

MY NHD PROJECT (M2)

NAME: *Natasha*

PARTNER(S): *None*

TOPIC: *Black Death*

- Context Paragraph**
- Four Reliable Sources (per person)**
- Topic Summary Paragraph**
- NHD Theme Paragraph**
- Thesis Statement**
- Thesis Supporting Paragraphs**
 - One**
 - Two**
- Conclusion**
- Works Cited**
- Present!**

NHD Checklist (M2)**Due Date**

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

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

- | | |
|---|----------------|
| <input type="checkbox"/> Complete NHD Theme Worksheet | Jan. 17 |
| <input type="checkbox"/> Write NHD Theme Paragraph | Jan. 18 |
| <input 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 type="checkbox"/> Write Thesis Statement draft | Jan. 28 |
| <input type="checkbox"/> Write Thesis Statement second draft | Jan. 30 |
| <input type="checkbox"/> Research and closely read Source #3 | Feb. 1 |
| <input type="checkbox"/> Write Thesis Supporting Paragraphs 1 | Feb. 7 |

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

- | | |
|---|----------------|
| <input type="checkbox"/> Write Thesis Supporting Paragraph 2 | Feb. 11 |
| <input type="checkbox"/> Write Conclusion | Feb. 15 |
| <input type="checkbox"/> Draft/outline Final Product | |
| <input type="checkbox"/> Create Final Product | |
| <input type="checkbox"/> Compile Works Cited | Feb. 25 |
| <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 (M2)

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.

Context: The Middle Ages

The Middle Ages was a time period between 450 to 1400 in Europe. The most powerful people were king (who ruled the kingdoms), nobles (wealthy people who supported the kings), and the pope (man who led the Catholic Church). Their economy revolved around manor (big farms), where peasants farmed and gave most of their food to the nobles. This time is / is not a Dark Age because

there was not a lot of technology so people were getting sick and dying from it, like the Black Death

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 type="checkbox"/> One paragraph of no less than five sentences summarizing the topic	
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 type="checkbox"/> No incorrect information <input type="checkbox"/> Relevant information <input type="checkbox"/> Thorough and complete	

NHD Source Tracking Sheet (M2)

Requirement: AT LEAST 4 reliable, relevant sources READ and ANNOTATED

1	Source Title:	Author(s)/Editor(s): J.P. Byrne
	Date Published: 2012	Company:
	Website Name: Credo Source	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

2	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

3	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

4	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

5	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

6	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

7	Source Title:	Author(s)/Editor(s):
	Date Published:	Company:
	Website Name:	Publisher:
	<input type="checkbox"/> Have you added this source to MyBib?	<input type="checkbox"/> Have you annotated and taken notes on this source?

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

My topic: Black Death

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

All of people in Europe

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.)

The Black Death was a disease caused by bacterium *Yersinia pestis*, that ~~was~~ spread by ~~bit~~ that killed 75 to 200 million people. What were the effects of this deadly plague? Many people went to the pope for answers but they couldn't help. Many ppl try living by running away but many

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

The Black Death start at ~~the~~ the mid-1300s, starting ~~at~~ ~~ended~~ about 1350. ^{other} accept their's

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 and ~~Asia~~ England

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:

Black Death or the bubonic plague started in Europe and spread to England. The Black Death was a disease caused by bacterium *Yersinia pestis*, that killed 75 to 200 million people. Many people went to the pope for answers but they didn't have the answer, because of this many people try living by running away but many others accept their fate. The disease started at the mid-1300s and ended about 1350.

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 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 type="checkbox"/> No incorrect information <input type="checkbox"/> Relevant information <input 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):

Give an example: gave us more medican and holage

Define tragedy (tragedia):

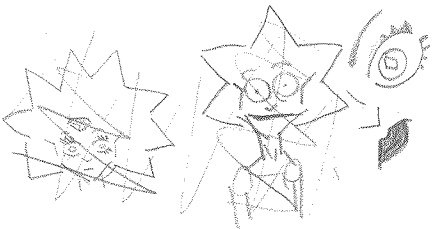
Give an example: The black death kild many people

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 nobles was despret in need of presents



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

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)

there are many tragedies during the black death
for example, tragedy #1, #2, #3. There are
some triumphs during this time too for example, the

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 (M2)

Step I: Read the Guiding Question

How did (your topic) triumph over (become a tragedy to) their situation?

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

Why is the Black death a tragedy?

Step III: Brainstorm answers to the question you just wrote:

- 1. It killed many people.*
- 2. They didn't know how to stop it.*
- 3.*

Step IV: Your Thesis Statement answers your Guiding Question. Write your Thesis Statement using the sentence stems below, using your two best answers above.

Example: Black Panther triumphed over Killmonger by using technology to his advantage and by allying with another tribe.

Black Panther triumphed over (OR became a tragedy to) their situation by it killed many innocent people and by they didn't know how to stop it.

Step III: Write your Thesis Statement here:

Black death became a tragedy because it killed many innocent people and they didn't know how to stop it.

Step IV: Use the checklist to revise your Thesis Statement

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

Second Thesis Statement Draft:

Final Thesis Statement Draft:

QUESTION: is black death a tragedy or triumph?

THESIS REASON 1: Tragedy: many people died

<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>Black death is a tragedy</u></p> <hr/> <p>because <u>many people died</u></p> <hr/>
<p>I</p> <p><u>Introduction of Evidence</u> where did you get your evidence from?</p>	<p><u>According to the BBC web site</u></p> <hr/>
<p>E</p> <p><u>Paraphrase or quote</u> your evidence - How can you prove your point?</p>	<p><u>The bubonic plague was a painful disease, with <u>black buboes</u> or swellings, in the groin and armpits, which lasted up to a week. An estimated 30% to 60% of the population of Europe died from the plague.</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 many
inocent people died and they
didnt have the tecnology to stop it.
In conclusion, the amount of people dieing
is a tragedy.

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: _____

THESIS REASON 2: They didn't know how to stop it.

<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>Black death is a tragedy</u></p> <p>because they <u>the people couldn't stop it from growing</u></p>
<p>I</p> <p><u>Introduction of Evidence</u> where did you get your evidence from?</p>	<p><u>According to the BBC web site</u></p>
<p>E</p> <p><u>Paraphrase or quote</u> your evidence - How can you prove your point?</p>	<p><u>Doctors were powerless against infectious disease. Germs, the fleas which th carried them, and the rats which carried the fleas, flourished in the dirty towns. Bas.</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 doctors
didn't have the materials to
cure it.

In conclusion, the disease kept on
spreading and killing people.

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ah - SATAN
Rubric:
NATAS-ha



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	



Conclusion Paragraph (M1/M2)

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: Black Death was a
tragedy because no matter where people went
they got infected, and they had no way or how
to stop it.

Highlight 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? (My topic) is important in history because we
might not have the technology or information
from this disease.

How is this similar to something today? This is similar to today because we still have
diseases like cancer that we still don't know
how to stop it but it is not as dread as
black death was to this people.

Part III: Final Interesting Point

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

In conclusion Black Death was a tragedy
because no matter where people went they still got
infected and they had no way or how to stop it.

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	