National History Day 2018 Theme
Conflict & Compromise in History

National History Day (NHD) students will spend the 2017–2018 school year delving into a topic based on the theme Conflict & Compromise in History. You will ask questions that lead you down the path of discovery of not just what occurred, but how it occurred and, most important, why it happened and what the consequences were. As you set out to research your topic, you will discover the basic facts first, but then you will need to look deeper. You will go on to examine the factors that contributed to the development of your event, its influence on history, and the effect it had on the community, society, nation, and the world.

Each year National History Day uses a theme to provide a lens to study history. The theme is always broad enough so that you can select topics from any place (local, national, or world history) and any time period. Once you choose your topic, you investigate historical context, historical significance, and the topic’s relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

This year’s theme, Conflict & Compromise in History, requires you to view history through multiple perspectives. Compromise can sometimes prevent a conflict, but what happens when it does not? If a conflict occurs, how can compromise help to end the conflict? What happens if a failed compromise leads to an even larger conflict? Throughout this academic year, you will need to ask yourself these questions and more.

How can compromise prevent future conflict? Is compromise simple to reach? Compromise has been used to prevent future conflict, but that does not mean it was easy. Consider First Lady Eleanor Roosevelt’s work to create the Universal Declaration of Human Rights. Or look further back to the Constitutional Convention, when the Founding Fathers created the Connecticut Compromise to balance the needs of larger and smaller states. How did the individuals involved work together to create compromise? Were they able to ensure that these compromises would lead to continued peace? What did they need to give up in order for these compromises to occur?

What happens when a compromise lasts for only a short time? Many times a compromise works only for a short time, until the conflict bubbles to the surface again. In the years leading up to the American Civil War, there are many examples of the U.S. government working to compromise and prevent conflict. Think of the Three-Fifths Compromise or the Missouri Compromise. Do you believe the leaders felt that the peace they achieved through those compromises would last? Was war inevitable, or could those compromises have been more successful? Sometimes a compromise leads only to a pause in the larger conflict. Consider the actions of British Prime Minister Neville Chamberlain; did the compromise he proposed, known as appeasement, lead to World War II? Would that conflict have taken place even without appeasement? Did appeasement delay or hasten the onset of the war?

What happens when groups or individuals fail to reach a compromise? Does that always lead to conflict? Look to Australian history to see an example of what happens when a group fails to compromise. When British settlers first arrived in Australia, they happily traded and coexisted with the Aboriginal community. How long did that peaceful scenario last? What conflicts arose when the 1861 Crown Lands Act was established? Or consider Queen Mary I of England, a devout Catholic who refused to allow her subjects to worship as Protestants. How did her lack of compromise lead to conflict? How does history remember her today?

What happens when an attempt at compromise brings about a conflict? Sometimes an attempt to compromise can lead to a conflict. Mahatma Gandhi is remembered as one of history’s most famous peaceful protesters. Did a conflict ever result from his actions? The Salt Marches, led by Gandhi in 1930, began as a peaceful protest against British rule of India, but how did they end? Did that demonstration lead to conflict, and did the protesters manage to negotiate a compromise? Consider the fight by women in Great Britain for the right to vote. The three organizations led by women, the National Union of Women’s Suffrage Societies, the Women’s Social and Political Union, and the Women’s League, all had very different views on how to achieve the vote. What conflicts did they have with each other, and how did they use compromise to work together to achieve their goal?
What happens when neither side is willing to compromise? Compromise often results from conflict, but sometimes those involved in a conflict are unwilling to compromise. George Washington faced many conflicts, some of which were resolved through compromise, while others were not. The first conflict within the new United States of America was a risky uprising in 1794 by western Pennsylvania farmers rebelling against the liquor tax. What was Washington’s reaction to this revolt? Did he compromise with the Whiskey Rebels? Consider the Haitian Revolution, which began in 1791. What effect did this anti-slavery and anti-colonial insurrection have on the institution of slavery in the Americas and beyond?

How can compromise resolve an ongoing conflict? How has compromise been used to end conflict throughout history? Consider the peace treaties that typically end wars. How are such treaties created? What kinds of compromises must be forged to negotiate peace after a conflict? Think of the Potsdam Agreement. How did the Allied Powers of World War II work together to control Germany? How did that agreement end the conflict in Europe? How did that compromise affect international relations during the following years? Students interested in labor history will encounter conflicts in the form of strikes. The Pullman Strike of 1894, for example, pitted the Pullman Company and the U.S. government against the American Railway Union. What conflicts arose out of that strike? How did the government attempt to compromise once the strike ended? Another example is the conflict between factory owners and groups fighting for better working conditions for workers, as well as higher wages and shorter working hours. Muller v. Oregon was a landmark case in gaining shorter working hours for women. Were all the parties involved happy with that decision? Which group had to compromise in order to allow women the right to shorter work hours?

What causes conflict between people? Throughout history, differences in gender and race have resulted in numerous conflicts. The 15th Amendment was ratified in 1870, giving African American men the right to vote. Women sought suffrage as well; how did they compromise at that point in their struggle? What conflicts resulted throughout the nation? The American Civil Rights Movement was a long and difficult battle for equal rights for African Americans. Education was just one element. The Brown v. Board of Education decision ended segregation in schools. How did the courts compromise with both parties? How has that decision affected schools around the nation? Religion has often led to conflicts. The Crusades were religious wars that involved numerous nations for hundreds of years. How did that conflict begin? How was it resolved? The conflict between French Catholics and French Protestants during the late 1500s disrupted the peace and unity of France. King Henry IV signed the Edict of Nantes in 1598 to help restore unity. How did that edict help the French people? Were both sides satisfied with the compromise? Why or why not? Artists have created paintings, plays, and literature to depict the world around them throughout history. At times, their work sparked conflict by drawing attention to existing issues. Think of Upton Sinclair’s novel The Jungle, a groundbreaking work that opened people’s eyes to ethical issues within the food industry. How did the government react to the resulting outrage? What did officials create to appease both the people and the food industry?

No matter which topic you decide to research, be sure to place it within its historical context. Examine the significance of your topic in history and show development over time. Begin by reading secondary sources, and then move on to seek out available primary sources. Using your research skills, you should be able to clearly explain the relationship of your topic to the theme, Conflict & Compromise in History. Based on that understanding, you can develop quality papers, performances, exhibits, websites, and documentaries for National History Day.
U.S. HISTORY SAMPLE TOPICS

- The Canandaigua Treaty of 1794: Compromise After Conflict
- The Government Versus the Farmers: George Washington's Lack of Compromise in the Whiskey Rebellion
- The Treaty of Mortefontaine: Compromise to End the Quasi-War
- The Second Great Awakening: Religious Conflict Driving Social Compromises
- Conflicting Ideas over Religion: New Immigrants Challenging the Protestant Ideal
- Fighting in World War I and Not Compromising Ideals: The Harlem Hellfighters
- The Conflict of Monopoly and the Compromise of the National Association of Theatre Owners
- Social Conflict During War: Japanese Internment
- Conflicting Opinions, Compromised Values: The Vietnam Generation
- Rodgers and Hammerstein: From Lighthearted Musicals to Serious Social Issues
- Ronald Reagan and the Berlin Wall
- The Camp David Accords
- Theodore Roosevelt and the Completion of the Panama Canal
- The Connecticut Compromise: The Prevention of Conflict
- Opposing the War of 1812: The Hartford Convention
- No Taxation Without Representation: The Failed Compromise That Led to a Revolution
- Conflict in Salem: The Witchcraft Trials
- Preventing Conflict: The Compromise of 1850
- Antebellum Politics: The Nullification Controversy
- The Revolution of 1800
- The New York City Draft Riot of 1863
- The Indian Removal Act of 1830
- Reconstruction: Conflict and Compromise in the South
- The Compromise of 1877
- The Pullman Strike
- The Silver Question: Farmers Versus Industrialists
- The Burlingame Treaty and Chinese Exclusion
- The Big Three: Conflict and Compromise at Yalta
- Dollar Diplomacy: Ending Conflicts Through Economic Investment
- UAW v. General Motors: Sit Down for Compromise
- Conscientious Objectors in World War II
- Taking the Fight off the Ice: The Creation of the NHLPA
- The Truman Doctrine
- The Marshall Plan
- The Compromise to End All Conflict: The Kellogg-Briand Pact of 1928
EUROPEAN HISTORY SAMPLE TOPICS

- The End of Compromise: Boudicca's Fight Against Rome
- Charlemagne's Conquest and the Spread of Architectural Ideas
- The Crusades: No Compromise for Faith
- Martin Luther's Refusal to Compromise His Ideals
- Otto von Bismarck and the Unification of Germany
- The Congress of Vienna: The Legacy of Napoleon's Downfall
- The Edict of Nantes: Compromise to End Conflict
- For the Sake of Divorce: Henry VIII Versus Rome
- Bloody Mary: A Catholic Who Refused to Compromise
- Oliver Cromwell and King Charles I: Conflicts and Compromises
- Conflict at Sea: How the British Defeat of the Spanish Armada Changed the Face of Naval Warfare
- Isabella, Ferdinand, and the Spanish Reconquista
- Galileo: The Conflict and Compromise Between Science and Catholicism
- The Division of Berlin After World War II
- The Castle Hill Rebellion: Conflict Without Compromise
- The European Coal and Steel Community That Led to a Union
- George Fox and the Quakers: Conflict with Society, Compromise with a New Faith
- Selling Souls for Sugar: Slavery and the Sugar Islands
- The Conflicts and Compromises Needed to Unify Italy
- The Munich Agreement: Appeasing Conflict
- The Treaty of Versailles: Prelude to the Second World War
- Emmeline Pankhurst and Her Militant Struggle for Suffrage in Great Britain
- Henry II and Thomas Becket: A Conflict That Led to Compromise
- Catherine de' Medici and the Huguenots
- Conflict and Compromise in the Restoration of King Charles II of England
- The Troubles: The Conflict and Compromise of Ireland
- The Glorious Revolution: A Conflict That Led to the English Bill of Rights
- The Treaty of Madrid: The Compromise to End Conflict
- The Treaty of Paris: The Uneasy Peace of the Seven Years' War
- Settlement of New Land: Conflict and Compromise of the Treaty of Tordesillas
WORLD HISTORY SAMPLE TOPICS

• The Unbalanced Compromises of the Opium Wars
• King Rajaraja Chola I Conquers Ceylon
• Buddhism and Hinduism: Conflicting Ideas and Their Cultural Impacts
• Sikhs and Hindus: A History of Conflict and Compromise
• The Forced Compromise of the Boer Wars
• Conflicts over Religious Interpretation: Sunnis and Shi'ites in Islamic Tradition
• Conflicts over Borders Necessitate Compromise: The Indo-Pakistani War of 1971
• Constantine's Conflict and Compromise over the Date of Christmas
• The Paris Peace Accords: Compromises to End the Vietnam War
• The Conflict and Compromise of Repatriation of Ancient Artifacts: Howard Carter and King Tut's Treasure
• Athens, Sparta, and the Battle of Marathon
• The Rule of Akbar: "The Great Mughal" over India
• The Establishment of the Manchu Dynasty in China
• The Japanese Constitution of 1889
• The Crimean War
• The Six-Day War
• Colonization Conflicts: King Leopold's Vision in the Congo
• Resolution 181: The Conflict and Compromise of Creating a Nation
• United Nations Peacekeeping Missions: Compromising to Avoid Conflict
• The Iran Hostage Crisis: Coming to a Compromise
• Nelson Mandela and the Fight for Equality in South Africa
• "Men and women are equal; everyone is worth his (or her) salt": Mao Zedong's New Marriage Law
• Mikhail Gorbachev and Ronald Reagan: Ending the Cold War Through Conflict and Compromise
• King Bhumibol of Thailand: The Conflict and the Compromise of General Srimuang
• Desmond Tutu's Truth and Reconciliation Commission
• Zapatista National Liberation Army and the Conflict and Compromise of the 1994 North American Free Trade Agreement
• The Conflict and Compromise That Led to Rwanda's Arusha Accords
• The Conflict of Blood Diamonds and the Compromise of the Kimberley Process Certification Scheme
• The Internal Settlement: Conflict in Rhodesia Leads to the Compromise of Zimbabwe
• Filipino Insurrection: Compromise with America to Win a Conflict Against Spain
### TIMELINE FOR HISTORY DAY IN THE CLASSROOM

#### Quarter 1

<table>
<thead>
<tr>
<th>7th Grade Enrichment Courses</th>
<th>Extra Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• History Day materials (curriculum book, theme sheet, teacher resource guide, rule book) available from the Maryland History Day office or from district History Day coordinators</td>
<td>• History Day materials (curriculum book, theme sheet, teacher resource guide, rule book) available from the Maryland History Day office or from district History Day coordinators</td>
</tr>
<tr>
<td>• Teachers introduce History Day skills in the Historical Investigation Unit of Study</td>
<td>• Teachers make student packet materials available to interested students</td>
</tr>
<tr>
<td>• Students submit Status Reports #1 - #6 as part of the Historical Investigation Unit of Study</td>
<td>• Students complete and submit Status Reports #1 - #3</td>
</tr>
</tbody>
</table>

#### Quarter 2

<table>
<thead>
<tr>
<th>7th Grade Enrichment Courses</th>
<th>Extra Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students continue conducting primary and secondary research</td>
<td>• Students continue conducting primary and secondary research</td>
</tr>
<tr>
<td>• Students prepare initial drafts of projects, process paper, and bibliography and submit for review</td>
<td>• Students submit Status Reports #4 - #6</td>
</tr>
<tr>
<td>• Students submit Status Reports #7 - #8</td>
<td></td>
</tr>
</tbody>
</table>

#### Quarter 3

<table>
<thead>
<tr>
<th>7th Grade Enrichment Courses</th>
<th>Extra Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students finalize primary and secondary research</td>
<td>• Students finalize primary and secondary research</td>
</tr>
<tr>
<td>• Students complete and submit final projects, process paper, and bibliography</td>
<td>• Students complete and submit final projects, process paper, and bibliography (including Status Reports #7 - #8)</td>
</tr>
</tbody>
</table>

#### Quarter 4

<table>
<thead>
<tr>
<th>7th Grade Enrichment Courses</th>
<th>Extra Credit Students (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students complete the Self-Assessment assignments.</td>
<td>• Students complete the Self-Assessment assignments.</td>
</tr>
</tbody>
</table>

#### History Day Program – All Students

- Students complete county registration forms and submit to teachers
- Teachers submit registration forms to school History Fair Coordinators on **Friday, Jan. 19**
- School History Day coordinators digitally submit all registrations by 4:00 pm on **Friday, Jan. 26**
- Students continue research and improve entries
- Students participate in the Charles County HITS Expo History Day competition on **March 2 and 3** at St. Charles H.S.
- Advancers to state competition improve entries for Maryland History Day contest (registration deadline is March 28)
- State Workshop for 1st and 2nd place winners on **Thursday, March 8, 2018** at Davis Middle School
- Maryland History Day competition on **Saturday, April 28, 2018** at UMBC
- National History Day competition at the University of Maryland, College Park in **June 2018**
What is the Difference Between a Primary and a Secondary Source?

The basic definition of a primary source is: material written or produced by a participant in, or an eyewitness to the event that the students are investigating.

An example of this is:
- Lincoln’s Gettysburg Address
- Letters written by any historical figure
- Pictures from actual events

A secondary source is a book or article written by an author who is not an eyewitness or a participant in the historical event.

An example of this is:
- Reference book
- Periodical literature
- History textbooks
- Monographs
- Journal articles

Working with Primary Sources: Time and Place/ Bias

Time and Place:

To judge the quality of a primary source, historians use the “Time and Place Rule.” This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be.

Bias:

The historian’s second rule is the “Bias Rule.” It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened.

Questions to consider:

1. Did the recorder wish to inform or persuade others? Did she/he have reasons to be honest or dishonest?
2. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?
3. Was the recorder a neutral party, or did he/she have opinions or interest that might have influenced him/her?
Where Can Students Find Primary and Secondary Sources?

- School, public and college/university libraries
- Local historical societies, local and state archives
- Organizations
- Art Museums
- Around the community
- National archives and Records Administration
- Internet

By starting at the National History Day website at [www.nationalhistoryday.org](http://www.nationalhistoryday.org), students can connect to great online resources, including many online primary sources. Within the National History Day home page are links to:

- The National Archives and Records Administration
- The Library of Congress
- The Smithsonian Institution
- History Education Resources
- U.S. Holocaust Museum
- Colonial Williamsburg

Sites for Maryland history:

- Maryland Humanities Council’s “Interesting and Useful Links” ([www.mdhc.org](http://www.mdhc.org))
- Maryland State Archives ([www.mdarchives.state.md.us](http://www.mdarchives.state.md.us))

Sites devoted to history research:

- [www.pbs.org](http://www.pbs.org)
- [www.history.com](http://www.history.com)
- [www.ushistory.org](http://www.ushistory.org)
- [http://frank.mtsu.edu/~kmiddlet/history/women.html](http://frank.mtsu.edu/~kmiddlet/history/women.html) - Women’s History

Primary Source Materials:

- [http://history.searchbeat.com/](http://history.searchbeat.com/)

* Wikipedia is not a reliable source for History Day research and should not be used.*
What is a Footnote?

Footnotes are used in Historical Papers only. Footnotes explain to readers that ideas or quotations presented in the paper are not original to the writer. Footnotes not only give credit to the originators’ ideas, but also serve as “evidence” in support of students’ ideas. Usually, footnotes occur in three situations:

- Quoting a Primary Source: An example of this would be a selection from a speech or interview.

- Quoting a Secondary Source: If a student takes a direct quotation from someone’s books s/he must footnote it.

- Paraphrasing a Secondary Source: Even if the student changes the author’s ideas into his/her own words, s/he must footnote where s/he found this information.

Students may choose to use end notes rather than footnotes, following the MLA style.

BE SURE TO CHECK THE NATIONAL HISTOR DAY WEBSITE FOR RULES AND REGULATIONS FOR ALL PROJECTS!!
Historical Paper Information Sheet

- Historical papers should be no fewer than 1,500 words and no more than 2,500 words. This does not include notes, annotated bibliography, illustration captions and supplemental/appendix materials.
- Appendix materials must be directly referred to in the paper.
- Extensive supplemental materials are not allowed.
- Appendices should be limited and only include photographs, maps, charts, or graphs.
- Citations should be included as footnotes, endnotes, or internal documentation and are required for the historical paper.
- Citations must be in either Turabian or MLA style.
- Papers must be typed on 8.5 x 11 white paper. The paper should have 1 inch margins on all sides.
- The pages should be numbered and double-spaced with writing only on one side of the paper. Type size should be no more than 12-point and no smaller than 10 point font and should be stapled in the top left corner. They should not be in any type of binder or cover.
- The title page should not have any illustrations.
- After receiving access coded information, a copy of your paper and bibliography must be submitted to the website www.turnitin.com
Exhibit Information Sheet

- No larger than 40 inches wide, 30 inches deep, and 6 feet high
- Circular or rotating exhibits are fine, but cannot be more than 30 inches in diameter.
- There is a 500-word limit on all exhibits. Any student-created text that is part of the exhibit is included. This includes the title, subtitles, captions, graphs, timelines, media devices or supplemental materials such as photo albums or scrapbooks where the student uses their own words. (PRIMARY SOURCES ARE THE ONLY PART THAT IS NOT COUNTED)
- Media devices can be used but cannot be more than 3 minutes and are part of the 500-word limit.
- You must bring 4 copies of your process paper and 4 copies of your annotated bibliography with you to the county competition.
### Exhibit Format – an Idea, NOT a requirement

<table>
<thead>
<tr>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
</tr>
<tr>
<td>Give background information about some of the big ideas that lead into your main event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 sentences that argue a main point and includes all or most of the 5 W’s, the significance of your topic in history and connect to the theme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the short term impact of the main event. What happened in the weeks and months after?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Build Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>More specific information people will need to understand your thesis. Include events in the weeks and months before your main event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>The heart and center of your project. Focus on the main event, how it happened, who was involved and why.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“So What?”/Legacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the long term impact? Why do we still talk about this today? This is a good place to include something about how your topic ties to today.</td>
</tr>
</tbody>
</table>

- Use labels for the title and subtitle (if you have one), as well as other main ideas. When in doubt, put a label!
- Use construction paper, tag board, mat board to make subtitles stand out.
- Dark black lettering makes things easier to read.
- Do not clutter your backboard – things should be neat and organized.
- A successful exhibit has to be self – explanatory. Photographs, written materials, and illustrations should be easy to understand and follow. Captions help with this! *Think about it this way – if you look at something and don’t immediately understand it, you are probably going to keep moving on to something else.*
- Remember, this project is a historical investigation so make sure you include analysis of your topic (when in doubt, look at each part of your backboard and ask yourself “SO WHAT?” If you have answered that question throughout your backboard, you should be good to go!
Performance Information Sheet

- May not be longer than 10 minutes.
- Timing starts at the beginning of the performance after the group or performer has been introduced and the title has been given.
- Performances will be given 5 minutes to set up and 5 minutes to take down any props needed for the performance.
- Media devices can be used in the performance.
- Students must run all the equipment, special lighting or sound effects.
- The script should not be included in the written material given to the judge.
- You must bring 4 copies of your process paper and 4 copies of your annotated bibliography with you for the county competition.
Documentary Information Sheet

- May not be longer than 10 minutes.
- Documentaries will have 5 minutes to set up and 5 minutes to take down equipment.
- Timing starts when the first visual image appears or the first sound is heard.
- Timing will end when the last visual image or sound is concluded. (This will include any credits that you have.)
- Students are responsible for running all of the equipment. (This means all documentaries should be self-running.)
- Live narration or comments are prohibited before or during the documentary. If the documentary does not have narration built into it, you cannot add it during the presentation.
- Only the students in the group may have their voices on the documentary or participate in the documentary.
- The documentary must be an original production that the students created. It can have professional photographs, film, slides, recorded music, etc., but these items must be integrated into the presentation.
- A list of credits should be given at the end of the documentary. This should be a brief list and not a full annotated bibliography. All sources including music, images, film clips, interviews and books or websites using in the documentary should be cited properly.
- There can be no added visuals or exhibits to enhance your documentary.
- The documentary should not be interactive in any way.
- A copy of the documentary must be submitted digitally to the CCPS V:Drive by the History Day Coordinator by the registration deadline.
Web Site Information Sheet

- Students must go through the National History Day website (www.nhd.org) or (www.nhd.weebly.com) and access the NHD weebly website editor to create their projects. THEY CANNOT GO DIRECTLY TO (www.weebly.com) as it will not be transferable to the (www.nhd.weebly.com) website.
- Can not have more than 1,200 words that are student created.
- Citations, code used to build the site, and alternate text tags on images do not count toward the word limit.
- Citations that describe illustrations do not count towards the word count.
- Cannot exceed 100 MB of space, including all multimedia.
- One page must be a homepage. The home page must include participant(s) name, the title of the entry, student(s) age division, and a main menu that directs viewers to the various sections of your site.
- All pages must be interconnected with hypertext links. Automatic redirects are not permitted.
- The content and appearance of the page cannot change when refreshed. Random text or image generators are not allowed.
- Multimedia clips must not last longer than 45 seconds.
- Entry must be an original production by the student.
- Any sources used must be cited in the website. Footnotes, endnotes and internal documentation are required for these citations.
- The NHD web site editor has a full suite of site-building tools available, however the use of third-party tools is allowed. Any items constructed with third-party tools (Dreamweaver, iWeb, MS Expression) must be portable to and function correctly within the NHD website editor.
- The process paper and annotated bibliography are submitted as part of the website.
Status Report #1
Choosing Your Topic and Historical Context

What is this year’s History Day theme?

<table>
<thead>
<tr>
<th>Possible Topic #1</th>
<th>Possible Topic #2</th>
<th>Possible Topic #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Context</th>
<th>Historical Context</th>
<th>Historical Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who:</td>
<td>Who:</td>
<td>Who:</td>
</tr>
<tr>
<td>What:</td>
<td>What:</td>
<td>What:</td>
</tr>
<tr>
<td>When:</td>
<td>When:</td>
<td>When:</td>
</tr>
<tr>
<td>Where:</td>
<td>Where:</td>
<td>Where:</td>
</tr>
<tr>
<td>Why:</td>
<td>Why:</td>
<td>Why:</td>
</tr>
</tbody>
</table>

How does this topic relate to the theme:

| How does this topic relate to the theme: | How does this topic relate to the theme: | How does this topic relate to the theme: |
Status Report #2 (Pre-assessment)

1. What does “Conflict & Compromise in History” mean?

________________________________________________________________________________________

________________________________________________________________________________________

2. What is your topic?

________________________________________________________________________________________

________________________________________________________________________________________

3. How is your topic an example of this year’s theme?

________________________________________________________________________________________

________________________________________________________________________________________

4. Why does this topic interest you? What do you want to learn about your topic? Do you have any questions about your topic?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

5. Circle the format of your History Day project.

   **Individual Category:**  
   - Exhibit  
   - Documentary  
   - Website  
   - Performance  
   - Historical Paper

   **Group Category:**  
   - Exhibit  
   - Documentary  
   - Website  
   - Performance  
   - Group members: __________________________

   __________________________  

6. **Parent Signature:** I approve of my child’s topic selection, format and category he/she has chosen for the National History Day Project.

________________________________________________________________________________________

Parent/Guardian’s Signature          Date
<table>
<thead>
<tr>
<th>Historical Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Topic</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Events Which Occurred Right Before My Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key People</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political Climate (Briefly Describe)</th>
<th>Country</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
<td><img src="null" alt="Cell" /></td>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Conditions (Briefly Describe)</th>
<th>Country</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
<td><img src="null" alt="Cell" /></td>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social &amp; Cultural Climate of the Time Period (Briefly Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science &amp; Technology (Briefly Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts, Entertainment, Literature, Athletics (Briefly Describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="null" alt="Cell" /></td>
</tr>
<tr>
<td>Source Type (Circle one)</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>Diary</td>
</tr>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Photograph</td>
</tr>
<tr>
<td>Political Cartoon</td>
</tr>
<tr>
<td>Government Document</td>
</tr>
<tr>
<td>Speech</td>
</tr>
<tr>
<td>Autobiography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source Type (Circle one)</th>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>Textbook</td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>Biography</td>
<td></td>
</tr>
<tr>
<td>Photograph</td>
<td>Expert Opinion</td>
<td></td>
</tr>
<tr>
<td>Political Cartoon</td>
<td>Documentary</td>
<td></td>
</tr>
<tr>
<td>Government Document</td>
<td>Encyclopedia</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autobiography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the thesis statement for your paper. Your thesis will state your stance on the issue and illustrate how you intend to support your position. List 3 arguments that support your viewpoint on the topic.

<table>
<thead>
<tr>
<th>My Viewpoint:</th>
<th>Supporting Arguments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

**Essential Question:** What essential question can you ask about this topic that will guide you through the rest of your research?

*Examples of Essential Questions:*
- Did Great Britain lose more than it gained from its victory in the French and Indian War?
- Does the United States have an obligation to expand freedom and democracy?
- Is the suppression of public opinion during times of crisis ever justified?
Compose your thesis statement. This should be ONE CONCISE SENTENCE that clearly states your viewpoint and the supporting arguments you will use to prove it. Follow this formula to help compose your thesis:

**Clearly Stated Opinion + Specific Supporting Arguments = Thesis**

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

ASK!
*Have I clearly expressed my position?*
*Is my thesis specific and focused?*
*Will my thesis statement trigger thoughtful debate?*

TIP!
*Avoid writing in the first person.*
List each of the arguments you are making to support your thesis. Then, list 2-3 documented facts to support each of those arguments.

<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Evidence From Document Supporting The Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
List each of the arguments you are making to support your thesis. Then, list 2-3 documented facts to support each of those arguments.

<table>
<thead>
<tr>
<th>Argument 2</th>
<th>Evidence From Document Supporting The Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
List each of the arguments you are making to support your thesis. Then, list 2-3 documented facts to support each of those arguments.

<table>
<thead>
<tr>
<th>Argument 3</th>
<th>Evidence From Document Supporting The Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
List an argument you are making that **refutes** your thesis. Then, list 2-3 documented facts to support each of that argument.

<table>
<thead>
<tr>
<th>Counter-Argument</th>
<th>Evidence From Document Refuting The Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
# Status Report #6

**Topic Impact**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the country different because of the topic?</td>
<td></td>
</tr>
<tr>
<td>How is the world different because of the topic?</td>
<td></td>
</tr>
<tr>
<td>Is the country better off because of the topic?</td>
<td></td>
</tr>
<tr>
<td>And how?</td>
<td></td>
</tr>
<tr>
<td>Is the world better off because of the topic?</td>
<td></td>
</tr>
<tr>
<td>And how?</td>
<td></td>
</tr>
<tr>
<td>What significant event(s) have occurred because of the events or issues in your thesis statement?</td>
<td>Who was affected by the topic? And how?</td>
</tr>
<tr>
<td>Source Type (Circle one)</td>
<td>Primary Source</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Letter</td>
</tr>
<tr>
<td></td>
<td>Diary</td>
</tr>
<tr>
<td></td>
<td>Newspaper</td>
</tr>
<tr>
<td></td>
<td>Photograph</td>
</tr>
<tr>
<td></td>
<td>Political Cartoon</td>
</tr>
<tr>
<td></td>
<td>Government Document</td>
</tr>
<tr>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td>Autobiography</td>
</tr>
</tbody>
</table>

| Title                   |                |
|                        |                |
| Author                 |                |
| Web Address            |                |
| Copyright Date         |                |
| Date Used              |                |

<table>
<thead>
<tr>
<th>Source Type (Circle one)</th>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>Diary</td>
<td>Website</td>
</tr>
<tr>
<td></td>
<td>Newspaper</td>
<td>Biography</td>
</tr>
<tr>
<td></td>
<td>Photograph</td>
<td>Expert Opinion</td>
</tr>
<tr>
<td></td>
<td>Political Cartoon</td>
<td>Documentary</td>
</tr>
<tr>
<td></td>
<td>Government Document</td>
<td>Encyclopedia</td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Autobiography</td>
<td></td>
</tr>
</tbody>
</table>

| Title                   |                |
|                        |                |
| Author                 |                |
| Web Address            |                |
| Copyright Date         |                |
| Date Used              |                |
Status Report #7 (Writing the Annotated Bibliography)

Annotated Bibliography: Use this form to record information from your resources that you will use in your final project. Be sure to write your “annotation” for each source. You may type this rough draft if you prefer. *Remember that your final draft MUST be typed & separated into primary and secondary sources!

Primary Sources: (In alphabetical order by author’s last name.)

1. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Annotation: ____________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Annotation: ____________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Annotation: ____________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Annotation: ____________________________________________________
   ________________________________________________________________
   ________________________________________________________________
5.____________________________________________________________________

Annotation:____________________________________________________________________

Secondary Sources: (In alphabetical order by author’s last name.)

1.____________________________________________________________________

Annotation:____________________________________________________________________

2.____________________________________________________________________

Annotation:____________________________________________________________________

3.____________________________________________________________________

Annotation:____________________________________________________________________

4.____________________________________________________________________

Annotation:____________________________________________________________________
Please attach a paper with more citations if needed.

**Annotated Bibliography Reference & Examples**

**Book:**
Author’s name, last name first. *Full book title* [underlined or in italics] City of publication: Publisher’s name, year of publication.


**Website:**
Author’s name, last name first. [if given] “Article title.” *Title of database or website.* [italics] Publication date or last update. Place of access. Date of access, <URL>.


**Newspaper/Periodical:**
Author’s name, last name first. “Article title.” *Publication title* [italics] complete date of publication, edition [if given], section letter or number: page numbers.


**TV program:**
“Episode or segment title.” *Program title.* [italics] Name of the network. Call letters, city of local station [if any]. Broadcast date.

*Ex:* “One Laptop per Child.” *60 Minutes.* CBS. 2 December 2007.

**Interview:**
Interviewee’s name, last name first “Title of Interview.” Type of interview (telephone, email, personal, etc.). Date of interview.


**Photograph:**
Photographer’s name, last name first. *Photograph title.* [italics]. Name of collection or museum, city of collection or museum. *Name of website or title of book found* [italics]. Date of access. <URL>.

Sample Annotated Bibliographies:


I learned about what happened to the Cherokee Indians before and after they were forced on the “Trail of Tears”. I also learned about several important people from that time period. This was a great source.

Mulligan, Elizabeth. “Grandpa was an Indian Chief.” The St. Louis Post-Dispatch. 18 01. 1970: 4.

This interview about different accounts of the Cherokee “Trail of Tears” taught me about one of the families who experienced its horrors, but who also continued to maintain its proud cultural identity.


I learned about how difficult it was for the Cherokees to be forced to go on the “Trail of Tears” and how families were uprooted and mistreated. This was a very worthwhile source.
Name: ____________________________ Date: ________ Period: _____

Status Report # 8
(Writing the Process Paper)

Directions: You are required to write a 500-word process paper describing your project and the work you have done. Answer the four important questions below to compose your process paper – each question should equal one paragraph! Write your process paper on a separate sheet of paper!

**Remember there is a 500-word limit for the essay.**

Question 1
What is your topic? Why and how did you choose your topic?
This paragraph should also include a statement of your thesis.
(This should be a brief paragraph to serve as an introduction to the rest of your essay).

Question 2
How did you research and develop your topic (project)? What project format did you choose and why?
(This is also a brief paragraph giving an overall explanation of the work you have done – gone to the library, used the Internet, gone to museums, changes made etc.)

Question 3
How does your topic relate to this year’s theme?
(This paragraph should go into detail explaining the evidence you found that either proves or disproves your thesis statement.)

Question 4
What is the importance of your topic today? How has your topic changed history or life today?
(This paragraph should be in detail. You are analyzing why your topic is important – giving specific details and examples.)

Paragraphs 1 and 2 should be relatively short (no more than 4-5 sentences!), and paragraphs 3 and 4 should be longer, including all of the analysis you need to prove your thesis and complete your project.

Judges are looking for interpretation and analysis of your topic – not just a rewriting of the information you researched.

**Don’t forget to attach a final copy of your annotated bibliography to your process paper.**
History Day Culminating Activity
Quarter 4
Part 1 – Reflection Research

**Directions:** Below are the instructions for the CCPS History Day Reflection Research Assignment. Each student is required to complete this final research component on a separate sheet of paper. The Reflection Research Assignment can either be hand-written or typed. Please see your social studies teacher if you need clarification or help.

1. **Identify below three additional resources that were not used for your History Day project – but would provide important additional information about your topic.**

   Resource #1:

   Resource #2:

   Resource #3:

2. **Select one of the resources above. Summarize the information in the resource below.**

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
3. Explain below the reasons why this resource is an important addition to your research. Provide text examples from the resource as evidence.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. Describe whether these additional resources would or would not change your conclusions about your History Day topic.

_____ Yes, they would change my conclusions.

_____ No, they would not change my conclusions.

Explanation:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
**History Day Culminating Activity**  
**Quarter 4**  
**Part 2 - Self Assessment**

**Directions:** Below are the instructions for the CCPS History Day Self-Assessment. Each student is required to complete this self-assessment on a separate sheet of paper. The self-assessment can either be hand-written or typed. Some sentence starters are provided to help guide you through the writing process. Please see your social studies teacher if you need clarification or help.

1. **1st Paragraph:** Summarize what you did in this project.
   - “In this project, I…”
   - “The purpose of choosing this topic for History Day is…”

2. **2nd Paragraph:** What did you learn from this History Day project? Describe this in detail.
   - “I learned that when conducting historical research…”
   - “The History Day experience can be described as…”
   - “I experienced…__________... by participating in the History Day program.”

3. **3rd Paragraph:** What would you change about your project if you had to do the project again? Why?
   - “If I could do this project over again, I would…”
   - “I would change…__________... in my History Day project. The reason for this is…”
   - “A big improvement to my project would be…”

4. **4th Paragraph:** Any suggestions on improving History Day? Explain your reasoning for this.
   - “Benefits of the History Day process to students are…”
   - “The History Day process could be improved by…”
# History Day Reflection
## Scoring Rubric

**Teacher Name:** ________________________________________

**Student Name:** ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing the Project</td>
<td>Student completely summarizes the project with specific details</td>
<td>Student summarizes the project with some details</td>
<td>Student summarizes the project with only a few details</td>
<td>Student writes a one sentence summary</td>
</tr>
<tr>
<td>What Did You Learn Explanation</td>
<td>Student completely describes the research process, the experience, and what was learned with specific details</td>
<td>Student describes the research process, the experience, and what was learned with some details</td>
<td>Student describes the research process, the experience, and what was learned with only a few details</td>
<td>Student describes only one or two of the components of this paragraph with little or no detail</td>
</tr>
<tr>
<td>Changes</td>
<td>Student completely describes appropriate changes that could improve the project</td>
<td>Student describes appropriate changes that could improve the project</td>
<td>Student describes the changes with only a few details</td>
<td>Student provides little information about changes or all changes cited are inappropriate</td>
</tr>
<tr>
<td>Improvements for History Day</td>
<td>Student completely describes student benefits and appropriate changes that could improve the History Day Program</td>
<td>Student describes student benefits and appropriate changes that could improve the History Day Program</td>
<td>Student describes only a few student benefits and changes that could improve the History Day Program</td>
<td>Student provides little information about benefits or program changes, or information provided is inappropriate</td>
</tr>
</tbody>
</table>