

# **National History Day Project**

Project Due Date: Wednesday, March 6<sup>th</sup>

Faiss School Competition: Friday, March 8<sup>th</sup>

Nevada State Competition: Saturday, April 6<sup>th</sup>

Phase 1: Background Research (Oct. 5<sup>th</sup>- Jan. 25<sup>th</sup>)

Phase 2: Thesis/Organization/Research (Jan. 25<sup>th</sup>-Feb. 3<sup>rd</sup>)

Phase 3: Continued Research/Project Creation (Feb. 3<sup>rd</sup>-March 6<sup>th</sup>)

See attached calendar for specific deadlines.

*Phase 1- Background Research (10/5-1/25)*

See Mrs. Savage's notes in your journal.

## **Secondary Source Research Requirements**

1. Each group must have a minimum of 2 secondary sources per member (minimum 5 sources per project).
2. You must include at least 1 book and 2 database references.
3. Each secondary source must have a 3-5 sentence annotation and be cited in the Annotated bibliography.
4. Each student must have a minimum of 5 pages of notes from secondary sources (1 fact per box).

## **Primary Source Research Requirements**

1. Each group must have 2 primary sources per member (minimum 2 sources per project)
2. Each primary source must have a 3-5 sentence annotation and be cited in the Annotated Bibliography.
3. Each student must have at least 1 page of notes from primary sources (1 fact per box).

For information on the National History project and research links (Online Research Tab), visit NWCTA's History Day Website: <https://sites.google.com/site/nwctanhd/home> or [asavagelibrarian.yolasite.com/nhd.php](http://asavagelibrarian.yolasite.com/nhd.php)

*Phase 2- Thesis/Organization/Research (1/25-2/3)*

Historians do more than describe events. They analyze and interpret information gathered from their sources to draw conclusions(this conclusion becomes your thesis statement) about a topic's significance in history.

**First ask: How does your topic show a turning point in history?**

**Then ask: Why/How is your topic an important turning point in history?**

**The answer to this question is your thesis statement.** You need to organize your project and research to prove this statement. Make sure you have enough research and information to support your argument (thesis statement).

**Developing your thesis statement:**

1. The thesis statement is one sentence that presents an argument about the topic. The body of the paper or website, the script of the performance or documentary, the headings and captions in an exhibit then are used to support the thesis using evidence from the research.
2. A good thesis statement:
  - Addresses a narrow topic
  - Explains what the researcher believes to be the historical significance of the topic
  - Connects the topic to the National History Day theme (How does your topic show a Turning Point?)
  - See Thesis Statement worksheet for further information.

**How will you organize your research in your project to prove your thesis statement? Complete the following on a tree map as shown in class (Group Assignment due 2/1)**

1. List your main ideas/arguments (coming from your research) in support of your thesis.
2. Develop and explain these ideas to your audience (the judges).
3. Include quotes from your sources to support your ideas/arguments.
4. This is the outline for your project!

**Consider the following when identifying your main ideas/arguments:**

1. Elements of change and continuity
2. Historical context: economic, political, social and cultural aspects

**Continue research as needed.**

*Phase 3- Project Creation (2/1-3/6)*

**Assemble all of your research into your project in support the thesis statement.**

See your project-specific rubric for more information.

**Are you doing the following as you design your project?**

- Analysis and interpretation
- Significance and impact
- In-depth research
- Historical accuracy
- Historical context
- Adherence to the theme

**Expectations for Project Checks (2/8, 2/15, 3/1)**

1. You will show the teacher all related project material and show appropriate progress toward completion.
2. The teacher will make progress notes to refer to on subsequent checks.

**Each final project must include (typed) 1 Title Page, 1 Process Paper, and 1 Annotated Bibliography (see attached for specific instructions – Rough Draft Due 3/1).**

**Final Projects are due in class on Wednesday, March 6<sup>th</sup>.**

## Title Page & Annotated Bibliography Checklist

Rough Draft Due 2/22

### **Title Page:**

\_\_\_\_ (+3) Title page should only have the following information: title of project, name(s), division “junior division,” and category. Do not include any pictures or graphics on the title page.

\_\_\_\_ (+1) Title and information need to be centered, Times New Roman, 12 point font.

### **Annotated Bibliography**

\_\_\_\_ (+1) Annotated Bibliography heading: centered, 1 inch from the top, “A” and “B” capitalized, Times New Roman, 12 pt font.

\_\_\_\_ (+1) First citation begins directly after one double space is skipped.

\_\_\_\_ (+1) Arrange all entries ALPHABETICALLY by the last name of the author or editor; if no author, alphabetize the entry by the first work that appears in the citation.

\_\_\_\_ (+1) Begin the first line of each entry at the left margin; indent (5 spaces or 1 tab). Do not put any extra spaces between citations and annotations.

\_\_\_\_ (+1) NEVER number the works cited entries, do not use bullets.

\_\_\_\_ (+1) Double space the entire list.

\_\_\_\_ (+1) All entries should have periods at the end.

\_\_\_\_ (+1) Remember to underline or *italicize* book and magazine titles, and to place “quotation marks” around magazine articles and reference headings.

\_\_\_\_ (+3) Current MLA format citation for websites—do not include the URL address.

\_\_\_\_ (+5) Research is balanced and shows time and effort was put forth in gathering research from multiple sources.

\_\_\_\_ (+10) Annotations should reflect the following questions: How did this source help me understand my topic? How do I plan to use this source in my project? Is this a primary or secondary source?

***Annotations should be 3-4 sentences.***

Points Possible +30

Your Score: \_\_\_\_\_

## Annotated Bibliography Sample

Ambrose, Stephen E. *Eisenhower: Soldier and President*. New York: Simon & Schuster, 1990.

Stephen Ambrose offered an insightful view of Dwight Eisenhower as both a man and a leader. This secondary source biography helped me understand both the public and private life of Eisenhower. It also provided a detailed description of major accomplishments of this president that impacted the United States in a positive way for years to come.

McElvaine, Robert S. *The Great Depression: America, 1929-1941*. New York: Times Books, 1993.

Robert McElvaine offers a wonderful overview of the Great Depression focusing on both the political and social aspects of this great event. This secondary source book helped me understand the hardships during the Great Depression and the important role played by Franklin D. Roosevelt. Information on the struggles many families faced during this time period was thought provoking.

*Annotations should be 3-4 sentences each.*

**Sample Title Page**

The Role of Government and the New Deal  
John Doe  
Mary Smith  
Michael Jones  
Junior Division  
Exhibit

## **The Process Paper**

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The process paper explains how you thought of, researched, and completed your project. It also explains how your topic connects to this year's theme "Turning Points in History."

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Each group needs one process paper that will be stapled to their [cover page](#) and [annotated bibliography](#).

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Your cover page should be in Times New Roman 12 point font with 1" margins and double spaced.

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It can be *no more than 500 words*.

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### **What Do I Write?**

**The first section** should explain how you chose your topic.

**The second section** should explain how you conducted your research.

**The third section** should explain how you selected your presentation category and created your project.

**The fourth section** should explain how your project relates to the NHD theme.

### **Process Paper Checklist (Rough Draft Due 3/2)**

\_\_\_\_ (2pts) Used Times New Roman, 12 font, typed, black ink.

\_\_\_\_ (1pts) Double spaced.

\_\_\_\_ (1pt) Titled "Process Paper" (both P's are capitalized).

\_\_\_\_ (1pt) Skip a space between the title and first line.

\_\_\_\_ (1pt) Each paragraph is indented 1 tab.

\_\_\_\_ (1pt) Written in past tense.

\_\_\_\_ (1pt) Written as a group (if a group project).

\_\_\_\_ (3pts) The first paragraph explains how topic was chosen.

\_\_\_\_ (4pts) The second paragraph explains how research was conducted.

\_\_\_\_ (4pts.) The third paragraph explains how presentation type was selected and how project was created.

\_\_\_\_ (6pts) The fourth paragraph explains how the project relates to the NHD theme.

\_\_\_\_ **Total points out of 25**

## **Thesis Statement Development**

Due 1/29, each student must complete

1. How does your topic show a turning point in history?
2. Why is your topic an important turning point in history? The answer to this question will be your working thesis statement.
3. Working Thesis Statement:
4. What must be proven in order for this statement to be true?
5. What evidence will you need to support your claims?
6. Where might you find this evidence?
7. Where do you need more research? Divide this among your group members.