

**National History Day**  
**Conflict & Compromise**

Topic Selection: November 13, 2017

Research: November 6 – December 21, 2017

Annotated Bibliography: December 21, 2017

Thesis Statement: January 15, 2018

Interviews: February 2, 2018

Final Product: February 23, 2018

National History Day @ Maria Montessori Academy: February 28, 2018

Weber County Registration Deadline:

Weber County National History Day Fair: April 28, 2018



## 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.** You must choose a topic that is historically important, relates to **Utah Studies** and the theme of **Conflict & Compromise**, and one in which you have a **genuine interest**. *Narrow your topic.* Broad or general topics such as The Great Depression are not as good as specific topics such as the impact of The Great Depression on the coal mining industry in Emery County, Utah. 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 November 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. We will discuss this in greater detail in class.

**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:

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

Annotations should include:

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

**Step 4 – Interviews.** You must create a record of an interview conducted with a minimum of one expert or person involved in the event you are researching. All interviews must be approved with the teacher prior to the interview.

**Step 5 – Final Product.** 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.

## 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?



**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





## Annotated Bibliography Note Card

Author(s) or Editor: \_\_\_\_\_

\_\_\_\_\_

Publisher: \_\_\_\_\_

Year of Publication or Copy-right: \_\_\_\_\_

City of Publication: \_\_\_\_\_

Title of book or journal: \_\_\_\_\_

Issue (if applicable): \_\_\_\_\_ Volume (if applicable): \_\_\_\_\_

Title of article (if applicable): \_\_\_\_\_

\_\_\_\_\_

Page numbers: \_\_\_\_\_ Website Host (if applicable): \_\_\_\_\_

URL address (if applicable): \_\_\_\_\_

\_\_\_\_\_

What is the purpose of the publication: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What types of information can be found in this source? \_\_\_\_\_

\_\_\_\_\_

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Is this source a primary or secondary source? How can you tell? \_\_\_\_\_

\_\_\_\_\_

How will you use this source? \_\_\_\_\_



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# 4 Steps to Writing a Thesis

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Question:

1 Pose a question or restate and answer the question posed by a given writing prompt

The Declaration:

2 Make a claim/ state your opinion

The Reasoning:

3 Support your claim with reasons.

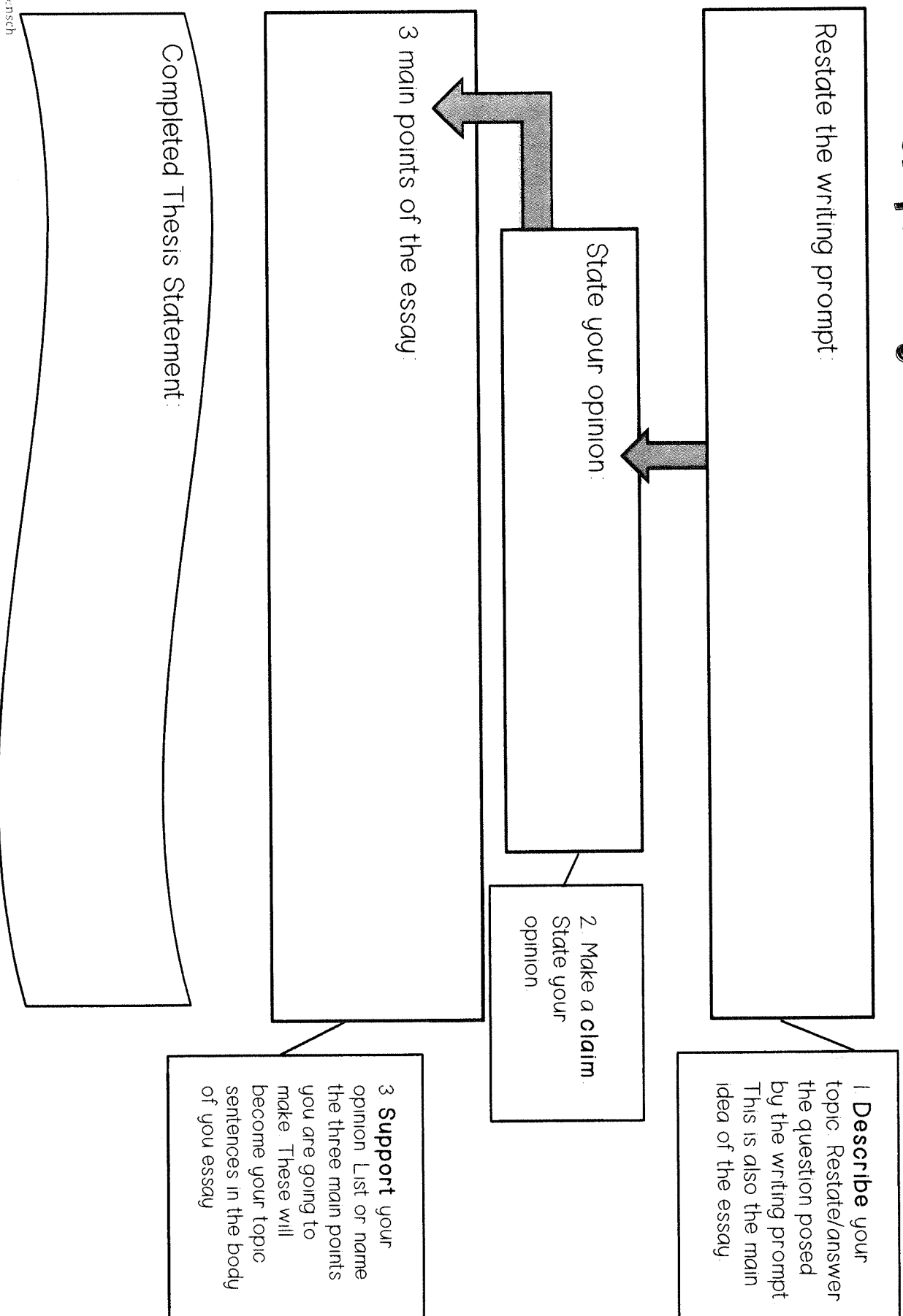
The Thesis:

4 Put it all together and write your completed thesis!

# Three Point Thesis Statement Graphic Organizer

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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



**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):

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Contact method (email, phone, in person): \_\_\_\_\_

2. Name: \_\_\_\_\_

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

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Contact method (email, phone, in person): \_\_\_\_\_

3. Name: \_\_\_\_\_

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

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Contact method (email, phone, in person): \_\_\_\_\_

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





NAME \_\_\_\_\_

## 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 statement 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 statement 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 statement 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 statement is clear.

## Rubric

<i>Elements</i>	<i>Approaching</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>Title</b>	Title is <b>present</b> and <b>appropriate</b> .	<b>Present, appropriate, and creative.</b>	<b>Present, appropriate, and creative.</b> Gives a <b>hint</b> to the project. <b>Grabs</b> attention.
<b>Thesis</b>	Thesis is <b>identifiable</b> . <b>Clear</b> evidence of <b>effort</b> .	<b>Clear, well-developed</b> , and offers a <b>unique</b> perspective.	<b>Clear, well-developed</b> , offers a <b>unique</b> perspective, allows for <b>analytical</b> thinking and development.
<b>Supporting Evidence</b>	<b>Sometimes</b> gives <b>evidence</b> to support thesis. <b>Clear</b> evidence of <b>effort</b> .	Gives <b>evidence</b> to <b>support</b> and <b>expand</b> the thesis.	Gives <b>evidence</b> to <b>support</b> and <b>expand</b> the thesis. Shows a <b>verity</b> of sources.
<b>Development</b>	Evidence of effort to <b>progress</b> main ideas. <b>Some</b> secondary sources are appropriate.	Shows <b>progress</b> and <b>development</b> . <b>All</b> secondary sources are appropriate.	Shows <b>progress</b> and <b>development</b> . <b>All</b> secondary sources are appropriate. Uses <b>several</b> different types of sources.
<b>Conclusion</b>	Conclusion is <b>present</b> .	Conclusion is <b>present</b> . <b>Draws</b> ideas <b>together</b> and shows <b>analysis</b> .	<b>Draws</b> ideas <b>together</b> and shows <b>analysis</b> . Includes <b>independent</b> analysis of historical research.