

Name: _____ Period: _____ Date: _____

My NHD Master Tracker

My topic: _____ I am working solo / with: _____

My project format is a: paper / exhibit / website / performance / documentary

Wk#	Week of	Deadlines
1	Dec. 3-7	<input checked="" type="checkbox"/> Explore 2019 theme and past models <input type="checkbox"/> Topic overview pre-research <input type="checkbox"/> Find and log 5 sources Due : pre-research overview worksheet; 5 logged sources
2	Dec. 10-14	<input type="checkbox"/> Write basic research questions <input type="checkbox"/> Find and log 5 sources (10 total) <input type="checkbox"/> Make at least 8 note cards <input type="checkbox"/> Write central research question <input type="checkbox"/> Write thesis draft #1
3	Dec. 17-21 <i>Thurs-Fri off</i>	<input type="checkbox"/> Find and log 8 sources (18 total) <input type="checkbox"/> Primary source analysis worksheet #1 <input type="checkbox"/> Make at least 10 note cards (18 total)
	Dec. 20-Jan. 2	<winter break>
4	Dec. 31-Jan 4 <i>Mon-Wed off</i>	<input type="checkbox"/> Write thesis draft #2
5	Jan. 7-11	<input type="checkbox"/> Find and log 2 sources (20 total) <input type="checkbox"/> Primary source analysis worksheet #1 <input type="checkbox"/> Make at least 4 note cards (23 total) <input type="checkbox"/> Write thesis draft #3 <input type="checkbox"/> Create content and project outlines
6	Jan. 14-18	<input type="checkbox"/> Build project: draft #1
7	Jan. 21-25 <i>(Block Week)</i> <i>Mon off, Wed COL</i>	<input type="checkbox"/> Write annotated bibliography <input type="checkbox"/> Project draft #2 <input type="checkbox"/> Peer critique
8	Jan. 28-Feb. 1	<input type="checkbox"/> Project final draft <input type="checkbox"/> Continue writing annotated bibliography
9	Feb. 4-8 <i>Fri off</i>	<input type="checkbox"/> Finish annotated bibliography <input type="checkbox"/> Write process paper <input type="checkbox"/> Project edits/fixes

Final product due: Friday, Feb 8, 4pm

Source Requirements:

- 20 scholarly sources per project:
 - At least 1 book
 - At least 4 primary sources (at least 2 must be texts)
 - “The works” analysis on 2 primary sources (individuals and groups: 2 per person)
 - 20+ notecards on at least 10 sources (individuals and groups: 10 per person)
- Honors: 3 books, 1 interview

NHD Assessments**Academic:**

1. Finding, documenting and organizing 20 sources
2. Analyzing primary sources: reading, annotating, sourcing, corroborating, contextualizing, note-taking, identifying bias/perspective/fact/opinion
3. Taking and organizing 23+ notecards on 10+ sources
4. Writing research questions
5. Making theme-topic connection
6. Analyzing agency
7. Evaluating the historical significance of the topic
8. Writing a thesis (3 drafts)
9. Writing an outline (up to 3 drafts)
10. Writing an annotated bibliography
11. Writing a process paper (2 drafts)

Habits:

- Timeliness – meeting deadlines
- Organization – keeping up with the source log sheet, keeping notes and materials organized
- Quality – careful research, solid thesis, quality final product
- Accountability – doing your part if in a team, meeting your own goals

Name: _____ Period: _____ Date: _____

How to: Write a Thesis

Your thesis statement is the argument (or claim) you will prove throughout your project.

- It is a statement, not a question.
- It is one sentence only.
- It directly answers your research question.
- The thesis should stand up by itself: the reader should be able to figure out your topic and your research question just from looking at your thesis.
- It is an argument, not simple facts that are obviously true.
- Ideally, it should have about three parts (it shouldn't be too simple).

Step 1:

Start your thesis statement with the words in your research question:

Start to write the thesis as a complete sentence using the words in your research question.

For example:

Research Question: *What caused the French Revolution?*

Begin to answer it to start your thesis:

The French Revolution was caused by ...

Step 2:

Brainstorm your answer to the research question

Example: the causes include... *peasants were suffering, the king had a financial crisis, the Enlightenment spread new ideas about government, the weather was very bad and it caused a poor harvest and hunger, etc.*

Step 3:

Select three of the most important answers to the question

Example: *The French Revolution was caused by extreme social inequality, severe financial crisis and new thinking from the Enlightenment.*

Your Turn:

Your topic:

Your research question:

→ Follow the steps above and write your thesis here:

Does your thesis checklist meet all of the requirements at the top of this page?

Finding Sources Checklist

Goal = 20+ Sources

Have you looked carefully for sources in these places?

- The internet (Google)
(Use your "How To" sheet in your NHD folder to make sure items are scholarly)
- Capital City library green cart
(This is the cart of books in the back of the classroom)
- Capital City library website:
www.ccpcs.org/library (then click on the blue "research" button)
 - Exploria (EBSCO)
 - JSTOR
 - Britannica Image Quest
- DC Public Library (DCPL) website
(Use the "How To" sheet in your NHD folder)
- Google Scholar
(Watch the video tutorial on your NHD Resource List)

DC Public Library (DCPL)

Databases for Online Research

You can access a large number of articles and some books and videos online.

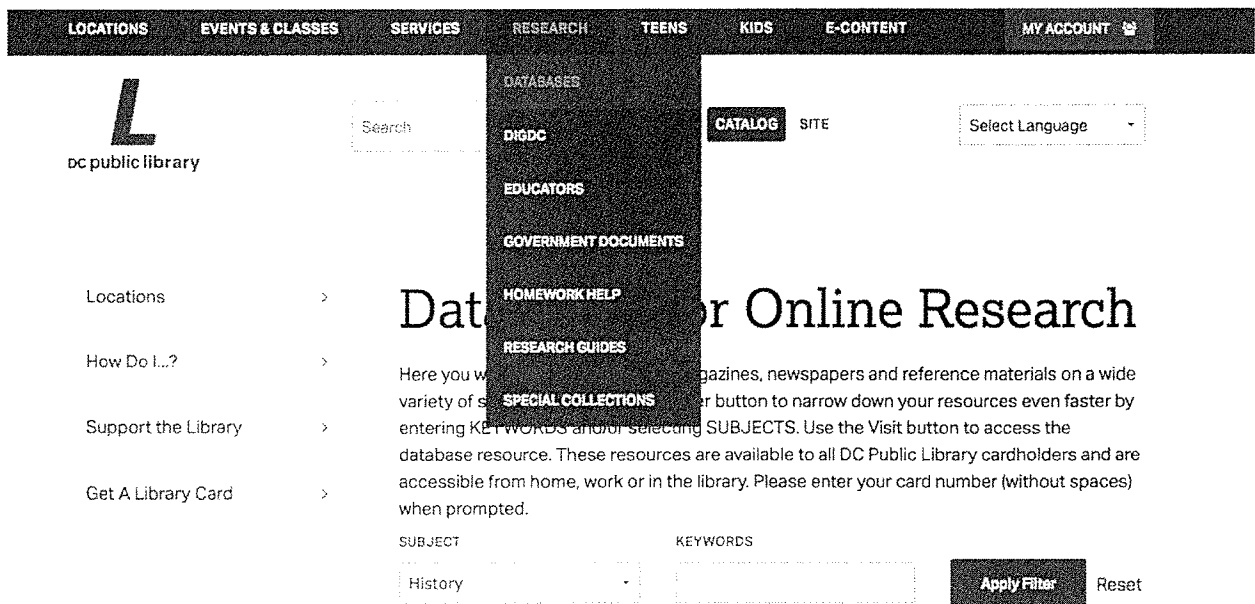
HOW do I get access to everything on DCPL online?

- You'll need either a DC One Card or DCPL library card and PIN.
- It's easy to get one: go to the library with your student ID and apply (free)

STEP 1: Go to the DCPL website

STEP 2: Choose "RESEARCH" in the menu bar, then "DATABASES"

STEP 3: Under "SUBJECT" click on "HISTORY" then click on "Apply Filter"



STEP 4: Scroll Down and look for a useful database.

STEP 5: Pick a database you think is most relevant.

Recommended databases for World History:

Access Videos on Demand

View streaming world-class documentaries, award-winning educational films, and instructional videos from PBS, BBC, History Channel, A&E, National Geographic, Ken Burns and other respected sources.

AP Images (EBSCO)

Looking for images to add to a school paper or presentation? Search the Associated Press Image which contains a history of the world in **photographs from the 1840s** to as recent as a minute ago.

**History Reference Center (EBSCO)

Contains full text for thousands of history encyclopedias, reference books, leading periodicals and other sources. Features nearly 57,000 historical documents, more than 77,000 biographies of historical figures, more than 37,400 historical photos and maps, and more than 80 hours of historical video.

Contains over 3 million images that cover a wide range of topics perfect for lesson plans and activities, student reports and projects, or school Web sites and flyers. Images are from the world's leading collections including Getty Images, National Geographic Society and National

New York Times. Current and Historic (Proquest)

1980-Present - The full-text electronic editions

1851-2009 - Digital edition with full text searching of each page, individual articles and images

PBS Video Collection (Alexander Street)

****New Interface**** Find and stream hundreds of the most valuable documentary films and series from PBS. Including Frontline, NOVA, American Experience, Odyssey, as well as films by Ken Burns and Michael Wood.

**World History: Gale Virtual Reference Collection

Search a single eBook or DC Public Library's GVRL collection for digital versions of selected encyclopedias and reference resources on a wide range of subjects from art, business, environment, history, literature, medicine, multicultural studies, nations and the world and science.

Tips for Finding Primary Sources

1) Images:

- a) Wikimedia commons
- b) Britannica Image Quest (Cap. City library webpage)

Both of these websites often have a handful of useful images on history topics and are good about citing where images come from. You may find photographs, drawings and paintings when you search your subject (i.e. your topic).

2) Documents and images:

- a) Websites: museums, archives, educational resource hubs

These types of websites are where primary sources in digital form tend to be housed. You may not know which museum or university to look for for your topic, but when you create a Google search, you'll often notice these types of sites come up.

- b) Search for doc's written **by** your subject

The person who you are studying may have written letters, speeches, newspaper opinion pieces, books or other writings.

Try keywords: "primary source", "letter", "diary", "speech", "writings"

- c) Your subject is likely referred to by people who lived in her/his time period. If s/he is connected to someone else who is prominent, you may find a useful source written by that person.

E.g. Kwame Nkrumah was a leader of the Pan-African movement, so was W.E.B. DuBois (U.S.). Did DuBois and Nkrumah write to each other? Search both their names and "letter" or "correspondence."

- c) DON'Ts: don't use the keyword "quotes"

"Goodreads" and "Brainyquotes" are NOT scholarly sources!! (But see if they lead you to a book that is!)

PRIMARY SOURCE VS. SECONDARY SOURCE

LT: I can distinguish between a primary and secondary source.

What makes something a primary source?

Primary Sources include artifacts (i.e. objects) created during the time of study and first-hand accounts of the past.

(e.g. diary, newspaper, photograph, autobiographies/memoirs)

What makes something a secondary source?

Secondary Sources are written second-hand, using evidence from the past. They might offer perspective on the past, but the author did not witness the time they are writing about.

(e.g. an academic journal article, textbooks, some books, biographies)

Name: _____ Period: _____ Date: _____

___ *LT: I can determine the historical significance of a topic of study.*

Determining Historical Significance

Why is your NHD topic significant? Why should anyone bother to learn about your topic? You need to include in your project reasons why your topic matters and is worth studying.

Topics that are significant ...

- affected a very large number of people
- deeply affected some or many people's lives
- touched on major issues in the lives and society of people in the past
- were talked about by people in the past and still are today
- are part of the collective memory and heritage of a group of people
- created results/consequences that affected people for a long time (even still today?)
- help us understand the human condition (timeless lessons about the human race that can help us make a better society or world today)

Instructions:

1. Check any of the boxes above that are true about your topic:
 - a. Think about your topic and decide for yourself which apply.
 - b. Go back through your note cards and sources. What did the historians who wrote your secondary sources say about the significance of the topic? You would usually find this type of interpretation in the introduction and/or conclusion of a text.
 - c. Looking in your primary sources, what did the people who lived through the event have to say about the person or event you're studying?
2. Explain the ways in which your topic relates to these criteria of significance:

How to Credit Sources

(Exhibit / Website)

Words you use to write a credit for a source do NOT get counted in your word count.

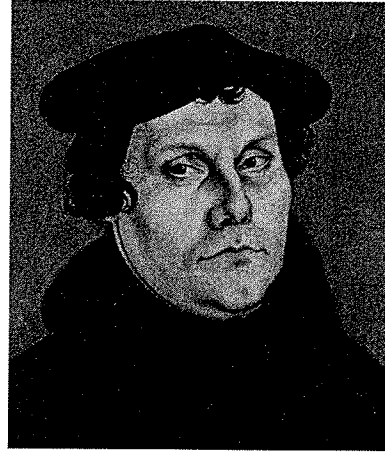
A) VISUAL SOURCES

You need to write a credit for ALL visual sources. Include: (a) title of the image, (b) date it was created, (c) name of the organization or source where you found it

Examples:



(Eleanor Roosevelt at United Nations, July 1947, Franklin D. Roosevelt Presidential Library and Museum)



(Portrait of Martin Luther, 1528, Wikimedia Commons)

Captions:

You are not required to create a caption (description) for all images. However, you should write a caption for images that aren't self-explanatory. This does go into your word county.

B) TEXT SOURCES

You don't have to give the full citation, since that will be in your bibliography. But your credit should include: (a) author, (b) date, (c) source (i.e. where you got it). Give the name of your source, not the website address (URL), unless the organization name is a URL.

Example:

Quote from a speech made by Eleanor Roosevelt to the Democratic Party in 1940.
(Found at: <https://www2.gwu.edu/~erpapers/teachinger/q-and-a/q22-erspeech.cfm>)

Quote with credit:

“No man who is a candidate or who is President can carry this situation alone. This is only carried by a united people who love their country and who will live for it to the fullest of their ability, with the highest ideals, with a determination that their party shall be absolutely devoted to the good of the nation as a whole and to doing what this country can to bring the world to a safer and happier condition.” (E. Roosevelt, July 18, 1940, The Eleanor Roosevelt Papers Project)

NHD Project Requirements

Exhibit (board)

Word limit: 500 student-composed words (excluding brief citations)

Size: no larger than 40 inches wide, 30 inches deep, and 6 feet high

Other rules: if you use any media devices, they must not run for more than three minutes. Any student narration in the media will count towards the 500-word limit.

Website

Word limit: 1,200 student-composed words (excluding brief citations, menus, titles, navigation instructions; word count information; primary sources)

Paper

Word count: between 1,500 and 2,500 words (including quotations from primary and secondary source documents).

- Use MLA to cite your sources in the text of the paper itself
- Must be typed on 8.5 x 11-inch paper
- 1-inch margins on all sides
- double-spaced, 12-point font
- Number all pages
- Staple in the top left corner
- Do not use a binder or any type of folder or cover

Documentary

Time limit: 10 minutes for the video; 5 minutes for set-up; 5 minutes for clean up.

Performance

Time limit: 10 minutes for the performance; 5 minutes for set-up; 5 minutes for clean up.

Other rules: if you use any media devices, you are responsible for running them. You are responsible for gathering costumes and props for the performance.

All Projects:

- Credit all sources in the project itself
- Cite all sources in the annotated bibliography
- Process paper (500 word limit) for everything except papers

Name: _____ Period: _____ Date: _____

NHD Competition Day: Talking Points

1. Why did you pick this topic?
2. What is the most important point you are trying to convey about your topic?
3. What is the most important thing you learned from completing this entry?
4. What did each member of your group contribute? How did you decide who would do what?
5. What was your most important source and why?
6. How did your primary sources help you understand this topic?
7. What were the most important factors which caused_____ (the event in question) to occur?
8. What were the most important consequences of this_____ (event/person's actions)?
9. Why is this topic significant?

How to Figure out if a Source is Scholarly

What kind of website is it?

A) The Most Scholarly:

- Academic journal** (usually hosted on an academic database, like Jstor - .org)
 - Journal titles look like: "The Journal of Asian History," "The American Law Review."
 - They have a professional organization sponsoring them, e.g. "The Asian History Society."
 - If yes, you're good to go.

- Government** (.gov)
 - If yes, you're good to go

- University** (.edu)
 - Who wrote the article(s)?
 - Professors/experts with an advanced degree (e.g. MA, JD, PhD ("Dr."))
 - If yes, you're good to go!

 - Students working on, or who have a bachelor's degree, (e.g. BA, BS) (part of courses labelled in the 100s, 200s, 300s, 400s, e.g. "Latin American History 420")
 - Sorry, they're not "experts". You can't use it.

- A news company** (.com)
 - What news organization is it?
 - These have strong reputations and journalistic standards:*
 - BBC – British public broadcasting company
 - PBS, NPR – public TV and radio companies
 - AP, Reuters, AFP – "wire services"
 - New York Times
 - Washington Post
 - The Guardian
 - CNN, Wall Street Journal
 - If yes, you're usually good to go!
 - If no, you need to check it out

B) Sometimes Scholarly:

These types of sites require a lot more checking out:

- Magazine** (.com)
- Non-profit organization** (.org)
- Blog** (.com)
- A "history" focused website** (.com)
 - If yes, it maybe ok, but you have to check it out

How to check out whether a source is scholarly:

1) Is there a publisher of the website?

- Sites don't always use the word "publisher," but you're looking for who is taking responsibility for the site (a company name or a person's name).
- Look at the bottom of the home page, often next to a © (copyright symbol).
- Or look on the "about page."
- If there's no "about" page or "contact" page, that's a bad sign
 - If no publisher, then you cannot trust it or use it.
 - If there's a publisher, keep checking it out

2) What is the purpose of the site?

- Educational or informational
 - Probably good, but keep checking it out
- Entertainment or for profit
 - Probably not, but keep checking it out

3) What's the tone of the website?

- Sensational (dramatic)
- Biased/opinionated
- Doesn't use much evidence/facts
- Rude/inappropriate site name
- Has unacademic content or language
 - If checked off, you cannot trust it or use it.

- Balanced/objective
- Factual, uses evidence
 - If checked off, it's probably good, but keep checking it out

- has a wacky site name
- has poor grammar/mechanics
- has weird ads
 - If checked off, you probably cannot trust it or use it, but keep checking

4) Is the author an expert?

- The most important thing to judge above all is: who wrote the page/article?
- Many websites have pages or articles that do not list an author. That can be ok, as long as the contributors to the website are listed somewhere.
- Authors are usually listed at the top or bottom of the article/page.
- Contributors (authors that write for the website) are usually listed in the "about" or "staff" page.
 - If there are no clear names of authors or contributors for site and it's not a source your teacher has already told you is definitely scholarly, you cannot use it.

- Does the author or contributors have relevant advanced degrees (e.g. MA - masters, JD - law, PhD ("Dr.)) or are they experienced journalists?
Ask your teacher for help if they have a professional-sounding title you're not sure about
 - If yes, it is scholarly
 - If no, it is not likely to be scholarly