

National History Day

Student Worksheet Packet

Fall 2015

Theme

Exploration, Encounter, and Exchange in History

Bolly / Ehrke / Krychowiak / Melik / Santacroce / Weisse

National History Day Project – Overview / Basic Requirements

The Project: An Overview

Students will complete a National History Day research project using both primary and secondary sources on a topic of their choosing that relates to the theme [exploration, exchange, and encounter in history](#). The key resources for you are all located at the following website. Be sure to bookmark it on your school account and at home.

<http://www.wisconsinhistory.org/Content.aspx?dsNav=N:1120>

Project Requirements

Gathering Information

1. Distinguish primary and secondary sources and explain the strengths and weakness of each
2. Identify a broad topic, complete preliminary notes, and begin to develop a historical question
3. Complete research on historical context and refine / revise the historical question.
4. Develop a tentative thesis statement (the tentative answer to the historical question) to guide your research.
5. Conduct research and take notes using EasyBib, an online resource available through the Nicolet Library

Processing Information

6. After reviewing your notes, develop the final thesis statement
 - the thesis will be placed on your notes and outline page in EasyBib
 - as your research progresses, you may want to edit the thesis to reflect your answer to the historical question
7. Develop a rough draft of your National History Project
8. Create an annotated bibliography for your project.

Applying the Information

9. Create your final project and present your research to the class.

Name:

Date:

Step 1 - IDENTIFYING PRIMARY AND SECONDARY SOURCES

1. In your own words, what is the definition of the term *primary source*?

What are two examples of a primary source in your life? Explain why each is a primary source.

A.

B.

2. In your own words, what is the definition of the term *secondary source*?

What are two examples of a secondary source in your life? Explain why each is a secondary source.

A.

B.

3. Imagine that you are doing your National History Day project on Susan B. Anthony and her contributions to the woman's suffrage movement. Anthony, along with many others, worked hard for almost 100 years to get women the right to vote. Their work finally paid off in 1919 with the passage of the 19th amendment.

Take a look at the following sources related to this topic and classify them by circling either primary or secondary:

- | | | | |
|----|---------|-----------|--|
| A. | Primary | Secondary | A letter from Susan B. Anthony encouraging support for woman's suffrage. |
| B. | Primary | Secondary | The text of the 19 th Amendment. |
| C. | Primary | Secondary | A newspaper article written at the time of the event describing a suffragette rally. |

D.	Primary	Secondary	An interview done with a historian about Susan B. Anthony's life.
E.	Primary	Secondary	Your United States history textbook.
F.	Primary	Secondary	An encyclopedia article about Susan B. Anthony
G.	Primary	Secondary	A book by a historian about the woman's suffrage movement, published in 2005
H.	Primary	Secondary	A photograph of women protesting for the right to vote from the early 1900s
I.	Primary	Secondary	A web site describing the events of Susan B. Anthony's life, written by a librarian in Madison, Wisconsin in 2007

Web site needed: http://phschool.com/curriculum_support/ss_skills_tutor/

- Click on Go
- Look for the "Critical Thinking and Reading" section
- Click on "Analyzing Primary and Secondary Sources"
- Complete the activity at Level 1
- Follow the directions provided on the site and answer the questions on the next page

Name:

Date:

Step 2 - BROAD TOPIC SELECTION WORKSHEET / PRELIMINARY NOTES / HISTORICAL QUESTION

STATE YOUR TENTATIVE BROAD TOPIC

1. State your preliminary topic below AND explain how it ties to the NHD theme, [Exploration, Exchange, and Encounter in History](#)
 - a. topic:

 - b. how it ties to theme (be sure to explain this clearly and completely using the words from the theme):

FORMULATE YOUR TENTATIVE HISTORICAL QUESTION

Create a historical question that will guide your reading and help you establish a purpose for reading / note taking by tying your topic to the theme. For example

- If my topic is Milwaukee's former mayor, Frank Zeidler, my historical question / purpose for reading / prompt is as follows: What was Frank Zeidler's legacy, or what lasting impact did he have on Milwaukee?
 - If my topic is Jackie Robinson, the first black baseball player in the Major Leagues, my historical question / purpose for reading / prompt is as follows: How did Jackie Robinson's success break the color barrier in baseball.
2. Now, state your historical question / purpose for reading / prompt below.

COMPLETE PRELIMINARY RESEARCH AND TAKE NOTES

The purpose of completing preliminary research is to make sure that you can locate information on your tentative topic and that you enjoy the topic once you have read more about it. It is ok to change topics, but this gets harder to change topics the farther along you are in terms of the project

3. Complete preliminary research on your broad topic by
 - finding information and taking notes from each of the following types of sources below:

- two books (may be from just a chapter or a part of a book)
<http://www.nicolet.us/academics/library.cfm#d80712>
- one encyclopedia, (Wikipedia is NOT an encyclopedia, please use one from the online databases provided by Nicolet)

*****Grollier Multimedia/Encyclopedia Americana**
To access Grollier from home you must complete the remote login form accessible via Nicolet's Online Resources webpage. Access information will be sent to your email account.

- two sources from the database E library, not including encyclopedia entries

Electric Library Classic
ELibrary Science
<http://www.proquestk12.com>
User Name: 92-1181REMOTE
Password: bigchalk

- two articles from the database Historical Newspapers

Historical Newspapers
<http://www.proquestk12.com>
User Name: 92-1181REMOTE
Password: bigchalk

- completing one AVID 9.2, “focused note-taking for a Single Source” for each of the above sources; this means that you will turn in seven AVID 9.2 sheets.

Once you have completed your notes, be sure to answer the questions on the next page.

Now that you have completed preliminary research, please answer the questions below.

1. List two possible ways you could limit or narrow your topic. Be sure to think about the NHD theme as you do this.

a.

b.

2. Think about the evidence you have gathered thus far and look at the ways in which you narrowed your topic above. Which of the narrow topic ideas above could you best support? Explain your answer.

3. What interests you most about this topic?

4. Now, in light of your preliminary research and your answers above, write your narrow topic idea in the space below. Remember, you can still change or alter this narrowed ideas later on. Explain why you have chosen this topic

Name:

Date:

Step 3 - HISTORICAL CONTEXT / HISTORICAL QUESTION

Topic:

Historical Question:

Consider that everything in history is a puzzle comprised of a series of events. The events that happen are a careful fit to the others surrounding it. Therefore, you cannot fully understand one piece of history without thinking about its context. Historical context is the “Big Picture” or the people, places, ideas, and events that happen before, during, and after the topic you are examining. Understanding the historical context will help you find the best evidence to support your project. Once you have considered historical context, you will be asked to re-write your historical question.

Note, if you have a relatively recent topic (last 200 years) the Historical Newspaper database is a great source. Be sure to use the timeline part of the site.

Historical Newspapers
<http://www.proquestk12.com>
User Name: 92-1181REMOTE
Password: bigchalk

Think about your topic and answer the questions below.

1. What is the time frame /span for your topic?
2. What is the setting (setting is where – this can be narrow, like a city; or broad, as in a country) for your topic?

How was the setting significant to your topic?

3. Main events occurring before your topic that are related to your topic:

Events	How the event relates to your topic

4. What people, ideas, or events took place at the same time as your topic that are related to your topic?

People, ideas, events	How related to your topic/

5. What were the immediate results of your topic, or what changed because of your topic?

Long term change	How impacted by your topic

6. Why was your topic significant in history?

GO TO NEXT PAGE

REFINE / EDIT YOUR HISTORICAL QUESTION

Think back to the examples of historical questions provided to you when you were conducting preliminary research. Here are those historical questions, along with revised questions that incorporate historical context

- Topic: Milwaukee's former mayor, Frank Zeidler
 - Original historical question: What was Frank Zeidler's legacy, or what lasting impact did he have on Milwaukee?
 - Revised historical question that includes historical context: How did Frank Zeidler's Socialist ideas impact Milwaukee in the aftermath of World War II?
 - Topic: Jackie Robinson, the first black baseball player in the Major Leagues
 - Original historical question: How did Jackie Robinson's success break the color barrier in baseball.
 - Revised historical question: How did Jackie Robinson's debut in Major League Baseball, in the immediate aftermath of World War II increase opportunities for black athletes during the 1950s and 1960s.
7. Now, look back at the historical question you wrote down on page one. In light of the historical context, rewrite the historical question so that it better incorporates the historical context.

Name:

Date:

Step 4 – **TENTATIVE THESIS**

State your broad topic:

State your narrow topic:

State your final historical question:

State your thesis statement. See the information below to help you craft your thesis and better understand the role of the thesis:

WHAT’S YOUR POINT?—DEVELOPING A THESIS STATEMENT

A thesis statement is not the same as a topic. Your thesis statement expresses your opinion about the impact and significance of your topic. Generally, think of the thesis as the answer to your historical question. Researchers start out with a topic, but they usually don’t have a thesis statement right away. Instead, they develop their thesis over time as they learn more about their topic and make judgments about the evidence they find.

A good thesis statement does three things:

- **Addresses a narrow topic**
- **Expresses an opinion**
- **Evaluates significance**

For a demonstration, check out the building of the thesis statement below:

Step 1: “Immigration to Milwaukee.”

This is not a thesis statement yet because it doesn’t address a specific, narrow issue related to immigration to Milwaukee. What will the project examine? Health and sanitation in immigrant neighborhoods? Labor issues? The polka? There are thousands of immigration topics that a historian could research about Milwaukee. This topic needs to be narrowed quite a bit before it can be used to build a thesis.

Step 2: “Lizzie Black Kander and Jewish immigration to Milwaukee from 1880–1920.”

This is a nice and narrow topic, but it’s still not a thesis. This phrase expresses no opinion and makes no argument about the significance of Kander and Jewish immigration.

Step 3: “Lizzie Black Kander used her cooking classes and The Settlement Cookbook to teach Milwaukee’s Jewish immigrants about American culture.”

This sentence is close to a thesis statement, but it isn’t quite there yet. The researcher now shows an opinion about the purpose of Kander’s work, but still doesn’t tell us why the topic is significant. What effects did The Settlement Cookbook and her cooking classes have? How did Kander’s actions change the lives of Jewish immigrants?

Step 4: “Through her cooking classes and The Settlement Cookbook, Lizzie Black Kander introduced Milwaukee’s Jewish immigrants to American culture, helping them assimilate and avoid ethnic discrimination.”

We have a winner! This thesis looks at a narrow topic, expresses an opinion, and evaluates the significance of the topic. A History Day project based on this thesis statement would discuss Kander’s work and show evidence that she helped immigrants assimilate and avoid discrimination.

Testing Your Thesis

A thesis statement expresses an informed opinion. To test the strength of your thesis, think about what an opposing opinion might be. If someone could argue that your topic is not significant to geographers, or that it is significant for a different reason, how would you argue against their interpretation? Why is your view stronger? Visualize and organize your ideas. Now consider the strength of each argument. Do you need more evidence to support your thesis statement? How will you deal with evidence that supports opposing arguments? Thinking about questions like these can help you decide what the next step in your research process should be.

My thesis:

Opposing arguments:

Evidence that supports my argument:

Evidence that supports opposing arguments:

Which argument is strongest?

NHD CONTRACT
NATIONAL HISTORY DAY AGREEMENT Individual Contract

Name:

Topic:

Tentative Project Category (exhibit, performance, paper, website, or documentary):

Date Final Project Is Due:

I will complete an individual entry in National History Day. I understand that along with the freedom and independence of an individual entry, I will have to complete all aspects of the entry on my own without help from other students. I also have reviewed the National History Day rules and regulations with my parents/guardians and understand all requirements of the event.

Student Signature: _____

Date: _____

I have received the National History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to participate in National History Day.

Parent/Guardian Signature: _____

Date: _____

NATIONAL HISTORY DAY AGREEMENT Group Contract (Maximum of 2 students unless you have teacher permission; no groups for paper category)

Names:

Topic:

Tentative Project Category (exhibit, performance, paper, website, or documentary):

Date Final Project Is Due:

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Choose your group carefully.

The group agrees to share equally in all work and in all expenses. Money may not be spent unless all members are consulted. All prize monies will be split evenly among the students. We agree to work together to complete our National History Day entry. We have reviewed the National History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

I have received the National History Day have reviewed them with my son/daughter. S/he has my permission to participate in National History Day.

Print Name	Student Signature and Date	Corresponding Parent / Guardian Signature and Date

Steps 5 & 6: **RESEARCH AND FINAL THESIS**

Tools you will need to conduct your research

1. [Databases, especially E Library, ABC-CLIO and Historical Newspapers](#)
2. [Imagine Easy Scholar](#)
3. [Expectations / Rubric](#)
Take a look at the rubric linked above. Your notes must meet at least the proficient level before you will be able to move to the next step.
4. [Annotated Bibliography](#)
You will be creating an annotated bibliography as you complete your research. If you need more information on annotated bibliographies, take a look at the link website.

Step 8 – ROUGH DRAFT / ANNOTATED BIBLIOGRAPHY

1. **Project Expectations:**

Begin by reading the project category overview based on the type of presentation you have chosen (exhibit, website, performance, documentary). All of the guideline are located at the following website:

2. **Review sample projects:**

Take a look at sample projects to help guide your own work. Samples are available at the following website:

3. **Prepare to turn in annotated bibliography.**

Your annotated bibliography should be complete in Imagine Easy Schoar Proof read it and print it, as you will need to submit a hard copy with your rough draft. Take a look at the following if you have any questions about your annotated bibliography:

4. **Expectations / Rubric**

Take a look at the rubric on the next page. Your notes must meet the expectations in proficient or above columns before you will be able to move to the next step.

What you will submit:

1. **A hard copy of your annotated bibliography**

2. **The following, depending on your project category**

- **website – send a link of your website to your teacher via email**
- **exhibit – turn in the mock up provided in the exhibit category overview packet**
- **performance – turn in a script**
- **documentary – turn in the documentary on a flash drive; assume the flash drive will not be returned**