

# National History Day

## Rights and Responsibility in History





# National History Day in a Nut Shell:

## Theme, Topics, and Thesis



# History Day in a Nutshell

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- Students select a topic that relates to the annual theme
- Students research the topic using primary and secondary sources to develop a bibliography
- Students develop a thesis that they support with their research
- Students develop presentations from one of five possible categories: Exhibit, Documentary, Performance, Historical Paper, or Web Site
- Students can work as individuals or in groups



# Topic Selection

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- Can be world, U.S., state, or local history topics
- Teachers can limit topics to specific curriculum needs
- Teachers should approve topics
- Students should do preliminary research to determine amount of sources available



# Explaining the Theme: Rights and Responsibilities in History

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## ● Theme has three parts

- “Rights”
- “Responsibilities”
- “in History”

## ● What does “In History” mean?

- Topic must have historic perspective, historic effect
- Highly recommend not to choose a topic that has happened in the last 15 to 25 years

## ● Rights and Responsibilities

- Are “responsibilities” always attached to “rights?”
- Can some rights protect one group while hurting or disenfranchising others?
- There are different types of rights
  - Civil Rights
  - Economic Rights
  - Animal Rights
  - Are there other types?



# The “So What” Factor

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## ● Students Should Consider

- Time and Place
- Cause and Effect
- Change over Time
- Impact and Significance

## ● Do more than just describe what happened

## ● Draw Conclusions about how the topic affected

- Individuals
- Communities
- Nations
- The World



# How Do I Know What Changes My Topic Caused?

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## ◎ Research the historical background of your topic

- What were things like before your topic occurred?
- How were things different after your topic occurred?



# Suggested Topics

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Feeding Europe: The Rights and Responsibilities of American Citizens and the Volunteer Food Drive of World War I

After Brown: Southern Schools Integrate

Rights and Responsibilities in the Reconstructed South:  
Enforcing the 15<sup>th</sup> Amendment

Eminent Domain: The Rights and Responsibility of the Government Taking Private Property (TVA, Manhattan Project, National Parks, War Industry needs)

Civil Rights Topics . . . . .



# National Archives Online Primary Sources

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## ◎ National Archives Online Public Access

- <http://www.archives.gov/research/search/>

## ◎ Docsteach.org

- <http://docsteach.org/>



# The Historical Method?

## What is it?

### IT'S SORT OF LIKE THE SCIENTIFIC METHOD

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- ▣ Preliminary Research
- ▣ Form a Research Question or a Hypothesis
- ▣ Design an experiment to test the Question or Hypothesis
- ▣ Conclusion:
  - Was the Research Question Answered?
  - Was the Hypothesis Proven?

### BUT DIFFERENT

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- ▣ Preliminary Research
  - Mostly with Secondary Sources
- ▣ Form a Working Thesis Statement
- ▣ Design and Complete a Research Plan
  - Mostly with Primary Sources
- ▣ Form a Final Thesis Statement
- ▣ Conclusion: Was the thesis proven?



# The Difference Between Primary and Secondary Sources

## PRIMARY SOURCE

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- **Primary Sources are created during the historical time period that is being studied or created by people that lived during the time period being studied.**
- **These can include letters, autobiographies, government forms and reports, photographs newspaper articles, interviews, etc.**

## SECONDARY SOURCE

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- **Secondary Sources are created after the historical time period being studied by people that did not live through the time period being studied.**
- **These can include histories, text books, biographies, journal articles, photographs, newspaper articles, interviews, etc.**



# Thesis Development

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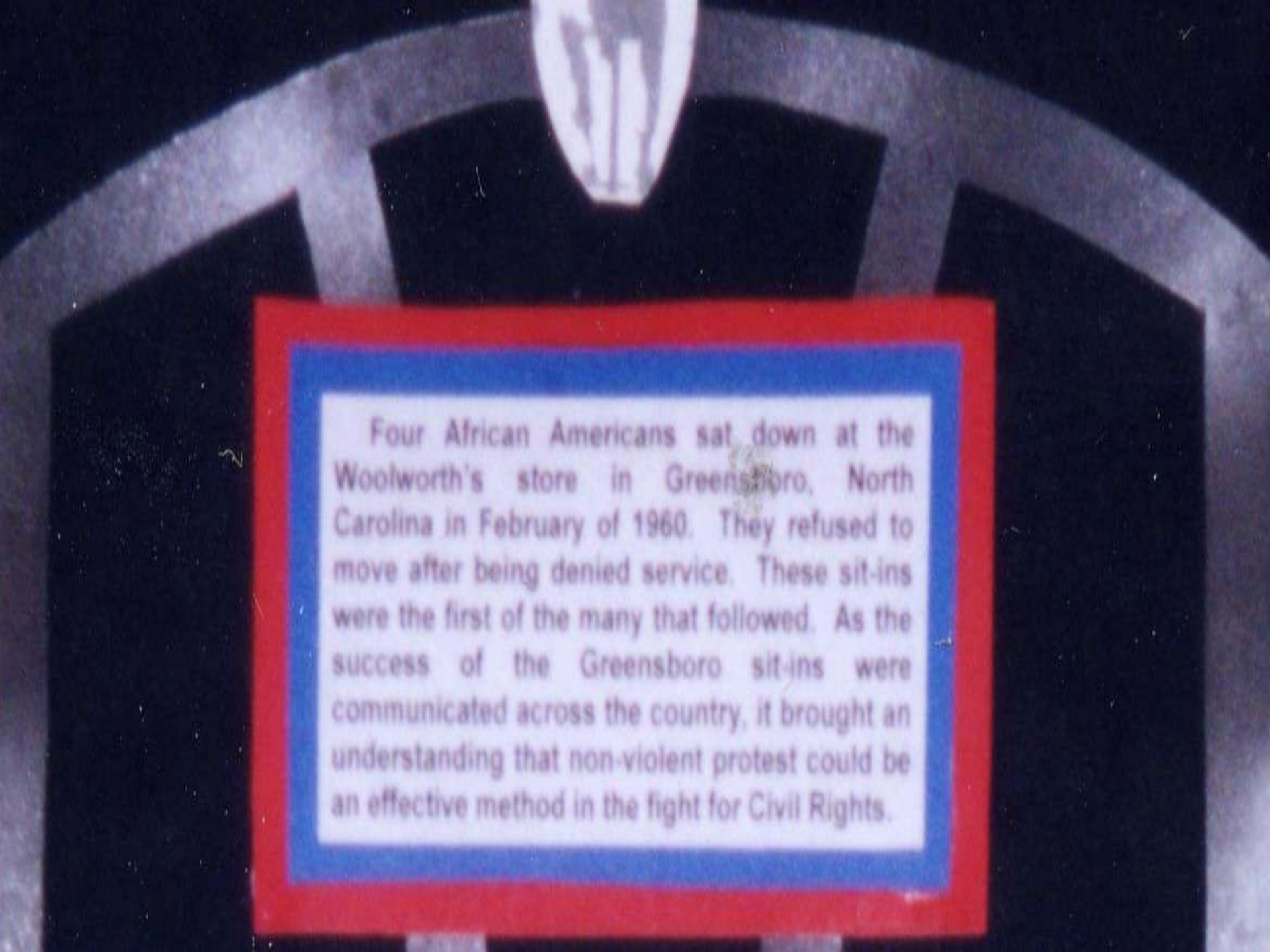
## ● Students use the historical method

- Preliminary research
- Thesis
- Research proves or disproves thesis

## ● Thesis Statement should

- Address the topic
- Relate to the theme
- Express impact of topic





Four African Americans sat down at the Woolworth's store in Greensboro, North Carolina in February of 1960. They refused to move after being denied service. These sit-ins were the first of the many that followed. As the success of the Greensboro sit-ins were communicated across the country, it brought an understanding that non-violent protest could be an effective method in the fight for Civil Rights.



# Thesis =

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## Topic + Theme + Impact

National History Day: What's your point? -  
YouTube



# National History Day Web Links

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- ◎ <http://www.nationalhistoryday.org/>
- ◎ <http://nhd.org/>
- ◎ [National History Day in Georgia —  
Georgia Humanities Council](#)
- ◎ <http://LaGrange.edu/nhd>



# Presentation Categories

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- Exhibit
- Documentary
- Performance
- Historical Paper
- Website



# Exhibit

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## ● Like a Museum Exhibit

### ● Maximum Size

- 6 ft. x 40 in. x 30 in.

### ● Word Limit

- 500 Student-composed Words

## ● The Challenge: To Blend Graphic Design with Written Script

- The 5-paragraph essay becomes the 6-part exhibit
- Introduction, Background, Beginning, Middle, End, and Conclusion



# Exhibit: Format Suggestion

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- Compare an exhibit to the 5-paragraph essay

- 5- paragraph essay

- Introduction
- Body of Argument
  - Beginning
  - Middle
  - End
- Conclusion

- But the Exhibit is in 6 parts:

- Introduction
- Background
  - Historical Context
- Body of Argument
  - Beginning
  - Middle
  - End
- Conclusion



# 3 panel exhibit in 6 Parts

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**Background**

**Introductory  
paragraph with thesis  
statement**

**End of Argument**

**Beginning of Argument**

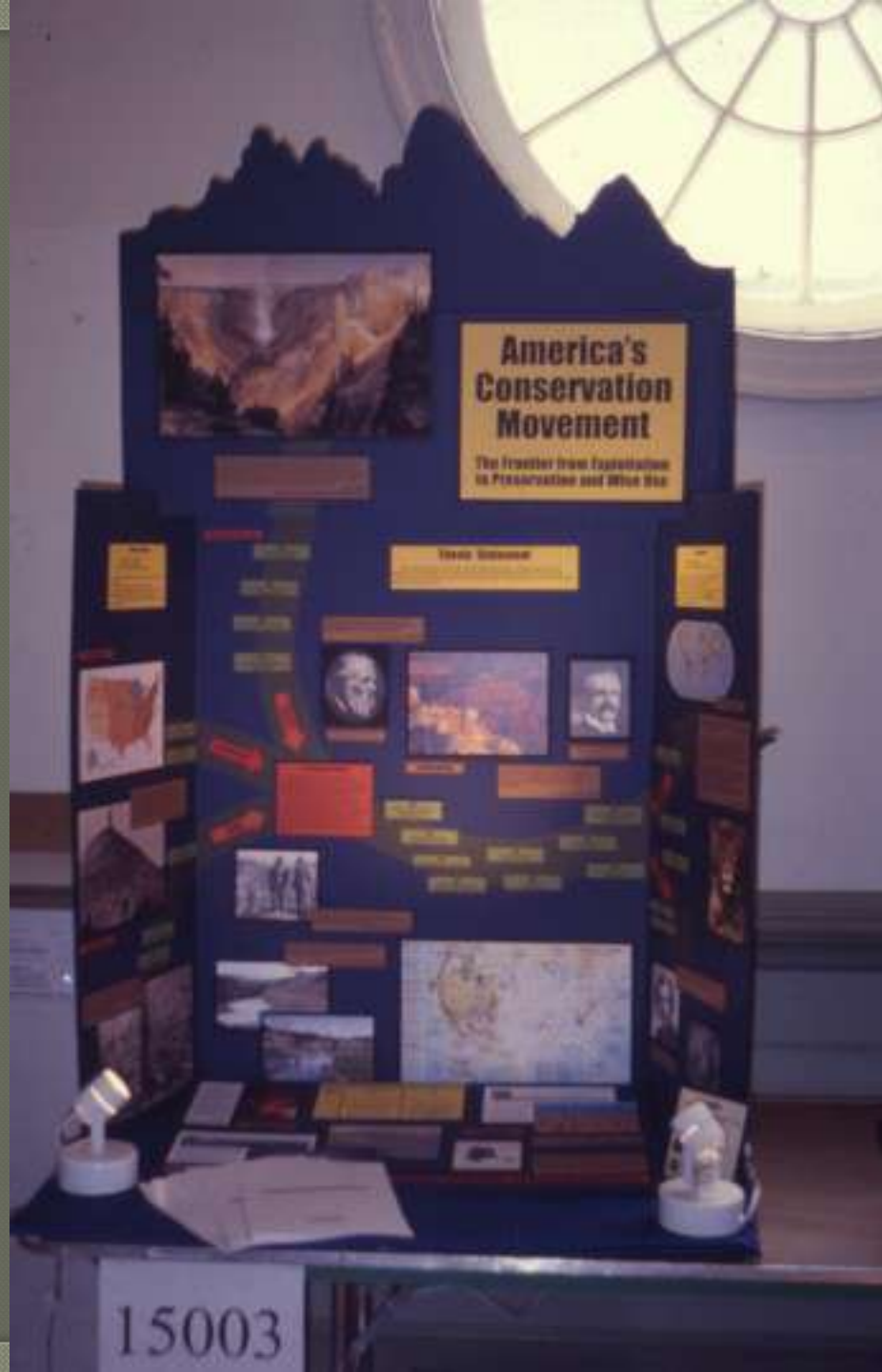
**Middle of Argument**

**Conclusion**











# CRADLE OF FORESTRY

AMERICA'S FRONTIER  
IN  
FOREST MANAGEMENT



1.8.2008

State of Texas	Employees in	Amount of Interest	Business
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First Elementary School

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

Thought &amp; more

Supplemental Table 1

Figure 1

### Timeline

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# SIGMUND FREUD: THE FRONTIER OF THE MIND

## Topic: The Mind



## Topic: The Cause Effects Theory and Mental Disorders



## Topic: A Pioneer of The Modern Era



## Topic: Contributions to Science



## Topic: Influence On World Culture









# BLUE JEANS

The Uniform of America



100% COTTON



A Stitch in Time...







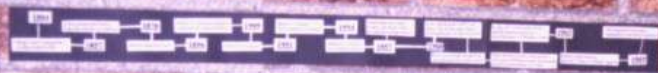
# WESTWARD HO!

THE OREGON TRAIL 1843-1869





# A TRUE AMERICAN HERO



WILLIAM FRANTZ  
PUBLIC SCHOOL



Don't 3  
Come out  
Back to  
Tennessee  
You're not  
welcome  
HERE  
No  
Colored  
People  
Go Home  
Poland



White  
Only

KEEP  
THIS  
SCHOOL  
WHITE

WE WON'T  
INTEGRATE

NO  
Colored  
HER

go back  
to your  
own  
school

Whites  
ONLY



# Documentary

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- Like watching the History Channel
- 10 Minutes or less
- Video, Power Point, Imovie, Movie Maker, Slide presentation, etc
  - Can mix programs
  - Photo Story 3 with Movie Maker
- The Challenge: Blending historic images (still and moving) with narrations and background music)
- YouTube - National History Day Documentary Finalist 2009



# Performance

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- A Dramatic Portrayal
- 10 Minutes or Less
- Students Write Script
- Find Props/Costuming
- The Golden Age of Radio: Turning Points in American Culture - YouTube
- The Challenge: Fill up the 10 minutes with solid history and good theatrical presence
- YouTube - The Walker Sisters vs. The Great Smoky Mountains
- The Turning Point That Made America Free Forever - YouTube



# Historical Paper

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- 1,500 to 2,500 Words
- 6 to 10 Pages Double-Spaced
- Traditional or Creative Writing
- The Challenge: Writing to Prove a Point
  - Organization
  - Verb Tense

National History Day  
Contest | Student  
Project Examples



# Web Site

- Original productions constructed using the NHD web site editor
- Maximum of 1,200 Visible Words
- Entire site may use no more than 100MB of file space.
- No Outside Links: Students may not use embedded material hosted elsewhere
- site must be viewable in a recent version of a standard web browser
- The Challenge: Present Historic Content in a Blending of Category Mediums
  - Student will use aspects of the Historical Paper, the Exhibit, and Documentary Categories
  - "The Emancipation Proclamation for the Disabled" – Title
  - The Voting Rights Act of 1965: One Vote, One Voice. – Title



# Impressing the Judges:

A Guide to Research  
and  
Creating the Knockout Bibliography



# Requirements

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## ● Annotated Bibliography


- MLA or Turabian format
- Divide into Primary and Secondary Sources
- Annotation describes how the student used the source
- With web sites, tell who put out the site in the annotation
- Have students develop bibliography as they work on their project

## ● Process Paper

- 500 words or less
- All categories except Historical Papers
- Not a historical essay
- Students answer four simple questions
  - Why they chose their topic?
  - How they did their research?
  - How they developed their entry?
  - How their topic relates to the theme?



# How Will Projects Be Evaluated?



**National History Day  
in South Carolina**

**Performance**

Run Off

Entry: \_\_\_\_\_

Time: \_\_\_\_\_

Title: \_\_\_\_\_

Room: \_\_\_\_\_

Judge: \_\_\_\_\_

Judging Criteria	Evaluation	Comments
(Judging criteria are explained in the STUDENT CONTEST GUIDE)	Superior      Excellent      Good	(strengths, area for improvement)
<b>Historical Quality (60%)</b>		
* Entry is historically accurate		
* Shows analysis and interpretation		
* Places topic in historical context		
* Shows wide research		
* Uses available primary sources		
* Research is balanced		
<b>Relation to Theme (20%)</b>		
* Clearly relates topic to theme		
* Demonstrates significance of topic in history and draws conclusions		
<b>Clarity of Presentation (20%)</b>		
* Presentation, written material is original, clear, appropriate, organized, articulate		
* Performers show good stage presence; props, costumes are historically accurate		
<b>Rules Compliance</b>	YES	NO
* Maintains time requirement (10 mins.)		
* Includes annotated bibliography		
* All equipment, effects are student-run		
* Other:		
<b>Overall Rating (Circle one)</b> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><i>Superior</i></span> <span><i>Excellent</i></span> <span><i>Good</i></span> </div>		



# Historical Quality 60%

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## ● Entry is historically accurate

- Judged in the project but the accuracy is built around secondary source research

## ● Shows analysis and interpretation

- Meaning: NHD projects are NOT Reports
- Have a thesis, stay focused on it, and use the data in the sources to support the thesis
- Judged in the project

## ● Places topic in historical context

- Understands the time and place (the setting) of the topic
- Judged in the project but built off secondary (and primary sources)



# Historical Quality 60%

## ● Shows wide research

- Judged by reading the Bibliography (and Process Paper)
- Meaning: Students used a variety of sources and not just the internet, visited more than just the school media center, and looked at different “types” of sources (letters, newspapers, interviews, etc)

## ● Uses available primary sources

- Judged by reading the Bibliography (and Process Paper)
- Students are not expected to travel to exotic research facilities around the world but should visit appropriate local facilities.
- It is fine to use the internet for primary source research

## ● Research is balanced

- Judged by reading the Bibliography
- Students looked at a variety of historical interpretations (secondary)
- Students looked at multiple sides of the event (primary)



## RELATION TO THEME 20%

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- Clearly relates topic to theme
  - Judged from the project
  - Have the theme central to the thesis and prove thesis
- Demonstrates significance of topic in history and draws conclusions
  - Judged from the project
  - The “So What” Factor

## CLARITY OF PRESENTATION 20%

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- Presentation, written material is original, clear, appropriate, organized, articulate
- (Category specific)
  - More than bells and whistles
  - High quality
  - Substance over Style



# Bibliographies

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- Every scholarly work needs a bibliography which is a list of sources used during the research process.
- Tell your students which Style Manual(s) will be accepted for the assignment
  - Historians use Turabian, English teachers use MLA
  - Teach your students the required information that is necessary for the creation of bibliographical citations even though it is stated in the specific Style Manual. This information is necessary for the note taking process.
  - NHD bibliographies are annotated.
  - An annotation either tells how the source was used in the final product or how it was used to bring a complete understanding of the topic.



# Necessary Citation Data for Traditional Sources

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- Author
- Title of work with subtitle
- Publishing Company or  
Journal/Magazine name
  - If Journal/Magazine list Volume and Issue
- City of Publication
- Date of Publication



# Necessary Citation Data for Electronic Sources

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- Author (if there is one)
- Title of Page
- Title or Owner of Site
- URL
- Publication or upload date (if there is one)
- Access Date



# Citation and Annotation

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## ● Citation (example):

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

## ● Annotation (Example):

● 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 feelings of the people involved.



# Eight Steps of Historical Research

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## ● **Step 1: Developing a paperwork management system**

- Organization is a key factor in successful research. The teacher should encourage students in the beginning stage of research to select a paperwork management system.



## Step 2: Selecting a Topic

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- Teachers should work with students to select a topic related to the annual theme. Brainstorming ideas or looking through the history textbook are great ways to begin thinking about potential topics. For ideas on theme connection and topic selection please see the NHD annual theme book.



## **Step 3: Background Reading for Historical Context**

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### **● Step 3: Background Reading for Historical Context**

- In the excitement of getting started students sometimes skip one of the most important steps, building historical context for their research topic. Take time to support students in reading widely about their topic. Look at several different history books about the time period in which the topic takes place.**



## Step 4: Narrowing Your Topic

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- Selecting a National History Day topic is a process of gradually narrowing the area of history (period or event) that interests the students.
- Theme: Rights in History
- Interest: Native Americans
- Topic: Treaty Rights
- Issue: Cherokee Treaty at New Echota



## Step 5: Gathering and Recording Information

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- To be responsible researchers, students must credit sources from which they gathered information. To begin the process, however, it is important for the student to collect the critical information from each source as they read: the author's name, title, publisher, and date of publication, and page number for quotes.



## Step 6: Analyzing and Interpreting Sources and the Topic's Significance in History

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- Historians do more than describe events. They analyze and interpret information gathered from their sources to draw conclusions about a topic's significance in history. Students should do the same. Therefore, teachers should help students to ask questions of their topic and their research, considering the following:
- Elements of change and continuity
- Historical context: economic, political, social and cultural atmosphere of the time period
- Encourage students to interrogate their sources:
  - Who created the source?
  - When was the source created?
  - What was the intent or purpose of the source?



## Step 7: Developing a thesis

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- The thesis statement is usually 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.
- 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



## Step 8: Finalizing an NHD research project

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◎ When research is completed and ready to present to an audience, ask students to review whether their work includes:

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



# Classroom Calendar

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## ● **September and October**

- Support students in choosing a topic.
- Help students decide if their project will be done individually or as a group.
- Guide students in reading a variety of quality sources.
- Help students narrow and ask questions of the topic (e.g. Can I do the topic in the amount of time allotted? Are there enough resources to support a research project on this topic?).

## ● **October, November and December**

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- Encourage students to read, read, read.
- Students need to begin analyzing sources.
- Help students develop a thesis.
- Explain formulating an interpretation and presenting research.

## ● **December and January**

- Introduce the possible methods of presentation: Web site, Performance, Exhibit, Documentary, or Paper and support students in being good decision makers.