) just the right source. Listed below are "repositories", or places where you might find many of the resources you need for your project! However, do not limit yourself to just this list! See if you can discover and record other repositories and sources of your own!

	STATE RECORDS: Historic Registers Photographs Census Records Geological Survey Maps Military Records Fire Records Railroad Records	**HISTORICAL &** **CULTURAL** **INSTITUTIONS:** Special Collections Artifacts Archaeological Site Maps Letters Government Records Newspapers Exhibits Historical Archives	**HOME:** Albums Diaries Journals Letters Private Collections Genealogy Quilts Oral Histories Medical Records Military Records Photographs
COURTHOUSE: Deeds Wills Ledgers Estate Settlements Marriage Records City Directories Tax Records Genealogy Records	**LIBRARY:** Census Records Business Ledgers Histories Reference Works Special Collections Primary Sources Magazines Books Photographs	**SCHOOLS:** Yearbooks Attendance Records School Board Minutes	
ONLINE: Primary Sources Secondary Sources Photographs Letters Census Records Genealogy Records Newspapers	**BUSINESSES:** Employer Newsletters Correspondence Annual Reports Photographs Historical Records		**PLACES OF WORSHIP:** Memberships Names and Dates Cemetery Records Burial Practices Inscriptions

History Day Note Card

Source #

Title_____

Quote *(direct information from the source, be sure to attribute the quote)*

Comment *(anything special about source that should be remembered)*

Paraphrase *(relevant information in your own words & "for what reason")*

Tags *(who, what, when, where, why, how, so what)*

Citation *(make sure it's properly formatted)*

Annotated Bibliography Instructions

Annotated Bibliographies are a common practice in post-secondary research. In my opinion, it is the most important skill that you will learn here and use in your future academic career. We will work on these in preparation for your NHD project.

Key elements of an annotated bibliography:

☐ It is called an Annotated Bibliography. Not a Bibliography, not a Works Cited. Put this in the top center and either underline or boldface the title.

☐ Primary sources are listed first, and listed in alphabetical order by the first word in the citation (excluding "a," "an," and "the.")

☐ Secondary sources are listed next, and listed in alphabetical order by the first word in the citation (excluding "a," "an," and "the.") See the sample.
**To assist you with this, you may want to create a file of Primary Sources and a file of Secondary Sources.

☐ Annotated bibliographies are double-spaced (no need for an extra line between entries).

☐ All lines after the first lines are tabbed in one tab (1/2 inch).

☐ URLs (web addresses) should NOT be hyperlinked. I know that word does this automatically. Right click on the hyperlink, and click "remove hyperlink."

☐ Spell- and grammar-check your work. No excuses. Don't wait for a sign from up above – what do you think the red squiggly lines are for?

A good annotated bibliography entry contains the following elements:

Annotated Bibliography

Secondary Sources

Collinson, Simon. "President or King?" *History Today* Nov. 2000: 9-15. *eLibrary*. Web. 15 Aug. 2011.

<http://www.elibrary.com>.

This journal article argues that the partisan conflict that developed in the 1790s and came to a head in the election of 1800 was a result of the application of the ideals of the American Revolution. Understanding the American Revolution was the defining event in the lives of the electorate, the author argues that the Republicans used this event to appeal to voters, arguing that they would be completing the "revolution of 1776." This article helped in my research to help develop my thesis on the rise of the Republican Party as an outgrowth of the revolutionary generation.

Phase 1: Each individual student (regardless of whether you work alone or together) will submit an annotated bibliography with one entry on **(date)**.

Make sure that your entry contains:

☐ A proper title

☐ A sub-heading listing whether the source is a primary or secondary source.

☐ A properly formatted MLA/Chicago citation.

☐ A properly formatted annotation.

☐ Carefully checked for proper spelling, grammar, capitalization, and conventions (use the checklists on this sheet to help you).

RUBRIC FOR PHASE 1:

Proper title	Proper subtitle	Properly formatted citation	Annotation – clear summary	Annotation – usage statement	Spelling, grammar, conventions
0 1	0 1	0 1 2	0 1 2	0 1 2	0 1 2

Total: _____/10

**Please print a copy of your bibliography for submission and make sure your name is typed at the top.

Name(s)_____

Annotated Bibliography Instructions – Phase 2
due...

Middle school teachers need to adjust quantities based on what is appropriate for their particular group of students. These totals reflect a high school AP course – adjust as needed and as appropriate.
Phase 2:
→Each **individual** will submit an annotated bibliography with two new entries
(1 old entry + 2 new entries)
→Each **group** will submit an annotated bibliography with original entries + four new entries on
(old entries + 4 new entries)

Make sure that you:

☐ Make <u>any and all</u> corrections from the second round – **please paper clip corrected copies on the back**.

☐ Classify the entries into primary and secondary sources.

☐ Alphabetize the primary sources and alphabetize the secondary sources

☐ Carefully check for proper spelling, grammar, capitalization, and conventions.

☐ Make sure all annotations start on a clean line.

RUBRIC FOR PHASE 2:

Proper title	Proper subtitle	Properly alphabetized	Properly formatted citations	Annotations – clear summary	Annotations – usage statement	Spelling, grammar, conventions
0 1	0 1	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Total: _____/25

Name(s)_____

Annotated Bibliography Instructions – Phase 3
Due…

Phase 3:

→Each individual will submit an annotated bibliography with at least 9 sources (minimum three primary sources)

→Each group will submit an annotated bibliography with at least 13 sources (minimum four primary sources)

Make sure that you:

☐ Make any and all corrections from the second round – **please paper clip corrected copies on the back**.

☐ Classify the entries into primary and secondary sources.

☐ Alphabetize the primary sources and alphabetize the secondary sources

☐ Carefully check for proper spelling, grammar, capitalization, and conventions.

☐ Include this page on the cover for a rubric (please use a paper clip).

RUBRIC FOR PHASE 3:

Properly alphabetized	Properly formatted citations	Annotations – clear summary	Annotations – usage statement	Spelling, grammar, conventions
0 1 3 5	0 2 4 6 8 10	0 2 4 6 8 10	0 2 4 6 8 10	0 2 4 6 8 10

Demonstrates a variety of sources: _____/5

Total: _____/50

Note total number of sources below:

Books	Reference Sources	Online database articles	Websites / web articles	Lectures / speeches	Government documents / laws / court decisions

Interviews	Photographs / art	Ebook	Other (explain)	Other (explain)	Other (explain)

Name(s)_____

Annotated Bibliography Instructions – FINAL

FINAL Phase:
→Both <u>individuals</u> and <u>groups</u> will submit an annotated bibliography that includes all research to date (including all research, research analysis, and multimedia sources.)

Make sure that you:

☐   Make <u>any and all</u> corrections from the earlier rounds

☐   Classify the entries into primary and secondary sources.

☐   Alphabetize the primary sources and alphabetize the secondary sources

☐   Carefully check for proper spelling, grammar, capitalization, and conventions.

ANNOTATED BIBLIOGRAPHY RUBRIC:

Properly alphabetized	Properly formatted citations	Annotations – clear summary	Annotations – usage statement	Spelling, grammar, conventions
0 1 3 5	0 2 4 6 8 10	0 2 4 6 8 10	0 2 4 6 8 10	0 2 4 6 8 10

Demonstrates a variety of sources: _____/5

Total: _____/50

Note total number (_____) of sources below:

Total Primary Sources: _____   *Total Secondary Sources: _____*

*Put a * next to all NEW additions to the bibliography since the last grading phase.*

Books	Reference Sources	Online database articles	Websites / web articles	Lectures / speeches	Government documents / laws / court decisions

Interviews	Photographs / art	Ebook	Other (explain)	Other (explain)	Other (explain)

How to Write a Thesis Statement

What is a Thesis Statement?

It is a one or few sentence summary that explains what the project is trying to prove or analyze.

How do I write a Thesis Statement?

1. **Start with a Research Question. What do you want to find out about? Some examples are below. Notice how each question would take some research to answer**
    a. Why was Thomas Jefferson opposed to slavery?
    b. What happened to the Juvenile Court system to bring it to the crisis point?
2. **Research enough to be able to take a stand. Add your opinion about the topic. What is the issue or concern? Make sure it's arguable.**
    a. Even though Thomas Jefferson had slaves, he showed that he valued every human being in his words and actions.
    b. The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.

Evaluate the thesis statements on the following page. Ask these questions for each thesis:

1. Is it clear what the project will be about?
2. Is it arguable?
3. Is there something that has to be proven?
4. Will research be necessary to prove the thesis?
5. Is there only one main idea?
6. Is it about something in the past that is important?

Thesis	Strong	Weak	Reasons
Richard J. Daley died in 1976.			
Artists of Chicago: 1890-1990			
The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.			
Pesticides kill thousands of farmworkers and must be stopped.			
German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".			
Before Title IX, there were few female basketball players.			
How did The Jungle make an impact on the foods we eat?			
The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there is economic motives and political will.			

Rewrite two of the weak statements to make them stronger.

Grading Rubric: Thesis Statement

Student Name: _____

English Teacher: _____ Hour: _____ Social Studies Teacher: _____ Hour: _____

0 = No Evidence;   1 = Incomplete Evidence;   2 = Evident;   3 = Clearly Evident;

Requirement: WRITE FINAL THESIS STATEMENT ON BACK OF THIS PAPER	Student Self-Evaluation:	Teacher Evaluation:
I.) Thesis includes elements of the Theme.	0 1 2 3	0 1 2 3
II.) Thesis states the main topic.	0 1 2 3	0 1 2 3
III.) Thesis clearly states the impact of the topic.	0 1 2 3	0 1 2 3
IV.) Topic placed in relevant historical context.	0 1 2 3	0 1 2 3
V.) Important who, what, when, where, why included.	0 1 2 3	0 1 2 3
VI.) Thesis is between 40 and 80 words in length.	0 1 2 3	0 1 2 3
VII.) Technical details all correct (no I, we, they, us)	0 1 2 3	0 1 2 3
	Total:_____	Total:_____

Student Signature: Parent Signature:

Research Analysis Checkpoint 1   Due:

This is an assignment that could be adapted into various forms. For middle school students I would reduce the number of sources that they would analyze, potentially completing this in class.

At each research analysis checkpoint, each student will be responsible for turning in five different source analysis sheets (3 primary sources, 2 secondary sources). Research analysis sheets should be typed, single-spaced. For each source, provide:

A. Full, correct bibliographic citation (annotations not necessary).
B. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
C. A set of 5 quotations, observations, analysis, or key facts that you have pulled out of this document to potentially use in your final product. Use quotation marks and cite page numbers as appropriate.

PRIMARY SOURCES:
Written document analysis
1. What type of document is it? Newspaper, letter, memorandum, telegram, press release, report, advertisement, congressional record, government report, other
2. What unique physical qualities are present? Letterhead, seals, notations, typed, handwritten, other
3. Is the document dated? If not, how can you tell it is a primary source?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four things the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Photograph analysis
1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you as the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis
1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographical entry for your poster.

Cartoon analysis
1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?

6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

Map analysis
1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

Sound Recording analysis
1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, other
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

SECONDARY SOURCES:
Written document sources
1. What type of source is it? Book, article, website, interview, current newspaper article, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the document created?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four points the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Documentary / Multimedia Sources
1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points the creator said that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?

Research Analysis Checkpoint 2 Due:

For the second deadline, students may choose to either follow the first set of research analysis instructions or may choose to follow this set. They carry the same point value.

For the second analysis, individuals or group members may choose to engage in an image search in place of written document analysis. Research analysis sheets should be typed, single-spaced. In place of five document sources, an individual can choose to find seven (7) image sources. For each image found, provide:

1. A small copy of the image (black and white is fine). If it is a multimedia source, a note where it can be found (United Streaming, web address, etc).
2. Full, correct bibliographic citation (annotations not necessary).
3. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
4. A brief explanation as to why this image or clip is legitimate and credible.

PRIMARY SOURCES:

Photograph analysis
1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you as the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis
1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographical entry for your poster.

Cartoon analysis
1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?
6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

Map analysis
1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?

5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

Sound Recording analysis
1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, other
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

SECONDARY SOURCES

Documentary / Multimedia Sources
1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points the creator said that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?

National History Day Expert Interview Plan
Deadline:

Name(s): _____

Topic: _____

I/We am / are going to attempt to contact the following individuals for interviews:

1. Name: _____

Contact information (university, address, email, phone):

_____

_____

_____

Contact method (email, phone, in person): _____

2. Name: _____

Contact information (university, address, email, phone):

_____

_____

_____

Contact method (email, phone, in person): _____

3. Name: _____

Contact information (university, address, email, phone):

_____

_____

_____

Contact method (email, phone, in person): _____

If you can think of more possibilities, please add them to the back of this sheet.

National History Day Expert Interview Plan
Deadline:

Name(s): _____

Topic: _____

Interview attempt #1 - name: _____

Contact method (email, phone, in person): _____

Date: _____   Time: _____

Did the person respond? _____ Were you able to schedule an interview? _____

If yes, when? _____

Please attach printed email. If a phone call, please have a parent initial here _____

Interview attempt #2 - name: _____

Contact method (email, phone, in person): _____

Date: _____   Time: _____

Did the person respond? _____ Were you able to schedule an interview? _____

If yes, when? _____

Please attach printed email. If a phone call, please have a parent initial here _____

Interview attempt #3 - name: _____

Contact method (email, phone, in person): _____

Date: _____   Time: _____

Did the person respond? _____ Were you able to schedule an interview? _____

If yes, when? _____

Please attach printed email. If a phone call, please have a parent initial here _____

Name(s)_____

Final Plan

Websites: a rough plan of the website must be submitted, noting the pages, organizational structure, and document links planned out. Please plan to submit the URL to me and make sure that your thesis is clear.

Papers: 2 page detailed outline of the main topics and information to be covered. Make sure your thesis is clear.

Exhibits - a story board of basic images with bullets of key pieces of information to be included along with a list of graphics and images to be included.   Make sure your thesis is clear.

Documentaries- a rough draft of a script or a rough cut (2-3 minutes) of the documentary must be submitted. Make sure your thesis is clear.

Performances - a rough draft of a script must be turned in. A minimum of four minutes of dialogue must be included. Make sure your thesis is clear.

Rubric:

Elements	Description	
Title	*Present, creative, gives a hint to the project, gets attention (good first impression)*	0 1 2 3 4 5
Thesis	*Clear, well developed, offers a unique perspective, allows for analytical thinking and development*	0 1 2 3 4 5
Supporting Evidence	*Gives evidence to support and expand the thesis; shows a variety of sources*	0 1 2 3 4 5
Development	*Shows progress and development; goes beyond the information found in typical secondary source (think World Book or Wikipedia)*	0 1 2 3 4 5
Conclusion	*Draws ideas together and shows analysis. Includes independent analysis of historical research.*	0 1 2 3 4 5

Total: _____/25

Comments:

Reminders: NHD Websites

Write your text, spell check, grammar check, and word count in Word before moving over to weebly. Remember, you only get 1200 student-created words.

You MUST **publish your website** so that we can see your most recent edits. I can only grade what I can see.

Write your process paper – 500 words or fewer describing
 a. how you chose your topic
 b. how you conducted your research
 c. how you selected your presentation category (ie, why a website)
 d. how your project relates to the NHD theme

You need to include the process paper and the annotated bibliography on your website (does not count toward the word totals). **Do not submit a paper copy.**

Make sure that the first page of your website includes your complete title, name(s) of creators and "Senior Division"

Check all of your work against the project requirements -posted at:
http://www.nhd.org/images/uploads/2010rulebook.pdf
 → Follow all rules regarding multimedia clips, word limits, file sizes, and links
 → Credit images and quotes

DATE- You will submit your web address on a neat, clean piece of paper. The website will include your annotated bibliography and process paper. **Paper copies will not be accepted.**

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer to look up your URL during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

Reminders: NHD Papers

Develop your paper – give yourself time to write and revise it

Use spell check, grammar check, and word count.

Take your time and cite properly.

Create a title page. A title page should include:
> a. the title of the paper (centered, in the middle of the page)
> b. your name, "Senior Division" and "Historical Paper" (centered in the bottom of the page)

Check all of your work against the project requirements -posted on blackboard and at:
http://www.nhd.org/images/uploads/2010rulebook.pdf
> → Follow all rules regarding length, margins, font, etc
> → Credit all images, quotes, and paraphrased information (see me if you need help doing this)

DATE- You will submit your paper <u>two</u> ways:
1. **paper copy** - title page, paper (including footnotes) and annotated bibliography. **One file, paperclip, no staples.**
2. **electronic copy** – please email one electronic copy to the teacher.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

Reminders: NHD Exhibits

→ Write your text, spell check, grammar check, and word count in Word. Remember, you only get 500 student-created words.

→ Make your pieces removable in case you change your mind or need to make a correction.

→ Write your process paper – 500 words or fewer describing
      a. How you chose your topic
      b. How you conducted your research
      c. How you selected your presentation category (ie, why a website)
      d. How your project relates to the NHD theme

→ Create a title page. A title page should include:
      a. the title of the exhibit board
      b. your name(s), "Senior Division" and "Individual Exhibit" or "Group Exhibit"

Check all of your work against the project requirements -posted on blackboard and at:
http://www.nhd.org/images/uploads/2010rulebook.pdf
      → Follow all rules regarding multimedia clips, word limits, and size limits
      → Credit ALL images and quotes

DATE - You will submit: Your board, title page, process paper, and annotated bibliography (paperclip, no staples)

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

Reminders: NHD Documentaries

Develop your documentary – give yourself time to work through it, incorporate images and clips, and record the narration. Speak slowly and do not go over the 10 minute limit.

→ Write your process paper – 500 words or less describing
   a. how you chose your topic
   b. how you conducted your research
   c. how you selected your presentation category (ie, why a documentary)
   d. how your project relates to the NHD theme

→ Create a title page. A title page should include:
   a. the title of the documentary
   b. your name(s), "Senior Division" and "Individual/Group Documentary" (as appropriate)

Check all of your work against the project requirements -posted on blackboard and at:
http://www.nhd.org/images/uploads/2010rulebook.pdf
   → Follow all rules regarding multimedia clips, length requirements, and citations
   → Credit images and video segments from other works

DATE - Your documentary (CD, DVD, youtube link, or flash drive). Please check the file to make sure it works BEFORE SUBMITTING it. Also, make sure to have your title page, process paper, and annotated bibliography (paperclip, no staples) ready to submit.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

Checklist: NHD Performances

☐ Finish your performance – give yourself time to write it and memorize it. 10 minutes maximum.

☐ Create your costume and assemble any props needed to perform

☐ Write your process paper – 500 words or less describing
  a. how you chose your topic
  b. how you conducted your research
  c. how you selected your presentation category (ie, why a performance)
  d. how your project relates to the NHD theme

☐ Check all of your work against the project requirements -posted on blackboard and at:
  http://www.nhd.org/images/uploads/2010rulebook.pdf
  → Follow all rules regarding time requirements, music/media, and performance limits

DATE - Your title page, process paper, and annotated bibliography (paperclip, no staples). You will perform on **DATE**, so bring any costumes and props that day.

→ **Incomplete projects are late.**

→ **This is a firm deadline. Your work is here even if you are not.**

→ **You will NOT be permitted to go to the library to print or use a computer during class.**

→ **You will NOT be allowed to visit the receptionist during class time to pick up work that someone drops off to you.**

Sample Judges Questions-National History Day
**Please make sure that <u>all</u> students answer questions.

1. How did you decide on your topic?

2. How does your topic relate to this year's theme?

3. Why was your event so important in history?

4. What were the consequences of your event?

5. What is your thesis?

6. How did you conduct your research?

7. What primary sources did you find? Where did you find them?

8. How did your primary sources help you to better understand your topic?

9. What was your most important source? Why?

10. Did you find good printed sources? Where did you find them?

11. What websites did you use?

12. Do you think you showed both sides of your event? How?

13. Tell us what each one of you did to contribute to this project.

14. What was the most significant thing you learned about your event?

15. What difficulties did you face doing your project? How did you overcome them?

Name: _____ (optional)

1. Check off which options applied to your project:
____ exhibit ____paper ____ individual
____performance ____website ____group
____documentary

2. Was your decision to work as an individual or in a group a good decision? Why or why not?

_____

_____

_____

_____

3. What have you learned from this project (outside of content)?

_____

_____

_____

_____

_____

_____

_____

4. What skills will you take with you from this project that you will take into next school year and into college?

_____

_____

_____

_____

5. What do you wish you knew about your type of project (paper, website, etc) at the beginning of this process?

_____

_____

_____

_____

6. Please share 1-3 pieces of advice for next year's class as they embark on their history Day adventure next year.

_____

_____

_____

_____

7. Do you intend to enter this project into the History Day regional competition? _____

If no, why not?

_____

_____

_____

_____

8. If there is any other feedback you'd like to give me about how I can best support students working through this process, please feel free to add it below.

_____

_____

_____

_____

_____

Thank you to the following teachers and organizations for sharing materials:

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