

MY NHD PROJECT (HONORS)

NAME: *SHAWA CSTEP*

PARTNER(S):

TOPIC: *MIDDLE AGES WOMEN*

- Context Paragraph**
- Seven Reliable Sources (p. person)**
- Topic Summary Paragraph**
- NHD Theme Paragraph**
- Thesis Statement**
- Thesis Supporting Paragraphs**
 - One**
 - Two**
 - Three**
- Conclusion**
- Annotated Bibliography**
- Process Paper**
- Present!**

NHD Checklist (HONORS)**Due Date**

- | | |
|---|----------------|
| <input checked="" type="checkbox"/> Write Context Paragraph | Jan. 9 |
| <input checked="" type="checkbox"/> Research Source #1 | Jan. 10 |
| <input checked="" type="checkbox"/> Complete Summary Outline | Jan. 10 |
| <input checked="" type="checkbox"/> Write Summary Paragraph | Jan. 16 |

STOP! Check in with a teacher. Teacher signature: _____

- | | |
|--|----------------|
| <input checked="" type="checkbox"/> Complete NHD Theme Worksheet | Jan. 17 |
| <input checked="" type="checkbox"/> Write NHD Theme Paragraph | Jan. 18 |
| <input checked="" type="checkbox"/> Choose Guiding Question | |
| <input checked="" type="checkbox"/> Research and closely read Source #2 | Jan. 24 |
| <input type="checkbox"/> Give and receive feedback | |

STOP! Check in with a teacher. Teacher signature: _____

- | | |
|---|----------------|
| <input checked="" type="checkbox"/> Write Thesis Statement draft | Jan. 28 |
| <input checked="" type="checkbox"/> Write Thesis Statement second draft | Jan. 30 |
| <input checked="" type="checkbox"/> Research and closely read Sources #3-4 | Feb. 1 |
| <input checked="" type="checkbox"/> Write Thesis Supporting Paragraphs 1 and 2 | Feb. 7 |

STOP! Check in with a teacher. Teacher signature: _____

- | | |
|---|----------------|
| <input checked="" type="checkbox"/> Research and closely read Sources #5-6 | |
| <input checked="" type="checkbox"/> Write Thesis Supporting Paragraph 3 | Feb. 11 |
| <input checked="" type="checkbox"/> Write Conclusion | Feb. 15 |
| <input checked="" type="checkbox"/> Draft/outline Final Product | |
| <input checked="" type="checkbox"/> Create Final Product | |
| <input checked="" type="checkbox"/> Compile Annotated Bibliography | Feb. 25 |
| <input checked="" type="checkbox"/> Write Process Paper | Mar. 4 |
| <input type="checkbox"/> Present at National History Day!! | Mar. 8 |

Notes:

- Dates may change due to class schedules, snow days, accommodations, etc.
- When a checklist item is completed, students should research and read sources

Context Paragraph

This is the first part of your National History Day project you will complete! Due Jan. 9

Task: Write a five-sentence paragraph about the Middle Ages to provide CONTEXT (background knowledge) for your National History Day project. Use your **notes** and **Middle Ages Readings packet**. Make sure your paragraph answers the following questions:

1. When and where were the Middle Ages? *between 450 to 1400*
2. What happened during the Middle Ages? *the bubonic plague*
3. What was the government like during the Middle Ages? *was lack of government*
4. Why do some historians call the Middle Ages a Dark Age? Should it be known as a Dark Age? *because Europe went through a time of barbarism, civilization slipped back into savagery, and Europe entered a great decline in commerce*

Context: The Middle Ages

The Middle Ages ~~are~~ was a time period between 450 to 1400. The Middle Ages was also known as the Dark Ages. During the Middle Ages was a time for the absence the Bubonic Plague (and death). There was lack of government. It should be known as a Dark Age because Europe went through a time of barbarism, civilization slipped back into savagery, and Europe entered a great decline in commerce.

Rubric:

Learning Target	Required Elements	Score
HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.	<input checked="" type="checkbox"/> Paragraph with 5 or more sentences	3
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<input checked="" type="checkbox"/> Three or fewer errors	3
HIST-RES-1: I can build background knowledge on a research topic.	<input checked="" type="checkbox"/> No incorrect information <input checked="" type="checkbox"/> Relevant information <input checked="" type="checkbox"/> Thorough and complete	3

NHD Source Tracking Sheet (Honors)

Requirement: AT LEAST 7 reliable, relevant sources READ and ANNOTATED

1	Source Title: WOMAN, MEDIEVAL	Author(s)/Editor(s): Helman
	Date Published: 2017	Company: The Hutchinson Unabridged Encyclopedia
	Website Name: CREDO SOURCE	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?
2	Source Title: MEDIEVAL WOMEN	Author(s)/Editor(s): ANDREW LANGLEY PUBLISHING
	Date Published: 2011	Company: DORLING KINDERSLEY
	Website Name: CREDO SOURCE	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?
3	Source Title: THE SUBJECTION OF WOMEN	Author(s)/Editor(s): TOM BUTLER - BOWDEN
	Date Published: 2017	Company: THE CLASSICS SOURCE
	Website Name: CREDO SOURCE	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?
4	Source Title: FEMALE COMBAT AND DEATH IN THE MIDDLE AGES	Author(s)/Editor(s): VERN BURGOUTH and CHRISTOPHER LINDSAY
	Date Published: 1980	Company:
	Website Name: JSTOR	Publisher: The University of Chicago Press
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

WOMEN'S VOICES IN THE MIDDLE PERIOD

5	Source Title: <i>Discarding</i>	Author(s)/Editor(s): <i>Mary Wellstone</i>
	Date Published: <i>2017</i>	Company:
	Website Name: <i>British Library</i> ←→	Publisher: <i>bl UK .com</i>
	<input checked="" type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?

6	Source Title: <i>The Late Middle Ages</i>	Author(s)/Editor(s): <i>Adam Wray</i>
	Date Published: <i>2012</i>	Company: <i>REFERENCE POINT PRESS</i>
	Website Name: <i>BOOK</i>	Publisher:
	<input checked="" type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?

7	Source Title: <i>Women in the middle ages</i>	Author(s)/Editor(s): <i>Stephanie Bell 2011</i>
	Date Published: <i>Apr 24, 2012</i>	Company:
	Website Name: <i>video youtube .com</i>	Publisher:
	<input checked="" type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?

8	Source Title: <i>The Guild Masters</i>	Author(s)/Editor(s): <i>Andrew Langley</i>
	Date Published: <i>2011</i>	Company:
	Website Name: <i>Crabro Source</i>	Publisher:
	<input checked="" type="checkbox"/> Have you added this source to MyBib?	<input checked="" type="checkbox"/> Have you annotated and taken notes on this source?

NHD Topic Summary Sheet

Due Jan. 10

My topic: MIDDLE AGES WOMEN

WHO is the person or group you are studying? (ex. Mansa Musa of Mali)

women in the middle ages.

WHAT did they do? **WHAT** happened? (ex. Mansa Musa is thought to be the richest person of all time. He travelled throughout the Middle East spreading gold on his hajj to Mecca.)

women ran businesses and became skilled craftsmen. women had to give up their independence and become possessions in law of their husbands.

WHEN did this happen? **WHEN** did they live? **WHEN** were they important? (ex. Mansa Musa ruled from 1312 to 1337)

this happened between the 14th - 15th centuries. Margaret Paston lived 1411-47 and was important because she defended her family property against attacks by aimed suitors.

WHERE did this happen? **WHERE** did this person/group live? (ex. Mansa Musa ruled the Kingdom of Mali, where modern-day Mali is.)

in Europe, a estate farm.

Summary Paragraph Example:

Due Jan 16

Joan of Arc was born in Domrémy, France in 1412 and died in Rouen, France on May 30, 1431. She is most notably known for being a leading figure in the Hundred Years' War between France and England, which occurred from 1337 - 1453. The Hundred Years' War was caused by England attempting to take over the French throne. In turn, the French declared war in order to regain power. Joan of Arc began hearing voices when she was around 13-14 years old. She believed these voices were from God. This led her to believe she was meant to help the French win the war against the British.

Topic Summary:

^{Some} WOMEN IN THE MIDDLE AGES. THEY RAN
 BUSINESSES AND BECAME SKILLFUL CRAFTSMEN.
^{Meaningful} WOMEN HAD TO GIVE UP THEIR FREEDOM AND
 BECOME DEPENDENT ON THEIR HUSBANDS. THIS HAPPENED
 BETWEEN THE 11th THROUGH 15th CENTURIES. MARGARET
 PASTOR LIVED FROM 1441 TO 1477, SHE WAS IMPORTANT WHEN
 HER HUSBAND WAS AWAY BY HER DEFENDING THE
 FAMILY PROPERTY AGAINST ATTACK BY ARMY SOLDIERS.

Rubric:

Learning Target	Elements	Score
HIST-RES-7: I can gather relevant information from multiple authoritative print and digital sources.	<input type="checkbox"/> One encyclopedic-type source that provides an overview of the topic	
HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.	<input checked="" type="checkbox"/> Paragraph of five or more sentences	
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<input type="checkbox"/> Three or fewer errors	
HIST-RES-1: I can build background knowledge on a research topic.	<input checked="" type="checkbox"/> No incorrect information <input checked="" type="checkbox"/> Relevant information <input checked="" type="checkbox"/> Thorough and complete	
HIST-READ-2: I can summarize the main ideas of a text.	<input type="checkbox"/> Accurate summary of the topic <input type="checkbox"/> Summary of the main points of the topic	

2019 NHD THEME: Triumph and Tragedy

Define triumph (triumfo): To overcome or achieve a goal

Give an example: He had such a TRIUMPHANT VICTORY

Define tragedy (tragedia): A BAD EVENT SOMETHING HORRIBLE THAT HAPPENED

Give an example: THAT CAR ACCIDENT ~~WAS~~ ENDED IN A TRAGEDY.

Theme Paragraph Example:

Rev. Martin Luther King Jr. was a triumphant figure in history. His work helped earn equal opportunities and rights for African Americans. He triumphed when he organized successful efforts like the Montgomery Bus Boycott and the March on Washington. Today, Dr. King is remembered as a hero. However, some people may argue that he is a tragic story because he was often attacked, both physically and mentally, for his beliefs and ultimately assassinated in 1968.

WHAT was the triumph? **HOW** did this involve triumph and what did they triumph over? **HOW** was the triumph reached? (ex. Mansa Musa triumphed over other kingdoms.)

The triumph was how ^{some} women overcome the inequality and discrimination against them and became powerful women. Women could become leaders of the community and on occasion they had rights and jobs. This involved triumph by women not even being able to leave their

nurses without permission so they triumphed over being possessors like slaves or prisoners to men. This triumph was reached from some women becoming bold and powerful trying to fight for what they believe.

WHAT was the tragedy? **HOW** did this involve tragedy? **WHY** was there tragedy?

~~THE~~ THE TRAGEDY WAS HOW WOMEN WEREN'T TREATED AS PEOPLE AND THIS ~~TRAGEDY~~ INVOLVED TRAGEDY BY WOMEN HAVING TO MARRY AND BECOMING SLAVES TO THEIR HUSBANDS. THERE WAS TRAGEDY BECAUSE WOMEN WERE NOT BEING TREATED EQUALLY AND WERE PUT INTO SITUATIONS WHERE THEIR LIVES WERE AT RISK.

Task: Write your theme paragraph as a paragraph below. Make sure it answers the questions: **WHAT** was the triumph? **WHY** were they able to triumph? **WHAT HAPPENED** because of the triumph? (or the same questions for tragedy)

^{for example, with a female role.}
 The Triumph was how some women were able to lead in riots and revolts. They were able to do this because of their belief some women who wanted to stand for what they believed in. Because of the triumph some women were able to become skilled crafts women. ^{of their own as well as helping others}

Rubric:

Learning Target	Elements	Score
HIST-WRITE-1: I can create a claim with supporting reasons in response to a historical question.	<input type="checkbox"/> Explicitly states how research topic relates to "triumph and tragedy"	
I can use the overarching theme of "triumph and tragedy" to connect the Middle Ages to the modern era.	<input type="checkbox"/> Explicitly states how research topic relates to "triumph and tragedy"	
HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.	<input type="checkbox"/> Paragraph of five or more sentences relating the research topic to the NHD Theme: Triumph and Tragedy	

Build your NHD Thesis Statement (Honors)

Step I: Read your Guiding Question

How is (your topic) considered both a triumph and a tragedy?

Step II: Rewrite the Guiding Question including your topic name here:

How is Middle Ages Women considered both a triumph and a tragedy.

Step III: Build your Thesis Statement (Answer your Guiding Question by restating it and brainstorming answers):

Middle Ages Women ^{are} considered both a triumph and a tragedy because of their ^{involvement} in their spouses and their being able to overcome and lead riots and revolts.

1. WOMEN HAD TO GIVE UP THEIR FREEDOM AND BECOME WIVES.
2. POSSESSIONS LIKE SLAVES OR PRISONERS TO THEIR HUSBANDS.
3. WOMEN COULD RUN BUSINESSES AND BECAME SKILLFUL LEADERS.

Step IV: Write your Thesis Statement here:

Middle Ages Women were triumphant in progress while running businesses, but the forced institution of marriage was tragic b/c women had to give up their freedom and become wives; they were possessions like slaves or prisoners to their husbands.

Step IV: Use the Checklist to Revise your Thesis Statement

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Answers research question |
| <input checked="" type="checkbox"/> | Arguable |
| <input checked="" type="checkbox"/> | Three-part claim, which can be supported by evidence |
| <input checked="" type="checkbox"/> | One sentence |

Second Thesis Statement Draft:

Self women, ran businesses and became skillful crafts women.
Widows and women without husbands could own their own land
and make their own wills.

Final Thesis Statement Draft:

Self women, like widows ^{and women without husbands} were able to make their own wills and
run businesses to become skillful crafts women, with ^{the} ^{right} ^{management} ^{of} ^{land} ^{and} ^{business}
was ^{the} ^{key} ^{to} ^{the} ^{economic} ^{growth} ^{of} ^{the} ^{colonies}
A woman of freedom.

D

So what? How does the evidence prove your claim?

Write one sentence explaining the evidence and one relating the evidence to the claim.

This evidence supports the claim because it shows
proves the freedom side women
had.

In conclusion, Middle Ages Women are considered
a triumph and a tragedy by their
triumphant program made because they
were not impressed by their husbands.

Rubric:

Learning Target	Elements	Score
HIST-WRITE-1: I can create a claim with supporting reasons in response to a historical question.	<input type="checkbox"/> Answers the questions with a clear, concise response <input type="checkbox"/> Reason logically corresponds to claim	
HIST-WRITE-9: I can use relevant and convincing evidence to support each of my claims.	<input type="checkbox"/> All claims are supported by a quote <input type="checkbox"/> Quote PROVES the point made in the claim	
HIST-WRITE-6: I can provide a convincing explanation for how evidence supports my claim.	<input type="checkbox"/> Explanation of evidence context and meaning <input type="checkbox"/> Evidence is thoroughly connected to the claim	
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<input type="checkbox"/> Three or fewer grammar errors <input type="checkbox"/> All words correctly capitalized <input type="checkbox"/> All quotations or facts parenthetically cited correctly	

Thesis Supporting Paragraph 2 (Body Paragraph)

Due Feb. 7

QUESTION: HOW IS MIDDLE AGES WOMEN CONSIDERED BOTH A TRIUMPH AND A TRAGEDY?

THESIS REASON 2: TRAGEDY: DUSSES BY VLS

<p>C</p> <p><u>What</u> is your answer to the question?</p> <p>R</p> <p><u>Why</u> do you believe this claim?</p>	<p>(rephrase of question) <u>Middle Ages women were</u> <u>considered both a triumph and a</u> <u>tragedy</u></p> <p>because <u>of their tragic mistreatment</u> <u>from their spouses.</u></p>
<p>I</p> <p><u>Introduction of Evidence</u> where did you get your evidence from?</p>	<p><u>MY EVIDENCE IS FROM A WEBSITE NAMED</u> <u>CREDITO SOURCE.</u></p>
<p>E</p> <p><u>Paraphrase or quote</u> your evidence - How can you prove your point?</p>	<p><u>"women gave up their independence and</u> <u>became the possessions, in law of their</u> <u>husbands "like slaves or prisoners," as</u> <u>one woman complained.</u></p>

D

So what? How does the evidence prove your claim?

Write one sentence explaining the evidence and one relating the evidence to the claim.

This evidence supports the claim because it shows

just how tragic my topic is and
gives a detailed story.

In conclusion, middle aged women were

considered ~~evil~~ a tragedy that

a tragedy because of their being

held captive like slaves or prisoners.

as stated by middle aged women.

Rubric:

Learning Target	Elements	Score
HIST-WRITE-1: I can create a claim with supporting reasons in response to a historical question.	<input type="checkbox"/> Answers the questions with a clear, concise response <input type="checkbox"/> Reason logically corresponds to claim	
HIST-WRITE-9: I can use relevant and convincing evidence to support each of my claims.	<input type="checkbox"/> All claims are supported by a quote <input type="checkbox"/> Quote PROVES the point made in the claim	
HIST-WRITE-6: I can provide a convincing explanation for how evidence supports my claim.	<input type="checkbox"/> Explanation of evidence context and meaning <input type="checkbox"/> Evidence is thoroughly connected to the claim	
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<input type="checkbox"/> Three or fewer grammar errors <input type="checkbox"/> All words correctly capitalized <input type="checkbox"/> All quotations or facts parenthetically cited correctly	

QUESTION: How is middle class women considered a triumph and a

TRAGEDY
THIS POINT 3: TRAGEDY: ~~TRAGEDY~~ LOSS OF RIGHTS.

<p>C</p> <p><u>What</u> is your answer to the question?</p> <p>R</p> <p><u>Why</u> do you believe this claim?</p>	<p>(rephrase of question) <u>Middle class women were</u> <u>considered a tragedy</u></p> <p>because <u>middle class women</u> <u>were forced into marriage</u> <u>to give up their freedom when married.</u></p>
<p>I</p> <p><u>Introduction of Evidence</u> where did you get your evidence from?</p>	<p><u>My evidence is from circled source</u> <u>by author Helicon and according</u> <u>to him,</u></p>
<p>E</p> <p><u>Paraphrase or quote</u> your evidence - How can you prove your point?</p>	<p><u>"when a woman married, she forfeited</u> <u>her bond and rights to</u> <u>her husband."</u></p>

D

So what? How does the evidence prove your claim?

Write one sentence explaining the evidence and one relating the evidence to the claim.

This evidence supports the claim because it shows
how women had to give up
their rights and freedom once
married.
In conclusion, single eyes were considered a
tragedy because of their having
to give up their independence and
become their husband's possession in law.

Rubric:

Learning Target	Elements	Score
HIST-WRITE-1: I can create a claim with supporting reasons in response to a historical question.	<ul style="list-style-type: none"><input type="checkbox"/> Answers the questions with a clear, concise response<input type="checkbox"/> Reason logically corresponds to claim	
HIST-WRITE-9: I can use relevant and convincing evidence to support each of my claims.	<ul style="list-style-type: none"><input type="checkbox"/> All claims are supported by a quote<input type="checkbox"/> Quote PROVES the point made in the claim	
HIST-WRITE-6: I can provide a convincing explanation for how evidence supports my claim.	<ul style="list-style-type: none"><input type="checkbox"/> Explanation of evidence context and meaning<input type="checkbox"/> Evidence is thoroughly connected to the claim	
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<ul style="list-style-type: none"><input type="checkbox"/> Three or fewer grammar errors<input type="checkbox"/> All words correctly capitalized<input type="checkbox"/> All quotations or facts parenthetically cited correctly	

Conclusion Paragraph

Due Feb. 15

The Conclusion should restate your thesis, your ideas, and explain the historical significance of your NHD topic.

Part I: Rewrite your thesis in different words: While men were triumphant in progress made running businesses,

but the forced institution of marriage was tragic because

women had to give up their freedom and become wives, they

were prisoners like slaves or prisoners to their husbands.

Look for keywords in your sources: impact, aftermath, effect, significance, reactions

Part II: Historical significance - explains why something is still important even 1000 years later.

Why is this event/person/triumph important? This ~~event~~ is still important

even 100 years later because without it women

wouldn't have the freedom they have today.

How is this similar to something today? This is similar to something

like the women's march in 2017 it was a

world wide protest for women's rights.

Part III: Final Interesting Point

Part IV: Write your Conclusion Paragraph here by compiling the above parts:

While men were triumphant in progress made

running businesses, but the forced institution of marriage

women had to give up their freedom and become wives,

they were prisoners like slaves or prisoners to their husbands.

The significance of this event is the progress women made over

the years. This is still important even 100 years later because

without it women wouldn't have the freedom they have today.

In the country, powerful women could become leaders of the

community, and on occasion for their rights and rights. This is

8

Similar to something being like the Women's March in 2017, it was a worldwide protest for women's rights.

Rubric:

Learning Target	Elements	Score
HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.	<input type="checkbox"/> Four or more sentences written in NHD Packet	
I can use the overarching theme of "Triumph and Tragedy" to connect the Middle Ages to the modern era.	<input type="checkbox"/> Effectively compares topic to an event/topic today <input type="checkbox"/> Describes the historical significance of the event	
I can correctly use formal grammar and conventions of standard English capitalization, punctuation and spelling.	<input type="checkbox"/> Three or fewer errors	

NHD PROCESS PAPER

Learning Targets:

Habit of Mind: I can explain the process of my research in writing.

HIST.5b - I can determine the historical significance of a topic of study.

HIST.5c - I can compare world societies/events/eras to find enduring issues.

HIST.6d - I can explain my process for completing a research project.

The National History Day **process paper** is a description of how you conducted your research, developed your topic idea and created your entry. All categories, except historical paper, must include a process paper with the entry. Each person will write their own process paper (and then select one to include in the final project). It should be **no longer than 500 words**.

Below you will see the guiding questions for each paragraph. There are sample paragraphs from an exemplar project “Eunice Kennedy Shriver’s Leadership and Legacy: Changing the World’s View on the Mentally Disabled” by Abby Ryon, Shaleen Thiengmany, Erin Zihlman that you can use to help you guide your thinking.

Paragraph 1: How and why did you choose your topic? Give a **brief** description of your topic and why it is important.

Collaboratively, our group of Shaleen, Abby, and Erin discovered Eunice Kennedy Shriver while researching possible people for this year’s History Day theme, “Leadership and Legacy”. We found her tragic backstory to be captivating; her passion paved the way for the mentally disabled to be viewed and treated as equals. Mrs. Kennedy Shriver was motivated by something which we could all relate: family. She created a playing field that idealized the principles we all want for ourselves and loved ones. This field became the Special Olympics, her legacy, which changed the world.

YOUR TURN! How and why did you choose your topic? Give a **brief** description of your topic and why it is important.

I chose my topic because it was the one topic that stood out to me. While researching possible topics this topic talked about women and their struggles and triumphs so I had to work on it. It's important because it lets you view women in a whole new light.

Paragraph 2: How did you conduct your research? What libraries did you use? What databases were helpful? If there was a person who was particularly helpful in identifying sources it's a good idea to mention them here. What were your most useful sources and why were they helpful to your project?

SAMPLE: We began our research by gathering general knowledge about how Mrs. Kennedy Shriver started the Special Olympics and laid the foundation for the American with Disabilities Act (ADA). Throughout the entire process, we agreed on a “divide and conquer” approach to meet the various requirements. Abby researched the Special Olympics, Erin focused on family history, and Shaleen covered Mrs. Kennedy Shriver’s relationship with her sister, Rosemary Kennedy. Individually, we collected and filtered our information with Evernote, a notewriting website. Then, we collaborated and communicated with each other through Google Drive.

YOUR TURN: How did you conduct your research? What libraries did you use? What databases were helpful? If there was a person who was particularly helpful in identifying sources it's a good idea to mention them here. What were your most useful sources and why were they helpful to your project?

My research was conducted with online websites, videos, and a book. Credo service, Jstor, and youtube were the most helpful. My most useful source was credo reference this was the most helpful for my project because this is where I found the most resources and information.

Paragraph 3: Why did you choose your project presentation category (i.e. exhibit, website, etc.)? How did you create your project (example-if making a website, you used Weebly)?

Halfway through our research, we decided an exhibit would suit our topic best and began the task of designing and creating one that portrayed both Eunice Kennedy Shriver's leadership and legacy. After discussing the details of our design, we created a rough sketch that captured the Special Olympics logo and also provided a layout for our information. Making adjustments as we went, our finalized plan was shown to Erin's father, an engineer, who guided us through the building of our display. We began to utilize our research and create our display elements. Our teacher and several advisors showed us how to weave the leadership and legacy theme throughout our project. They also familiarized us with the regulations and concept of History Day. As our work continued, we organized our information according to subtopics. Our group focused on the task of including the theme while sorting through information, writing analysis, and printing and creating the elements on our board. With guidance from Katie Craven, the State History Day director, we completed our exhibit.

YOUR TURN: Why did you choose your project presentation category (i.e. exhibit, documentary etc.)? How did you create your project (example-if you used any software for a documentary)?

I chose my project presentation category because I wanted to create something with my own hands and that shows my creativity and craftsmanship. How I created my project was 1. choosing my colorboard I chose yellow because it's my favorite color and represents happiness. 2. I printed my context, theme,

summary, etc. 3. I glued and pasted everything onto the shelves/sides of my board. 4. ~~that~~ I painted a middle eyes ~~memory~~ on the ^{front} ~~interior~~.

Paragraph 4: How does your project relate to/embody the NHD theme of Leadership and Legacy? Why is this a historically significant event?

Our finished exhibit relates to the National History Day theme by incorporating leadership and legacy throughout the display. Eunice Kennedy Shriver led and inspired her home and the rest of the world to change their views of the mentally disabled. Her legacy, which we dedicated an entire panel to, is not just the event she started, but it also includes her children that continue leading the Special Olympics. Also, Mrs. Kennedy Shriver's commitment to the disabled helped establish the ADA. By incorporating her leadership and legacy in both our analysis and display, we have captured this year's National History Day theme: "Leadership and Legacy".

YOUR TURN: How does your project relate to/embody the NHD theme of Triumph and Tragedy? Why is this a historically significant event?

My project embodies the NHD theme triumph and tragedy because of these women constant ~~mis~~ mistreatment and repeatedly getting back up to accomplish great things. This is a historically significant event because ~~these women would not be~~ without it women today wouldn't have the opportunities and freedom they do, so its important to honor and honor their stories.

WHEN YOU HAVE COMPLETED THE GRAPHIC ORGANIZER:

1. In your NHD Google Drive Folder in your World History I Folder, create a new Google Doc titled, "[First Name, Last Name] - NHD Process Paper"
2. Put all of your paragraphs together into the new Google Doc.
3. READ THE DOCUMENT ALOUD TO YOURSELF and make any necessary edits.
4. Conduct a word count by going to "Tools" and then "Word Count." Make sure your paper is below 500 words.