

# Project Template and Model

(Provided as a Google Slides file)  
(World History II: NHD)



## High Quality Work: National History Day - Project Template

This is a template to help students create a high quality National History Day (NHD) project. Students needing additional scaffolding receive additional questions in their slides from their teachers.

This template is provided electronically. Students may request a hard copy of it.

Delete the template  
green words when  
you have your info.  
plugged in.

The title should  
make it clear what  
your topic is.

Title:

Student Name(s):

# CONTENT OUTLINE

1. Thesis
2. Introduction and/or background
3. Subtopic 1: \_\_\_\_\_
4. Subtopic 2: \_\_\_\_\_
5. Subtopic 3: \_\_\_\_\_
6. Conclusion

Plug in your 3  
subtopic titles



## Thesis

Make corrections to  
your thesis in the "NHD  
Thesis and Subtopics"  
Doc; then plug it in  
here.

## Introduction

Make corrections to your introductory paragraph in the "My NHD Topic Overview" Doc; then plug it in here.

## Background (optional)

*If you want* to provide more context for your topic, add it here. Just be mindful of your word count.

Subtopic #1 :

Write your text here →

Include:

- A topic sentence
- Ideas and facts from your research
- Evidence: use the evidence worksheet

Use a paragraph writing style and/or use bullet points

## Evidence

### Evidence for subtopic #1

The 1st sentence should introduce and interpret your evidence. →

Quote your evidence here →

Cite your source here →

Subtopic 1:

Write your text here →

Include:

- A topic sentence
- Ideas and facts from your research
- Evidence: use the evidence worksheet

Use a paragraph writing style and/or use bullet points

## Evidence

The 1st sentence should introduce and interpret your evidence. →

Quote your evidence here →

Cite your source here →

Argument :

Write your text here →

Include:

- A topic sentence
- Ideas and facts from your research
- Evidence: use the evidence worksheet

Use a paragraph writing style and/or use bullet points

## Evidence

The 1st sentence should introduce and interpret your evidence. →

Quote your evidence here →

Cite your source (was)



# Conclusion

## INC Version:

### Sentences for your conclusion:

Copy/Paste your thesis statement first sentence

- 1) Why is it significant to people in that country?
- 2) Why is it significant to people beyond that country and beyond that time period?
- 3) Why is your topic especially interesting and worth learning?

## Regular Version:

### Grading Rubric:

... L.F. 1: I can determine the historical significance of a topic of study

(Use at least 3 of the criteria in the 1-4 column of these criteria.)

- The N/A/D theme is connected to the topic.
- The impact of the event or people in the topic in their own country is clear.
- Impact of event or people in the topic beyond their own country is clear.
- It is clear why this is an especially interesting topic worth studying.

## *Image*

Paste only **one** image here.

Duplicate this slide as many times as needed.

(Put only one image per slide).

How to add examples:

Website Link to the image:

Create the credit: title of the image, date it was created, name of the source where you found it.

Credit: ( \_\_\_\_\_ )

*MODEL PROJECT*

# Triumph of the Third Estate: the French Revolution

By Laura Moye

## CONTENT OUTLINE

1. Thesis
2. Introduction and/or background
3. Subtopic 1: Raising their Voice
4. Subtopic 2: Securing Rights
5. Subtopic 3: Violence and Chaos
6. Conclusion

### Thesis

The people in the Third Estate's struggle against the government was a triumph for their voice and their rights, even though their revolution caused a lot of violence and chaos.

## Introduction

In 18th Century France, most people (97%) belonged to the lowest of three social classes: the Third Estate. They were the common people: the peasants and the middle class. The First and Second Estates (the clergy and the aristocracy) enjoyed a lot of wealth and privileges. The Third Estate, especially the peasants, were very poor and lived hard lives. They had very few rights and had to pay taxes to the top two estates and King Louis XVI. When bread prices and taxes increased even further, they decided they had had enough. They sparked the French Revolution in 1789 to create better lives for themselves. This ten-year event radically changed French society and French government, it shook Europe and inspired other revolutionaries around the world.

## Background

### No Voice, No Rights

- The Third Estate did not have representatives in the government.
- It was difficult to voice their concerns and ideas: they had no real rights.
- Inequality was extreme: half of peasants died by age 15 due to harsh living and working conditions
- France was in a financial crisis due to the the expensive wars it was fighting.
- They were the only group required to pay taxes, to fund the government.
- When King Louis XVI held a gathering of representatives of the three estates, called the Estates General, they were easily shot down. Each estate got one vote, so the top two estates could combine votes to beat them.

*If you want* to provide more context for your topic, add it here. Just be mindful of your word count.

Subtopic #1 title →

## Raising their Voice

Topic sentence →

The people in the Third Estate found several dramatic and effective ways to raise their voice, even though the French government gave them few ways to speak up.

Ideas and facts →

- In protest of high bread prices, which cost as much as 75% of their wages, they started riots, ransacking bakeries and even killing bakers.
- Women in the markets of Paris stole weapons from the government and marched the palace at Versailles to demand the king take action to help them.
- They attacked the Bastille, an infamous fortress and symbol of government oppression. They freed prisoners, killed guards and burned the place down.
- Representatives of the Third Estate started a new legislature in a nearby tennis court after getting locked out of Louis XVI's Estates General meeting.

Evidence for subtopic #1

## Evidence

This sentence introduces and interprets my evidence. →

A representative of the National Assembly described how the women who marched to Versailles surprised people with their force and how they impacted the king:

This evidence is a great eyewitness account of how powerful the women in the 3rd Est. raised their voice.

*"...ten, twenty, thirty thousand people were coming to Versailles, intent on seizing the king according to some, seeking to force the Assembly to speed up its work..."*

*Imagine the surprise of many members of the [National] Assembly when some twenty fishmongers' wives entered, led by a reasonably well-dressed man called Maillard, who spoke on their behalf with great skill and in well-educated French.*

*The women had come to say that Paris was short of bread; they sought the help and support of the Assembly. This action was simple and justified, for to be hungry is a terrible state.*

*A proposed decree ... was read out to the women; the king was requested to take the strongest possible action to improve the free circulation of grain, etc."*

Citing my source →

*Source: Journal dated October 7, 1789 of Adrien Duquesnoy, a representative in the National Assembly.*

Subtopic #2 title →

## Securing Rights

Topic sentence →

A lasting triumph of the French Revolution was that everyone in France gained human rights protected by new laws.

Ideas and facts →

- After centuries of just a small group of people getting privileges, the new government made everyone in France a "citizen," equal under the law
- The National Assembly represented the Third Estate, who could vote
- The National Assembly passed the "Declaration of the Rights of Man and Citizen" in 1789 outlining many human rights the law would protect
- Taxes had to be justified, fair and imposed on everyone, not just the poor

## Evidence

The *Declaration of the Rights of Man and Citizen* was a document the revolutionaries passed in the new National Assembly in the first year of the revolution. It gave everyone in France new rights, such as the right to freedom and equality (article 1), resistance to oppression (2), freedom of speech (11), fair and equal taxes (13), the right to give input to the government about taxes (14):

- 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.*
- 2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.*
- 11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.*
- 13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.*

*Source:* The Declaration of the Rights of Man and Citizen, August 26, 1789, Avalon Project - Yale University

Subtopic #3 title →

## Violence and Chaos

Topic sentence →

While the French Revolution helped the common people of France to have more rights, it came at a large cost.

Ideas and facts →

- 40,000 people were executed during the revolution
- Many landowners were killed and their property destroyed
- Supporters of the revolution who didn't back the right leaders were also killed
- The most radical leaders were willing to kill anyone who got in their way
- It took a strong military leader, Napoleon Bonaparte, to finally bring stability to France

Evidence for subtopic #3

## Evidence

This sentence introduces and interprets my evidence. →

Maximilien Robespierre was one of the major leaders of the French Revolution. He believed terror (violence) was necessary to win the revolution, beat its enemies and re-make France as a country with more freedom for everyone:

These are quotes from a document a major person in my topic wrote →

*It has been said that terror is the principle of despotic government. Does your government therefore resemble despotism? Yes, as the sword that gleams in the hands of the heroes of liberty resembles that with which the henchmen of tyranny are armed.*

*Subdue by terror the enemies of liberty, and you will be right, as founders of the Republic. The government of the revolution is liberty's despotism against tyranny. Is force made only to protect crime? And is the thunderbolt not destined to strike the heads of the proud?*

Citing my source →

**Source:** "Justification of the Use of Terror," Robespierre, Modern History Source Book - Fordham University

## Conclusion

- 1) Restate thesis
- 2) Summarize your project adding insight that's not in your intro
- 3) Why is your topic significant in history?
- 4) Make it clear why it was a triumph and tragedy?

The people in the Third Estate's struggle against the government was a triumph for their voice and their rights, even though their revolution caused a lot of violence and chaos. They won this right by finding their voice and taking aggressive action. They won a series of rights that addressed all of their concerns: barely having representation in the government, being unfairly taxed and being severely unequal. However, 40,000 people gruesomely lost their lives, including the king and queen, but also some supporters. The French Revolution is a major event in history because it brought on a massive change to one of the world's most powerful countries and inspired revolution and reform around the world. In many ways it was a triumph for human rights beyond just France.

## Image



My caption for the project:

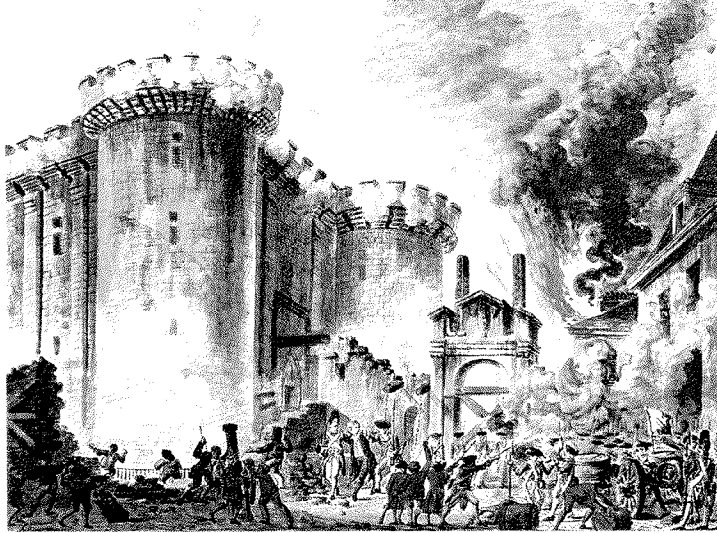
Louis XVI was king of France when the French Revolution began. He inherited a financial crisis and was not very skilled at solving major problems and making the people feel heard.

1. Website Link to the image:  
[https://commons.wikimedia.org/wiki/File:Antoine-Francois\\_Callet\\_-\\_Louis\\_XVI\\_rou\\_de\\_France\\_et\\_de\\_Navarre\\_\(1754-1793\)\\_roy%CC%80Au\\_de\\_grand\\_costume\\_royal\\_en\\_1789\\_-\\_Google\\_Art\\_Project.jpg](https://commons.wikimedia.org/wiki/File:Antoine-Francois_Callet_-_Louis_XVI_rou_de_France_et_de_Navarre_(1754-1793)_roy%CC%80Au_de_grand_costume_royal_en_1789_-_Google_Art_Project.jpg)
2. Title of the image: "Louis XVI, King of France and Navarre"
3. Date it was created: 1789
4. Name of the organization or source where you found it: Wikimedia Commons (this is a photograph of a painting that is in the public domain)

Credit: ("Louis XVI, King of France and Navarre," 1789, Wikimedia Commons)



Image



1. Website Link to the image: [https://en.wikipedia.org/wiki/Storming\\_of\\_the\\_Bastille#/media/File:Prise\\_de\\_la\\_Bastille.jpg](https://en.wikipedia.org/wiki/Storming_of_the_Bastille#/media/File:Prise_de_la_Bastille.jpg)
  2. Title of the image: "The Storming of the Bastille"
  3. Date it was created: 1789
  4. Name of the organization or source where you found it: *French National Library* (in the public domain, Wikimedia Commons)
- Credit: ("The Storming of the Bastille," 1789, French National Library)

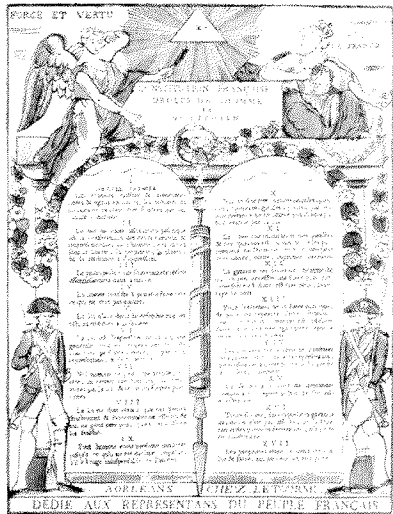
Image



Caption at bottom of the print:  
"The memorable day at Versailles: Monday, October 5, 1789, an immense [group of] ... men and women, armed with pikes, swords, guns, etc. out of Paris marched on Versailles ... it is bread we need, not laws."

1. Website Link to the image: <http://gallica.bnf.fr/ark:/12148/btv1b6944215b.r=Marche%20des%20femmes%20sur%20Versailles>
  2. Title of the image: "The Memorable Day at Versailles"
  3. Date it was created: Published 1789
  4. Name of the organization or source where you found it: *French National Library*
- Credit: ("The Memorable Day at Versailles," 1789, French National Library)

## Image



My caption for the project:

This is an engraving showing the *Declaration of the Rights of Man and Citizen* as an almost holy document: it looks like tablets of the Ten Commandments.

1. Website Link to the image: [http://chmm.gmu.edu/revolution\\_exhibits/show/liberty--equality--\(date: nny/item/2695](http://chmm.gmu.edu/revolution_exhibits/show/liberty--equality--(date: nny/item/2695)
  2. Title of the image: "French Constitution, Rights of Man and Citizen"
  3. Date it was created: unknown
  4. Name of the organization or source where you found it: Musée de la Révolution Française, Vizille (on GMU.edu website)
- Credit: ("French Constitution, Rights of Man and Citizen," unknown date, Musée de la Révolution Française, Vizille)

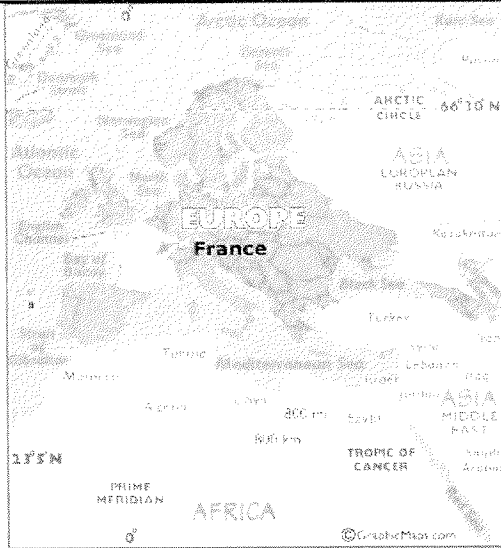
## Image



*Note to myself:*  
This might be a good picture for the middle of the project, under the project title because it shows the people of the Third Estate rising up.

1. Website Link to the image:
  2. Title of the image: "Liberty Leading the People"
  3. Date it was created: 1830
  4. Name of the organization or source where you found it: Britannica.com (original in the Louvre Museum)
- Credit: ("Liberty Leading the People," 1830, Britannica Image Quest)

Image



1. Website Link to the image: <https://www.worldatlas.com/web/image/countries/europe/fr.html>
  2. Title of the image: Map of France in Europe
  3. Created by: WorldAtlas.com
  4. Date it was created: unknown
  5. Name of the organization or source where you found it: WorldAtlas.com
- Credit: (Map of France in Europe, unknown date, WorldAtlas.com)

## Notes for myself/my team:

- Find an image of the guillotine
- Double check the death toll of the revolution
- Find an image of Robespierre
- Do we want to also put in a picture of the French flag?

