

Schedule of National History Day

Aug. 30/31:

Lesson: Project Explanation/How a Wise Topic Selection affects your Success in Project

Assignment: Topic Selection Sheet/Partners Chosen by Sept. 6/7

Sept. 6/7:

Due: Topic/Partners

Lesson: Explain research Process and Digital Notes. Hand out citation information and discuss. Primary/Secondary Source difference.

Assignment: Encyclopedia Article and Reference Work Digital Notes Due Sept. 20/21

Sept. 20/21:

Due: Digital Notes on Encyclopedia and reference work.

Lesson: Searching Pella Public Library, Central College, and Comcat/ILL. Review Primary/Secondary source difference.

Assignment: Digital notes on three books/videos due Oct. 3/4

Oct. 3/4:

Due: Digital notes on three books.

Lesson: Ebscohost/SIRS search and how to cite.

Assignment: Digital notes on three magazine articles from Ebsco or SIRS due Oct. 18/19.

Oct. 18/19:

Due: Digital notes on three magazine articles.

Lesson: Show AP multimedia database for those doing exhibits or documentaries.

Assignment: Digital notes on three visuals due Oct. 31/Nov. 1.

Oct. 31/Nov. 1:

Due: Digital notes on three visuals.

Lesson: Website Evaluation/Annotated Bibliography/Project Plan

Assignment: Create a document labeled Annotated Bibliography with a section for Primary and a section for Secondary. Enter the citations from your digital notes and annotate each entry. Project Plan diagram. Due Nov. 15/16.

Nov. 15/16

Due: Digital notes on websites, Annotated Bibliography/Project Plan.

Lesson: Catchup/Answer questions.

Assignment: Begin work on project/finish anything not yet completed

Nov. 29/30:

Due: Nothing

Lesson: Process Paper, Title Page, Final Project/Research Appointments with Librarian to check on problems/progress.

Assignment: Finish project.

Wed. Dec. 12: Project, Process Paper, Annotated Bibliography DUE!

Topic Selection

To understand the historical importance of their topics students need to ask questions about time, place and context; cause and effect; change over time; and impact and significance. Students must consider not only when and where events happened, but also why they occurred and what factors contributed to their development. Description of the topic must also include an analysis of information and conclusions about how the topic influenced and was influenced by people, ideas or events war.

The theme is a broad one, so topics should be carefully selected and developed in ways that best use student's talents and abilities. Whether a topic is a well-known event of world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary research, an analysis of the materials, and a clear explanation of the relationship of the topic to the theme, Conflict & Compromise in History. Students should pay special attention to the possibilities of triumph and tragedy within the same subject. Then, students may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions.

Stories of individuals in history are compelling but pose a challenge for a National History Day project. While working with a theme, students must move beyond biographies and description of specific people or events and demonstrate how that person's actions affected history.

The challenge for students engaged in a National History Day project with the theme of Conflict & Compromise in History is to capture that specific moment in time in which change occurred that changed the course of events and forever altered history.

Students should keep in mind that many excellent research topics can be found by investigating their own local history.

The general rule of thumb is don't choose a topic less than twenty-five years or until one generation has passed. Time gives historical perspective.

Possible Topics

Religious Conflict & Compromise

- Oliver Cromwell v. Charles II
- For the Sake of Divorce: Henry VIII v. Rome
- No Compromise: Galileo v. the Vatican
- Here I Stand: Martin Luther and the Indulgences
- Jan Hus and the Czech Protestants
- The Crusades: No Compromise for Faith
- Muslims and Hindus in India
- Conflict in the Middle East: Palestine and Israel
- Conflict in India: Sikhs v. Hindus
- Reverend Moon v. Conventional Religion
- Darwin v. Creationism: The Scopes Trial of 1926
- John Humphrey Noyes and the Oneida Community
- Holy Roman Emperor Frederick II: The Reluctant Crusader
- Islam of West (Islamic Spain)&Alliances w/ Christianity of East (Byzantium)
- One Step Ahead of the Inquisition: The “New” Christians Who Followed the Conquistadors to Mexico

Military/Wartime Conflict & Compromise

- General Sherman’s War on Civilians
- Vietnam Military Policy and Civilian Protest
- Military and Political Conflict: The Use of Chemical Weapons
- Social Conflict During War: Japanese Interment
- Segregation of Troops: Conflicting Loyalty
- Women in the Military
- To Drop or Not to Drop: Truman and the Atomic Bomb
- After the War: Should Rosie Return to the Home?

Political Conflict & Compromise

- Reconstruction: Conflict and Compromise in the South
- Munich Compromise: Conflict of Chamberlain
- Compromise of 1850 or 1877
- Treaty of Versailles: Prelude to the Second World War
- Eleanor Roosevelt and the Universal Declaration of Human Rights
- United Nations Peace-Keeping Missions: Conflict Interventions or Security Council
- Conflict Among Supporters: National v. American Women’s Suffrage Associations
- The Battle over the Air Waves: The FCC v. Private Radio Industry
- The Big Three: Conflict and Compromise at Yalta
- Conflict and Compromise: FDR and the Lend-Lease Policy
- Conflict over Representation: The Boston Tea Party
- Afghan Resistance: Precipitating the Crumbling of the Soviet Union
- The Rule of Adbar: “The Great Mughal” Over India
- King Henry IV and the Edict of Nantes
- The Establishment of the Manchu Dynasty in China
- The Peace of Utrecht

Social and Cultural Conflict & Compromise

- Ku Klux Klan, Southern Politics and Civil Rights
- Indian Removal Act of 1830
- New York City Draft Riot of 1863: Irish v. Blacks
- Changing Divorce Laws
- Brown v. Board of Education of Topeka

- Bakke v. University of California-Davis
- Conflict at Home and at Work: The Modern American Women's Movement
- Burlingame Treaty and the Chinese Exclusion
- National Origins Act of 1924: Ethnic Conflict and Compromise
- To the Back of the Bus No More: Rosa Parks and the Montgomery Bus Boycott
- Conflict in Salem: The Witchcraft Trials
- Racial Conflict and the Right to Vote: Southern Voting Rights
- Conflict From Within: Martin Luther King v. Malcolm X
- Muslim Women in Anti-Colonialist Movements

Economic Conflict & Compromise

- Selling Souls for Sugar: Slavery and the Sugar Islands
- Labor v. Management: The Homestead Strike
- UAW v. General Motors: Sit Down for Compromise
- The Molly Maguires: Ethnic and Labor Conflict
- The National War Labor Board: Compromise for the Cause
- Conflict Underground: Mary Harris Jones and the United Mine Workers

International Cooperation and Conflict Management

- The Hague Conferences of 1899 and 1907
- Arbitration Treaties: President Taft, William Jennings Bryan
- Working for World Health: The Rockefeller Foundation
- The 1919-1920 League of Nations and the U.S. Senate
- The World Court: Its Creation and Decisions
- The Kellogg-Briand Pact (1928)
- The Nuremberg War Crime Trials and Principles
- UN-Resolved Conflict: Iran (1946), Indonesia (1947), Suez (1956), Cyprus (1968)
- UN Role in the Gulf War, Somalia, and former Yugoslavia

Disarmament and Arms Control

- Alliances and Arms Race as Causes of World War I
- Washington Naval Conference, 1921-1922
- Collective Security and the Cold War Containment
- The Partial Test Ban Treaty of 1963
- SALT I and II (1972 and 1979) and START (1980s)
- Problems of Verification: Iraq and North Korea
- Economic Reconversion at the End of the Cold War

Individual Values and Social Conflicts

- Non-Violent Action: Labor and Civil Rights Sit-ins
- World War I: John Dewey v. Randolph Bourne
- Applications of William James's "Moral Equivalent of War"
- Thoreau's "On Civil Disobedience" and the Impact
- Quakers Confront the Civil War: Cyrus Pringle
- COs in World War I: Evan Thomas and Ernest Meyer
- COs in World War II: Civilian Public Service Camps

Peace Movements

- Opposing the War of 1812: The Hartford Convention
- Senator Charles Sumner: Opposition to the Mexican War
- The Arbitration Movement and Latin America
- Women for Peace in Wartime: The 1915 Hague Congress
- Civil Disobedience and Nuclear Testing in the 1950s
- "Ban the Bomb" Campaigns: United States and Europe
- Challenging War in the 1968 Presidential Campaign
- Nuclear Freeze: Citizen Peace Activism of the 1980s

NATIONAL HISTORY DAY TOPIC SELECTION FORM

Name of individual(s) involved in this entry:

This year's NHD theme:

Preliminary topic idea:

What I/we already know about this topic:

How does this topic relate to the theme of Conflict and Compromise?

What project do you THINK you would like to do?

Exhibit Documentary Presentation Paper

_____ I have checked with Mrs. Haveman regarding resources for this topic.

_____ I have checked with Mr. Vermeer regarding historical/theme appropriateness of this topic.

Process Paper

Process Paper:

1. Title Page:
 - a. Include your title,
 - b. group names,
 - c. chosen project/division.
 - d. No graphics or borders or extra information.
2. 500 word description
 - a. Explain how you chose your topic.
 - b. Describe your research:
 1. Where was it done?
 2. Who helped you?
 3. What resources were used?
 4. What exciting contacts did you make?
 - c. Explain how you selected your presentation category and created your project.
 - d. Explain how your project relates to the NHD theme.

Annotated Bibliography

1. Write Annotated Bibliography at the top of the page.
2. Have one section for Primary Sources and another for Primary Sources.
3. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interviews must be included.
4. Begin an entry at the margin; indent the remaining lines five spaces.
5. Put all entries in alphabetical order! Easy to do, but many forget this step!
6. Write entries in proper form (follow the bibliography examples in handout).
7. Punctuate properly.
8. Write an annotation (paragraph summary) below each entry. Use complete sentences. Include:
 - a. What kind of reference is it?
 - b. How did the source help you in researching and preparing your entry?
 - c. How did this reference help you in understanding the topic? (relates to the person or there, not much help at all, very helpful because it showed. . . ., related to the theme, etc.)
9. Other thoughts:
 - a. An annotation normally should be about 1-3 sentences long. You might be tempted to create page-long annotations to impress people. Don't do it! Lengthy annotations are usually unnecessary and inappropriate.
 - b. The Contest Rule Book states that the annotations "must explain how the source was used and how it helped you understand your topic." Do not recount what the source said.
10. You must include a variety of sources: textbook, encyclopedias, specific books/articles, collections/documents, Internet, Letterwriting/interviewing

Example:

Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved.

How to Cite Sources:

Encyclopedia:

"Article Title." *Encyclopedia name*. Ed. Vol. City: Publisher, Copyright Date: page numbers.

Book (one author):

Author Last Name, First Name. Title in Italics. City of Publishing: Publisher, Copyright. Pyles, Thomas. *The Development of the English Language*. New York: Harcourt Brace Jovanovich, Inc., 2002.

Book with editors:

Editor Last Name, First Name, and First Name Last Name. eds. *Title in Italics*. City of Publishing: Publisher, Copyright.

Bryant, Jennings, and Daniel R. Anderson, eds. *Children's Understanding Television: Research on Comprehension*. New York: Academic Publishing Co., 1999.

Magazine/Newspaper Article (two authors):

Author Last Name, First Name. "Title of Article in Quotes" *Title of Magazine/Newspaper in Italics* Date: pages.

Segal, Julius, and Zedia Segal. "As They Grow: Helping Children Deal with the News." *Parents Magazine* Nov. 1987: 265.

Newspaper/Magazine Article (no author):

"Title of Article in Quotes" *Title of Magazine/Newspaper in Italics* Date: pages.

"Scholars Ponder How to Teach English to Students of a Television Generation." *Des Moines Register* 1 July 1987: 9-11

Web Document (with author):

Author Last Name, First Name. "Title of article in quotes." Source in Italics. Date. Retrieved date <url>.

Fallows, James. "The Age of Murdoch." *Atlantic Online* Sept. 2003. 10 Oct. 2003 <<http://www.theatlantic.com/issues/200309/fallows.htm>>.

Web Document (no author):

"Title of article in quotes." Source in Italics. Date. Retrieved date <url>.

"Workplace Wellness. *Women Connec*. 2001. Retrieved 14 Jan. 2003 <<http://womenconnect.com>>

Web Document (online database):

Author's name. "Title of the Article." Original Source of Article Date of original source: page numbers. Name of the Database Used. Name of the Service. Date of access <URL >.

Frick, Robert. "Investing in Medical Miracles." *Kiplinger's Personal Finance* Feb. 1999: 80-87. SIRS Researcher. ProQuest Information and Learning. 25 Feb. 2004 <<http://www.sirs.com>>.

Image (from a database):

"AP ELN_IOWA_CAUCUS.PDF." AccuNet/AP Multimedia Archive. 16 Jan. 2004.
AccuWeather, Inc. 12 Oct. 2005 <<http://ap.accuweather.com/>>.

Image (from google, etc.):

"Description or title of image." *Title of Source if possible.* url, Date.

"Islamic State of Afghanistan: Political Map." *Atlapedia Online.* 7 June 2003
<http://www.atlapedia.com/online/maps/□political/Afghan_etc.htm>.

Email:

Last Name, First Name, position, location if known. "Subject in quotes." Date.

Tetslaff, Melissa. author. "Pre-Columbian Art." 17 Sept. 2006.

DVD or Video:

Title. Dir. First Name, Last Name. DVD. Publisher, Copyright.

Macbeth. Dir. Roman Polanski. DVD. Columbia, 2002.

Jane Austen's Emma. Videocassette. Meridian Broadcasting. New York: New Video Group, 1996.

Television Program:

Author Last Name, First. "Title of Episode." Title of Show. Network. Date.

Dias, Arnold. "Safe Shopping Online." 20/20 ABC News. 11 Nov. 2002.

Interview:

Fry, Hayden, college football coach. Personal Interview. 23 November 2003.

Bible:

The New International Version. The Bible. Minneapolis: World-Wide, 166.

Personal Letter:

Williams, John F. Personal Letter. Albany, NY, 15 March 2002.

Email:

Last Name, First Name, position, location if known. "Subject in quotes." Date.

Tetslaff, Melissa. author. "Pre-Columbian Art." 17 Sept. 2006.

Research Checklist

Have You . . .

- _____ Read about your topic in an encyclopedia or reference work?
- _____ Checked your topic on Ebscohost and SIRS? (Library, Online Databases, 2pellachristian, aea11)
- _____ Checked your topic on AP Multimeida (images)? (Library, Online Databases, 2pellachristian, aea11)
- _____ Checked your topic on Comcat for websites? (Library, Read, Comcat, project in keyword, switch format to websites)
- _____ Found three books on your topic? (Library, Read, Pella Public Library)
- _____ Could you watch a video on your topic? (Library, Read, Comcat)
- _____ Could you find a tv or news program that talked about your topic? (Ebscohost)
- _____ Is there anyone you could interview about your topic?
- _____ Have you planned your project?
- _____ Do you have primary sources for your topic?
- _____ Have you started an Annotated Bibliography?

Name/s _____

National History Day: Project Plan

Possibilities:

1. Paper:

- 1,500 – 2,500 words
- May have appendices of photographs, charts, graphs, but limited
- Can be creative writing – poems, diaries, etc.
- Citations are required
- 1 inch margins, double-spaced, 10-12 point type.
- No illustrations on title page
- Stapled in top left corner, not enclosed in binder or cover

2. Exhibit:

- Size = no larger than 40 inches wide, 30 inches deep and 6 feet high.
- You may use a media device for no more than 3 minutes.
- 500 word limit for all text created by the student – including titles, subtitles, captions, graphs, timelines, etc.

3. Documentary:

- May not exceed 10 minutes.
- Five minutes for setup and five minutes for removal of equipment.
- Announce the title of your entry and the participants as introduction and only that information. Live narration is prohibited.
- You must operate all equipment.
- You should provide a general list of acknowledgments and credits for sources used.

4. Performance:

- May not exceed 10 minutes.
- Five minutes for setup and five minutes for removal of props
- Announce the title of your entry and the participants as introduction and only that information.
- You may use slides, recorders, computers, lighting or sound effects, but you must control them.
-

Your Turn:

Which project do you plan to do? _____

What is your outline/focus for your project? (please put on back side of paper)

- Thesis/Outline for Paper:
- Storyboard for Documentary:
- Drawing/details of Exhibit: