**Schedule of National History Day**

**Sept 19**

Lesson: Project Explanation/Brainstorming Topic

Assignment: Topic Selection Sheet/Partners Chosen by Sept 24

**Sept 26**

Due: Topic Sheet/ Partner

Lesson: Research Process & note taking. Hand out citation information & discuss proper citation. Primary/Secondary Source difference. Encyclopedia -World Book, Britannica online editions

Assignment: Minimum three Encyclopedia Article and Reference work note due Oct 10

**Oct 10**

Due: Notes on Encyclopedia Article and reference work

Lesson: Searching NCWise Owl, Library of Congress. Review Primary/Secondary Source difference. Thesis statement.

Assignment: Notes on minimum three books/videos, create a thesis statement due Nov 7

**Nov 7**

Due: Notes on books/videos

Lesson: Chronicling America, National Archives, world digital library. Review Primary/Secondary Source difference

Assignment: Notes on minimum three magazine/newspaper articles due Dec 5

**Dec 5**

Due: Notes on magazine/newspaper articles

Lesson: AP Multimedia database, National Geographic database. Analyzing pictures

Assignment: Notes on minimum three visuals due Jan 9

**Jan 9**

Due: Note on visuals

Lesson: Annotated Bibliography/ Project plan

Assignment: Create a document labeled Annotated Bibliography with separate sections for Primary and Secondary Resources. Use citations from earlier notes and annotate each entry. Project Plan diagram. Due Jan 23

**Jan 23**

Due: Annotated Bibliography/ Project plan

Lesson: Catchup/ Answer questions

Assignment: begin/continue assembling finished project

**Feb 6**

Due: Nothing

Lesson: Process paper, Title page, Final project/research appointments to check on problems/progress with teacher and librarian.

Assignment: Finish project, due March 3-6 in class

**March 3-6: Project, process paper, annotated bibliography due. Present project in class**

**March 12: School wide History Day projects displayed in the Media Center.**

**Topic Selection**

To understand the historical importance of their topics students need to ask questions about time, place and context; cause and effect; change over time; and impact and significance. Students must consider not only when and where events happened, but also why they occurred and what factors contributed to their development. Description of the topic must also include an analysis of information and conclusions about how the topic influenced and was influenced by people, ideas or events.

The theme is broad, so topics should be carefully selected and developed in ways that best use student’s talents, abilities and interests. Whether a topic is a well-known event of world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary research, an analysis of the materials, and a clear explanation of the relationship of the topic to the theme **Rights and Responsibilities in History.** Then, students may develop papers, performances, documentaries, exhibits and websites for entry into National History Day competitions.

Stories of individuals in history are compelling but pose a challenge for a National History Day project. While working with a theme, students must move beyond biographies and description of specific people or events and demonstrate how that person’s actions affected history.

The challenge for students engaged in a National History Day project with the theme of **Rights and Responsibilities in History** is to capture that specific moment in time that changed the course of events and forever altered history.

Students should keep in mind that many excellent research topics can be found by investigating their own local history.

The general rule of thumb is don’t choose a topic less than twenty-five years past or until one generation has passed. Time gives historical perspective.

**NATIONAL HISTORY DAY TOPIC SELECTION FORM**

Name of individual(s) involved in this entry:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This year’s NHD theme:

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Preliminary Topic idea:

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What I/we already know about this topic:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does this topic relate to the theme of Rights and Responsibilities in History?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What project do you THINK you would like to do?

Exhibit Documentary Presentation Paper Website

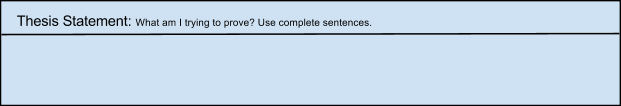
\_\_\_ I have checked with M\_\_\_\_\_\_\_\_\_ regarding historical/theme appropriateness of this topic

**Thesis Statement:**

Creating a strong thesis statement will help guide your project and keep you focused. A thesis statement is what you are trying to prove with your project. Your thesis should take a stand and then be backed up by evidence in your project. Your thesis should show how your project connects to the theme.

Thesis Checklist:

* + Does it take a stand?
  + Can it be backed up by evidence?
  + Does it express one main idea?
  + Does it tell the viewer/reader why the topic is historically significant?
  + Does it answer the “so what” question or show change over time?
  + Is it arguable? Is there something you are trying to prove?
  + Is it written as a 3-4 sentence statement, not a topic or question?
  + Is it narrow and specific?
  + Does it connect with the NHD theme?



Claim # 1 -   
 Provide context/background.   
 Evidence to support claim #1

Claim #2 -

What happened?

Evidence to support claim #2

Claim #3 -

What impact did it have?

Evidence to support claim #3

Claim #4-

What changed over time as a result?  
 Evidence to support claim #4

Conclusion-

What is the Historical Significance of the event?

* Do your claims make an effective case for your thesis?
* Do they lead to your conclusion?
* Does your conclusion connect back to your thesis?

**Process Paper**

Process paper:

1. Title Page:
   1. Include your title
   2. group member names
   3. chosen project/division
   4. NO graphics, borders or extra information
2. 500 word description
   1. Explain how you chose your topic
   2. Describe your research:
      1. Where was it done?
      2. Who helped you?
      3. What resources were used?
      4. What exciting contacts did you make?
   3. Explain how you selected your presentation category and created your project
   4. Explain how your project relates to the NHD theme

**Annotated Bibliography**

1. Write Annotated Bibliography at the top of the page.
2. Have one section for Primary Sources and another for Secondary Sources.
3. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interviews must be included.
4. Begin an entry at the margin; indent the remaining lines five spaces
5. Put all entries in alphabetical order! Easy to do but many forget this step!
6. Write entries in proper form (follow the bibliography examples in the handout)
7. Punctuate properly.
8. Write an annotation (paragraph summary) below each entry. Use complete sentences. Include:
   1. What kind of reference is it?
   2. How did the source help you in researching and preparing your entry?
   3. How did this reference help you in understanding the topic?(not much help at all, very helpful because it showed…, related to the theme, etc)
9. Other thoughts:
   1. An annotation normally should be about 1-3 sentences long. You might be tempted to create page-long annotation to impress people. Don’t do it! Lenghty annotation are usually unnecessary and inappropriate.
   2. The Contest Rules Book states that the annotations “must explain how the source was used and how it helped you understand your topic” Do not recount what the source said.
10. You must include a variety of sources: textbook, encyclopedias, specific books/articles, collections/documents, websites, letter writing/interviewing.

Example:

Bates, Daisy. *The Long Shadow of LIttle Rock.* 1st ed. New York: David McKay Co. Inc., 1962

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first hand account was very important to my paper because it made me more aware of the feeling of the people involved.

**How to Cite Sources:**

**Encyclopedia:**

“Article Title.” *Encyclopedia name*. Ed. Vol. City: Publisher, Copyright Date: page numbers

“Child Labor.” *World Book Encyclopedia.* 2006 Ed. Vol.3. Chicago: World Book, Inc., 2005: 455-456.

**Book (one author):**

Author Last Name, First Name. *Title in Italics*. City of Publishing: Publisher, Copyright.  
Pyles, Thomas. *The Development of the English Language.* New York: Harcourt, Brace, Jovanovich, Inc.,   
 2002.

**Book with editors:**

Editor Last Name, First name and First name Last name. eds. *Title in Italics.* City of Publishing: Publisher,   
 Copyright date.

Bryant, Jennings, and Daniel R. Anderson, eds. *Children’s Understanding Television: Research on   
 Comprehension.* New York: Academic Publishing Co., 1999.

**Magazine/Newspaper Article (two authors)**

Author Last name, First name and First name Last name. “Title of Article in Quotes” *Title of   
 Magazine/Newspaper in Italics.* Date: pages.

Segal, Julius, and Zedia Segal. “As They Grow: Helping Children Deal with the News.” *Parents Magazine*.   
 Nov. 1987: 265.

**Newspaper/Magazine Article (no author)**

“Title of Article in Quotes.” *Title of Magazine/Newspaper in Italics*. Date: pages.

“Scholars Ponder How to Teach English to Students of a Television Generation.” *Des Moines Register.* 1 July 1987: 9-11.

**Web Document (with author)**

Author Last Name, First Name. “Title of article in quotes.” *Source in Italics.* Date. Retrieved Date <url>.

Fallows, James. “The Age of Murdoch.” *Atlantic Online.* September 2003. 10 October 2004   
 <<http://www.theatlantic.com/issues/200409/fallows.htm>>.

**Web Document (no author)**

“Title of article in quotes.” *source in italics.* Date. Retrieved date. <url>.

“Workplace Wellness.” *Women Connect.* 2001. Retrieved 14 January 2003 <<http://womenconnect.com>>

**Web Document (online database):**

Author’s last name, first name. “Title of article in quotes” Original source of article. Date of original source:  
 page numbers. Name of the Database used. Name of the Service. Date of access. <url>.

Frick, Robert. “Investing in Medical Miracles.” Kiplinger’s Personal Finance. February 1999: 80-87. SIRS  
 Researcher. ProQuest Information and Learning. 25 February 2004. <<http://www.sirs.com>>.

**Image (from a database):**

“Name of image in quotes.” Title of Source. Date of image. Database used. Date Retrieved. <url>.

“AP ELN\_IOWA\_CAUCUS.PDF.” AccuNet/AP Multimedia Archive 16 January 2004. AccuWeather, Inc. 12  
 October 2005 <<http://ap.accuweather.com>>.

**Image (from google, etc):**

“Description or title of image.” *Title of source if possible in italics.* Date.<url>

“Islamic State of Afghanistan: Political Map.” *Atlapedia Online.* 7 June 2003   
 <<http://www.atlapedia.com/online/maps/political/Afghan_etc.htm>>.

**E-mail:**

Last name, First Name. Position. Location if known. “Subject in Quotes.” Date.

Podratsky, James. Petroleum Engineer. Fort Belvoir, VA. “Extreme Weather Testing of Army Equipment.”   
 16 June 2009.

**DVD or Video:**

Title. Dir. First Name Last Name. DVD Publisher. Location. Copyright.

Macbeth. Dir. Roman Polanski. DVD. Columbia, 2002

Jane Austen’s Emma. Videocassette. Meridian Broadcasting. New York: New Video Group, 1996

**Television Program:**

Author Last Name, First Name. “Title of Episode.” Title of Show. Network. Date.

Dias, Arnold. “Safe Shopping Online.” 20/20. ABC News. 11 November 2002.

**Interview:**

Name. Position. Personal Interview. Date.

Fry, Hayden, college football coach. Personal Interview. 23 November 2003.

**Personal Letter:**

Author of the letter. personal letter. location. date

Williams, John F. Personal Letter. Albany, NY. 15 March 2002.

**Research Checklist**

**Have you….**

\_\_\_\_\_\_Read about your topic in an encyclopedia or reference work?

\_\_\_\_\_\_Checked your topic on NCWiseOwl?

\_\_\_\_\_\_Checked your topic on Library of Congress?

\_\_\_\_\_\_Checked your topic on AP Multimedia or National Geographic?

\_\_\_\_\_\_Found three books on your topic?

\_\_\_\_\_\_Could you watch a video on your topic?

\_\_\_\_\_\_Could you find a tv or news program that talked about your program?

\_\_\_\_\_\_Is there anyone you could interview about your topic?

\_\_\_\_\_\_Have you planned your project?

\_\_\_\_\_\_Do you have primary sources for your topic?

\_\_\_\_\_\_Have you started and Annotated Bibliography?

**Name/s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**National History Day:**

**Project Plan**

**Possibilities:**

1. **Paper:**
   1. 1,500-2,500 words
   2. may have appendices of photographs, charts, graphs but limited
   3. Citations are required
   4. 1 inch margins, double spaced, 10-12 point type
   5. No illustration on title page
   6. Stapled in top left cover, not enclosed in binder or cover
2. **Exhibit:**
   1. Size=no larger than 40 inches wide, 30 inches deep, 6 feet high
   2. you may use a media device for no more than 3 minutes
   3. 500 word limit for all text created by the student- including titles, subtitles, captions, graphs, timelines, etc
3. **Documentary:**
   1. May not exceed 10 minutes
   2. Five minutes for setup and five minutes for removal of equipment.
   3. Announce the title of your entry and the participants as introduction and only that information. Live narration is prohibited.
   4. you must operate all equipment
   5. You should provide a general list of acknowledgements and credits for sources used.
4. **Performance:**
   1. May not exceed 10 minutes
   2. Five minutes for setup and five minutes for removal of props.
   3. Announce the title of your entry and the participants as introduction and only that information.
   4. You may use slides, recorders, computers, lighting or sound effect, but you must control them.
5. **Websites:**
   1. Must use NHD site editor (weebly) to create
   2. Entries can be no larger than 100MB
   3. May contain no more than 1,200 visible, student composed words
   4. Multimedia clips may not exceed 45 seconds.
   5. Multimedia must be stored on your site.
   6. Annotated bibliography and process paper are included on the website but no not count to the word limit.

**Your Turn:**

Which project do you plan to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your outline/focus for your project? (Outline, Storyboard, Drawing, etc)