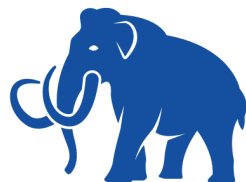


# 2025 ALASKA HISTORY DAY

## TEACHER'S TOOLKIT



THIS GUIDE HAS BEEN PRODUCED WITH A GRANT FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES VIA THE ALASKA HUMANITIES FORUM.



**ALASKA**  
**HISTORY DAY**

**NHD**  
**NATIONAL**  
**HISTORY DAY**



*Alaska*  
HISTORICAL  
SOCIETY

Alaska History Day is sponsored by the Alaska Historical Society and supported by the Ted Stevens Foundation, University of Alaska Fairbanks Department of History, National Park Service- Alaska Region, and individuals around the state.

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## About the Guide

Funding for assembly and creation of this toolkit was provided by a grant from the National Endowment for the Humanities via a subgrant from the Alaska Humanities Forum.

This guide has been assembled by Alaska History Day with materials published by National History Day and affiliate programs from around the United States. The NHD Contest Rule Book, and materials available on the NHD website are the main source material; other sources are identified in the the guide. The Hawai'i History Day 2023 Teacher Toolkit provided the inspiration, format, and organization for this toolkit. Thank you to educators who have offered their input and expertise on this content and in other materials for History Day teachers and participants.

If you have suggestions for future editions of this guide, please email us at [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com)

## **Important Dates for 2025**

Check with your local school districts for any regional contest or showcase plans.

### **2025 Alaska History Day Contest Dates**

Registration: March 1-26th (5 p.m. Alaska Time), 2025

Judging: April 3-9, 2025

Results Announced: April 11, 2025.

National Contest Dates: June 8-12, 2025.

# Welcome to Alaska History Day

Dear Educator,

Thank you for considering incorporating Alaska History Day into your classroom. AHD is the state affiliate program for National History Day® (NHD®), which for fifty years has helped teachers teach and students learn historical research skills. Alaska History Day and NHD foster appreciation for history through project-based learning, helping middle and high-schoolers (grades 6-12) gain research, problem-solving, analysis, and critical thinking skills; gain self-esteem and confidence; and engage with history and the world around them.

This year-long program culminates with students presenting their research at History Day competitions. Volunteer judges evaluate student work, rank projects, and provide comments, helping students to refine their work should they advance in the competition. Alaska History Day encourages the study of local, regional, and state history, to help understand our home's unique qualities and challenges.

Entry in the competition portion of the program is completely optional, and we hope that educators will use and adapt the tools and materials of Alaska History Day/National History Day to meet the needs of their classrooms and learners. We have structured this toolkit in three basic sections: first, the overview of "what is history day" and why it works. Next, we present the info you might need to get started with History Day in your classroom, including pointing you to additional resources. Lastly, we outline contest specifics so that you can make sure projects fit with the rules and criteria judges will consider as they evaluate projects. At the end of the document are topic ideas and full-size versions of worksheets and handouts

This year we are proud to launch our Alaska History Day website, at [akhistoryday.org](http://akhistoryday.org). This guide and many additional materials are available on that site. Use this guide to help you get started, and please don't hesitate to reach out to us via email at [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com), or on Facebook at [facebook.com/alaskahistoryday](https://facebook.com/alaskahistoryday) if you have questions or ideas. We'd love to hear from you on how you make Alaska History Day/NHD work for your classroom.

With Gratitude,

Leanna Williams, Alaska History Day Coordinator

## Part 1: Overview

### What is National History Day?

National History Day is a project-based historical research approach that helps students develop skills in communication, project management, and historical thinking.

NHD's core program is its competition in which students in grades 6–12 choose a topic and dive into the past by conducting extensive research in libraries, archives, and museums. They then present their conclusions and evidence through papers, exhibits, performances, documentaries, or websites, moving through a series of contest levels where they are evaluated by professional historians and educators.

Alaska History Day helps educators and students participate in the History Day program by connecting them with the resources needed to undertake this research journey, with a strong focus on exploring our state's history. In Alaska, we recognize that understanding our history is key to understanding our place in the world. We strongly encourage the study of our local, regional, and state history because we know that knowledge about our home is powerful. We work with a variety of institutions, museums, historical societies, archives, and community-based organizations to connect educators and learners to the tools they need.

## Why Do History Day?

Studying the past helps us make sense of the present to move forward into the future. History education is essential for participatory citizenship. Knowing where we came from helps us understand where we are going. In the process, studying the past builds empathy and hones research, writing, and analytical skills.

A study from NHD found that History Day:

- Teaches...critical thinking, writing and research skills and boosts performance across all subjects.
  - NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science, and math, as well as social studies.
  - NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
- Prepares...students for college, career, and citizenship.
  - NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time, and persevere.
  - NHD students are critical thinkers who can digest, analyze, and synthesize information.
- Inspires...students to do more than they ever thought they could.<sup>1</sup>

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<sup>1</sup> These key findings come from the independent national study by the San Francisco-based firm Rockman et al, which was released in January 2011. Adapted from the 2023 Hawai'i History Day Teacher Toolkit.



## Who can do History Day?

Anyone can incorporate History Day tools and techniques into their classroom or learning plan. You don't have to do the contest to "do History Day." The project-based learning framework can work for a wide range of learning environments, including history, social studies, ELA, and technology. The materials and skills students gain through the program can be incorporated across subjects. Further, project-based historical research projects do not need to be entered into the contest, so these concepts and materials may be useful to many educators and learning environments.

### **Some ideas for how you can "Do History Day:"**

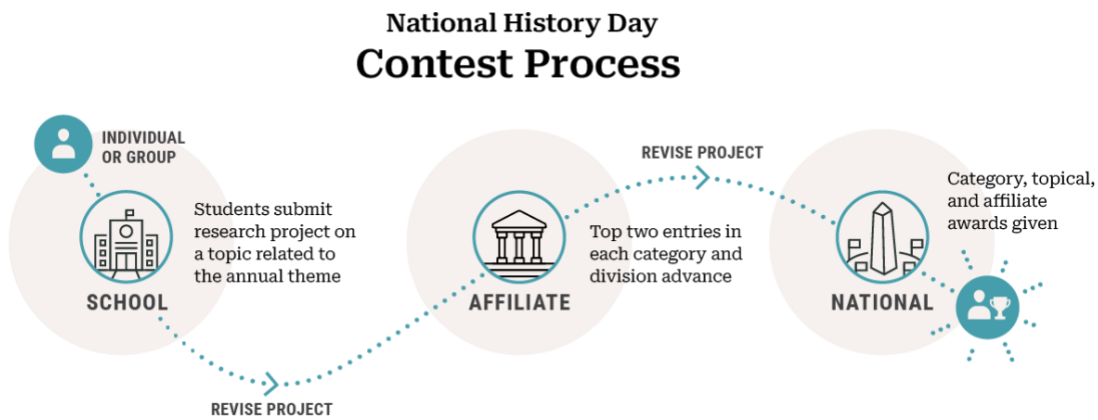
- In Alaska Studies
- Geography
- In World/US History
- ELA (Composition)
- Technology (Web Development/Digital Filmmaking)
- Team Teaching between Subjects

***National History Day (NHD) programs are open to all students and teachers without regard to race, sex, religion, physical abilities, economic status, or sexual orientation. NHD does not discriminate against, or limit participation by, physically challenged students. NHD staff and affiliate coordinators strive to accommodate students with special needs.***

## Part 2: Getting Started

### Contest Basics

Since the contest series can act as the culmination of the program year and give learners a goal and a deadline to work towards, we want to take a brief moment to let you know how it works. Educators will want to consider contest particulars and deadlines when making plans for incorporating History Day into their academic year. However, contest entry is not required by Alaska History Day.



2

***The Alaska History Day Contest and National History Day Contest are open to students in grades 6-12.***

Throughout the year, students work to produce historical research projects centered around an annual theme selected by National History Day. They then have the opportunity to present their research at a contest – for Alaska, that is the online Alaska History Day contest, taking place in April.

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<sup>2</sup> Image Source: <https://nhd.org/en/contest/>

At an NHD contest, judges review these projects, who give all students feedback on their work and rank projects, with top finishers advancing to the next level of the competition. Between contest levels, students are encouraged to revise their project based on what they have learned and the judges' feedback. Students can make any revisions that they want, in accordance with the [Contest Rule Book](#).

The top two entries in each category at the state affiliate contest may be invited to attend the NHD [National Contest](#). Thousands of students from across the United States and overseas compete each June at the University of Maryland, College Park.

## Contest Divisions and Categories

Students may choose one of five categories, and can work individually or in a group (2-5 people) to develop their project. For contest entry, papers can only be individual projects. This flexibility allows educators and learners to find a medium that works best for their research topic, primary sources, classroom needs, and communication style. Some educators opt to have their class produce one type of project, or only work individually. *The NHD project-based learning framework is intentionally flexible because educators know what works best for their students.* Divisions are divided by grade: Junior is grades 6-8, and Senior is 9-12<sup>th</sup> grade.

**Remember, the contest is OPTIONAL!**

**Adapt History Day's framework to what works best  
for YOUR classroom!**

## Staging Your Project Development Plan

The NHD project framework is flexible in terms of timing. Some teachers complete their NHD projects by December, some start NHD in October or November, others start in January. Do what works best for you and your students! Here are some tips adapted from NHD Utah, Idaho, Maryland to help you decide how to fit NHD into your academic year.<sup>3</sup>

1. If the contest is part of your History Day plan, work backwards from the registration deadline of the first contest – this might be a showcase at your school, or it might be the state contest itself.
2. Determine how much time per week you will dedicate to NHD. If you decide to work intensively over fewer weeks, use the 8 or 12-week models as a guide. If it's better for you to spend 1-2 days per week on NHD, use the 15-week model. Some teachers do NHD over more than 15 weeks.
3. Consider the other projects your students might be doing at your school or in your community, such as Science Fair, travel for sports, or subsistence activities, and avoid overlap as much as possible.

Consider your classroom – will you be incorporating this as a unit assessment mini-project? Or will you do History Day as a semester or year-long project? Long-time History Day teacher Heather Damario has contributed several research project overview documents, included at the back of this guide. These show how timelines, source counts, and other criteria can be adjusted to fit different project goals.

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<sup>3</sup> See Maryland History Day Teacher Resources Padlet 2024 for additional scheduling resources: <https://padlet.com/mdhistoryday/maryland-history-day-teacher-resources-2024-j2qrUUupnlpvhobi>.

The following table presents some options for how you might break down your History Day project over 8-15 weeks.<sup>4</sup> The research project overview handouts at the back of this guide also contain timeline information.

	<b>8 weeks</b>	<b>12 Weeks</b>	<b>15 Weeks</b>
NHD Intro/ Annual Theme	1 week	1 week	1 week
Topic Exploration & Selection	1 week	1 week	2 weeks
Research Strategies Source Tracking System Why We Cite	2 weeks	3 weeks	4 weeks
Secondary Source Research Historical Context			
Primary Source Research Source Analysis			
Main Event Summary Thesis/Historical Argument Significance in History	1 week	2 weeks	2 weeks
Project Outline and Layout Final Research Revised Thesis	1 week	2 weeks	2 weeks
Project Creation Process Paper Annotated Bibliography	2 weeks	3 weeks	4 weeks

<sup>4</sup> Section based on materials developed by NHD Utah and NHD Idaho, 2020.  
<https://padlet.com/mdhistoryday/maryland-history-day-teacher-resources-2024-j2qr00upnlpvhobi/wish/1670337159>

## Rural Alaska Program Considerations

Some nationally produced materials may need adaptation for Alaska's rural classrooms, which vary in size and proximity to research libraries and archives. An experienced National History Day educator living in rural Alaska gives the following recommendations:

- Think local and start local. Consider having students talk to elders to learn about historical events impacting their community. By focusing on a local history topic, students are more likely to find local access to primary sources relating to their topic.
- Think beyond the library and internet: local organizations like Regional Corporations and tribal offices may be excellent sources for primary source documents relating to your community.
- If you do not have a state-funded library in your community, you can use the resources of the Alaska Library Extension Service to access books and other resources: <https://juneau.org/library/alaska-library-extension>.
- Reach out to your district support network and to [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com).
- Mentorship – if you would like to connect with experienced educators to ask questions about National History Day, please reach out to [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com) and we will help make introductions!

## Introducing the Theme

Each year NHD chooses a theme to unify and direct the contest. This theme is chosen for its broad application to world, national, or state history and its relevance to both ancient history or to the more recent past. Students then frame their research within that theme. At the contest, projects will be evaluated for how well they connect to that theme. The intentional selection of the theme for National History Day is to provide an opportunity for students to push past the view of history as mere facts and dates and drill down into historical content to develop perspective and understanding. The NHD theme provides a focused way to increase student's historical understanding by developing a lens to read history, an organizational structure that helps students place information in the correct context and finally, the ability to see connections over time.

**The contest theme for 2025 is “Rights and Responsibilities in History.”**



Alongside explaining the project-based research format, introducing the theme is a great way to kick off the History Day research journey with your students. This can be done in a variety of ways, depending on what your overall plan is for the year.

- NHD's theme materials can be found here:
  - <https://NHD.org/en/contest/theme/>
- You may wish to begin by showing students the theme video on the NHD website, found at the link above.
- You may also start or continue your theme exploration with a lesson plan created by Tennessee History Day and adapted for Alaska topics, shown on the next page. The complete slides and full-size lesson plan and activity pages can be found on the Alaska History Day website and are included at the end of this toolkit document.
  - <https://www.akhistoryday.org/teacher-resources/lesson-plans/>



## National History Day® 2025: Rights and Responsibilities in History Establishing Definitions and Topic Exploration Teacher Instructions



For students to engage with the NHD theme in a meaningful way—incorporating it into their projects fluidly and speaking about it with understanding—establishing a common definition from the beginning is extremely valuable. Use the following large group activity to facilitate a group discussion and common understanding of the theme “Rights and Responsibilities in History.” Suggested modifications included. **Please note** - this activity is designed to be adaptable to any content area. Replace the linked resources in the second activity to meet the needs of your curriculum.

### Lesson Preparation

- Printed guided notes -or- copies of the note slides placed in learning management software
- [Definition slides](#), either printed and posted around the room -or- ready to be projected
- Printed copies of the sources if your chosen procedure uses physical stations
- Large graph drawn on board -or- anchor chart, similar to what is seen on page 5

### Lesson Procedure

- To establish common definitions either:
  - Work through [slides](#) together as a large group, having students take notes while facilitating conversation
  - Have students work in small groups, writing down definitions viewed on slides while discussing any questions
  - Create stations around the room by taping the definitions to the wall, having students move independently to fill in their note pages. Modified sheets available for students who need assistance with completing the entire definition
- Answer any questions students have about their definitions. Some questions may be answered once they see them applied to a historical event
- Placing it in context:
  - Model the first topic together. Read through the source, discuss what you read, and mark all the categories that the event relates to in the graph. Show students how these ideas overlap
  - Next, either let students work in groups through all of the sources or assign one source to each group to work through. If you are assigning sources, direct students to write a brief summarization of the topic. Encourage them to use context elements like time and place in their writing. After they have all worked through their assigned resource, have them take turns presenting, directing students not presenting to fill in the graph and reasoning for each presented topic
  - As a large group, fill out the graph on page 5 with final decisions on how each topic fits into the rights and responsibilities listed
  - Lastly, have students answer the Wrap-Up questions. Revisit these in your next class period, specifically the patterns they noticed, what types of sources they will need (as this relates to Wide Research and Multiple Perspectives), and remaining questions

### Suggested Modifications

- Use the attached guided definition notes for students who need support in getting notes completed.
- Point out online or physical access to definitions for students that need extra time.
- Extension: To take the activity further, have students select a topic and find primary sources of different types, writing a brief description. Have students present their topics in their small groups or to the large group.

## Choosing a Topic

Once students understand what History Day is about, they will need to start exploring and choosing possible topics. Choosing a topic is a key point in this research process. You can't start research if you don't have at least a little bit of an idea of what you want to learn about. But students are unlikely to have their research question or thesis finalized before they start to dive into a particular topic or area of research. Just as there is no one single way to "do History Day" just as there is no one way to do historical research more generally. You might start with your students from a variety of angles (time period, topic, or even a primary source or secondary source) then identify what interests students most, then continue to funnel or narrow down the topic.

***Tip: Within the contest itself, any topic is acceptable. You as educators may wish to narrow these parameters within your classroom, depending on what you're studying!***

Things to Remember when Choosing a History Day Topic:

1. Make sure it fits the theme.
  - To ensure a topic fits the theme, answer the following question: "The topic is related to "Rights and responsibilities in History" because ....?"
2. The topic should be narrow enough to be researched thoroughly in the time available.
  - For example, evaluating how World War II was a turning point for Alaska is too big, but considering how it was a turning point for the community of Cold Bay might be an achievable scale.
  - 3. The topic should be significant.
3. The students should be able to explain why it is important for everyone to know about this topic.
  - Topics in local history often have significance beyond their locality. They illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.

- The historical significance of the topic should be evident. It can be difficult to identify that significance for events in the very recent past. While it's not a rule that an event has to be twenty years in the past, that guideline might be helpful in choosing a topic.
4. The topic should have primary and secondary sources available and accessible.
- These sources can take on a variety of shapes.<sup>5</sup>

***Tip: Historical fiction or narrative non-fiction books can be a less intimidating way to begin to familiarize students with a time period or place, and is especially useful for younger students. We've heard from educators who started their history day year with a book club, reading about a historical topic.***

***A note from NHD about topics:***

*National History Day does not censor National Contest entries based upon content. This means that the views and opinions expressed in student entries are those of the students and/or the sources cited in their projects. They may not represent the views or opinions of National History Day, Inc. or its donors, sponsors, supporters, partners, or affiliates.*

The following pages show several worksheets for students to use in selecting a topic. These PDFs can be downloaded from the "Materials" page of [akhistoryday.org](http://akhistoryday.org). Full resolution copies are also included at end of this document.

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<sup>5</sup> Adapted from Hawai'i History Day 2023 Teacher Toolkit.

# **Background**

**A right**

**Leaders**

**Actions/responsibilities**

**New perspectives**

**Change**

**Effects**



**Topic:**



**B**

**A**

**L**

**A**

**N**

**C**

**E**

**So what? Why was this topic important in history?**



Name: ..... Class: ..... Date: .....

## NARROW IT DOWN!

History Day Theme:

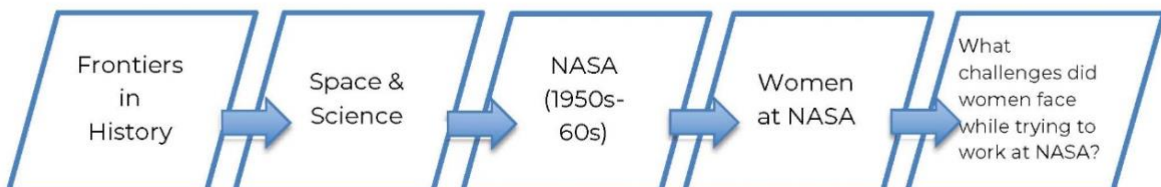
General Interest:

Years or era:

Narrow topic:

Research question ideas:

### Sample:



## Research

Research is the heart of the History Day project. Students will use both primary and secondary sources throughout their research. Primary sources will help support their historical argument/thesis, while secondary sources can be key to providing context. **NHD recommends beginning with secondary sources, then moving on to studying primary sources.**<sup>6</sup> However, research doesn't always proceed in a linear way. It is a process of creativity, reflection, collaboration, and revision. Students might start with a broad topic, look for sources, narrow it down, look for more sources, develop a historical argument/thesis, and continue to develop and revise their thinking and their argument throughout the process. Strong projects make a claim or pose a question and then answer it, supporting their arguments with evidence in primary and secondary sources.

### What are Secondary Sources?

**Secondary sources are created after and about a historical event.** Students can build their knowledge of historical context by starting their research with secondary sources written by credible authors such as professional historians, whose work reflects thorough research and analysis. Reading secondary materials prepares students to understand and analyze primary sources from the historical event they are researching.

These might be:

- History textbooks
- Articles in professional journals and books written by historians
- Biographies
- Articles found on credible internet sites.

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<sup>6</sup> <https://nhd.org/en/contest/get-started/>, Accessed January 4, 2024.

## What are Primary Sources?

Primary sources are **created during the time period being researched**. These might include, but are not limited to:

- Eyewitness accounts
- Verbal testimony, such as oral history interviews with people from the time, and oral traditions (i.e., histories that are preserved and shared through word of mouth rather than in writing)
- Written materials, such as letters, speeches, diaries, newspaper articles, and other documents from the time
- Images and artifacts such as photographs, paintings, drawings, maps, and objects from the time
- Unedited copies of primary materials found on credible internet sites, such as the websites of the National Archives and Records Administration and the Library of Congress

***Tip: Remind students that their topic can be adjusted and refined! After all, revision is an important part of the NHD program/contest process, as it encourages students to continue to analyze and think critically about their research throughout the process!***

Help students learn the difference between primary and secondary sources.

- Here is a helpful intro video from the Minnesota Historical Society:

<https://vimeo.com/438941363>

## Finding and Collecting Sources (Primary and Secondary)

Information may be found in many places. The first place for a researcher to start might be an online search, a library, cultural center, or speaking to an elder in the community about important past events. Once students identify the topic and have it narrowed down, there are many ways to gather information.



As many of our communities are far from major archives or research libraries, we need to think creatively about finding sources. You might remind students that research is like detective work. Good detectives are always looking for clues to help them answer questions; in that way, a History Day topic is like a mystery needing to be solved. As historical detectives, students will need to gather information and ask questions in order to draw conclusions.

***Tip: Think Local! Researching local history can help set up learners for success, by increasing the chances sources are available in your community.***

Primary sources may be found in:

- Archives
- Museums
- Interviews (Oral Histories) – both student-conducted and recorded
- Websites
- Cultural Centers
- Tribal Offices
- Native Corporations
- Historical societies
- Governmental offices
- Basements/closets/personal collections
- Corporations/businesses
- Churches
- On microfiche and microfilm in major libraries

## Evaluating Sources

As part of their research, students will need to evaluate both primary and secondary sources. The Library of Congress and NHD collaborated to produce a [Guide to Student Research and Historical Argumentation](#), which provides excellent guidance for evaluating sources. The full guide, which includes activities for every

step of the research process can be accessed at: <https://nhd.org/en/resources/guide-to-student-research-and-historical-argumentation/>

Students will need to think carefully about each source they incorporate into their research projects. Students will need to consider who and why made each source, what is its argument, how it expresses the creator's ideas, how the source relates to other texts of the time, and more broadly, what is the historical context of the time.<sup>7</sup>

**ROVAR** is one tool to determine the reliability of primary sources. Students should consider each letter of the ROVAR memory aid as they evaluate sources.

**R** - Is the source reliable? Was it created during the time of study? Did the creator have direct knowledge of the topic?

**O** - What is the origin of the source? Is this the original version?

**V** - Is the source valid? Is it cited and quoted by others? Is it useful for your particular topic?

**A** - Is the source accurate? Does it line up with generally accepted knowledge or explain discrepancies?

**R** - Is the source directly relevant to the research topic?<sup>8</sup>

**SOCCA** might be a useful memory tool for evaluating secondary sources. Students should ask themselves:

**S** - Is the source suitable for the research topic?

**O** - Is the source objective? Does it consider multiple perspectives?

**C** - Is the source credible? Does it have a bibliography? Does it have footnotes or endnotes from recognized sources?

**C** - Is the source part of the current scholarship?

**A** - Is the source written by an authority in the field?<sup>9</sup>

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<sup>7</sup> <https://nhd.org/en/by-topic/library-of-congress-resources/> Webinar 1, Accessed November 7, 2023.

<sup>8</sup> <https://nhd.org/en/resources/guide-to-student-research-and-historical-argumentation/>, 66. Accessed November 7, 2023.

<sup>9</sup> <https://nhd.org/en/resources/guide-to-student-research-and-historical-argumentation/>, 67. Accessed November 7, 2023.

In collaboration with the Library of Congress, NHD has produced a teacher's guide and series of webinars designed to help educators gain confidence in working with these skills in their classrooms. These webinars can be found here:

<https://nhd.org/en/by-topic/library-of-congress-resources/> along with both the teacher and student guides.

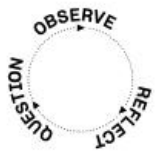
Both the Library of Congress and the National Archives have created worksheets and tools for teachers and student researchers of different ages. You may wish to provide these worksheets (either printed or in fillable form) to your students.

- Library of Congress: <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>
- National Archives Document Analysis: <https://www.archives.gov/education/lessons/worksheets>

A basic document analysis worksheet is included on the next page, and a full-size version is available at the back of this guide.

# PRIMARY SOURCE ANALYSIS TOOL

NAME:



**OBSERVE**

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**REFLECT**

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**QUESTION**

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**FURTHER INVESTIGATION:**

**ADDITIONAL NOTES:**

## Developing a Historical Argument

Once students have started researching using secondary and primary sources, it's time to start considering the bigger historical argument or thesis. It is important that students make an argument or claim about their research. According to NHD and the Library of Congress, "The thesis—the description of the argument—should be about one to three sentences long. It should be clear and specific. The rest of the paper or project will provide evidence and reasoning to support the thesis, but the claim itself should be brief and have a laser-like focus."<sup>10</sup>

For NHD Projects, a thesis statement should:

- Clearly state the topic.
- Define parameters.
- Make a clear connection to the NHD annual theme; and
- Be an argument, not a statement of fact.

***Tip: Remind your students that their thesis statement will change throughout the research process as they find and evaluate new sources that advance their understanding of the topic.***

Students shouldn't "set it and forget it" when it comes to thesis statements. They should have completed initial research on their topic and use those secondary and primary sources to make their claim.

From this research, students will develop their projects, conducting research and forming it into one of the five project types for NHD.

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<sup>10</sup> <https://nhd.org/en/resources/guide-to-student-research-and-historical-argumentation/>, 224-25. Accessed November 7, 2023.

## Choosing a Project Type

Different types of NHD projects require different skills and materials. Some may be easier than others, depending on your student group, classroom space, available technology, and even internet connection speed.

***Tip: some educators have let us know that websites make a great project type for students in their first year of the NHD program. NHDWebCentral is a web-based platform for website construction, and has extensive tutorials and instructions available.***

Like everything else having to do with historical thinking, choosing the form the final project takes is not a random act. Entry categories must be a function of the conclusions our students need to explain and the kind of evidence they will use to demonstrate their explanations.

For instance, if we have a student faced with explaining something complex and who will be using textual information, rather than images, to demonstrate their points, a paper might be the most reasonable choice. **Papers** allow students to use the written word to present their information.

**Exhibits** are an excellent choice for students researching topics rich in images. Exhibits allow students to organize the “before” story, the big event, and the consequences of whatever it was that happened on a museum-like display, using still images and personal analysis to present the results of their research and reasoning.

**Documentaries** are an ideal option for topics that rely on visual, audio, and cinematic evidence to tell a story. They give students the opportunity to create multimedia presentations that convey their analysis and conclusions using the sights and sounds of the past.

**Websites** can also be a good way for students to present a variety of still images in combination with short film or audio clips. Because navigation through a website is not necessarily linear, websites allow students to lay out parallel lines of reasoning that are tied together through strategic use of tabs and links.

**Performances** are a great choice for students who want to present a dramatic portrayal of an event by combining historical fact and their own analysis with stage settings, costumes, facial and hand gestures, and body posture.

There is a big point here. **None of these choices can be made without students knowing what they need to explain.** Just like a doctor must be confident that a course of treatment is appropriate to treat a disease, each NHD student must make certain that his or her choice of entry category will be the best vehicle to present the answer to the historical question they are being asked. <sup>11</sup>

**So, long story short, choosing a project format will come later in the research process for many!**

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<sup>11</sup>This section adapted from a National History Day in Missouri publication:  
[https://www.NHDmo.org/uploads/1/6/8/8/16887220/five\\_steps\\_of\\_a\\_history\\_day\\_project.pdf](https://www.NHDmo.org/uploads/1/6/8/8/16887220/five_steps_of_a_history_day_project.pdf)

## Essential Project Elements

The NHD Rule Book details all elements that must be included in a project, including word count and size/length limits. Please refer to the rule book when preparing a project for entry into the contest, and consider using the rulebook for project parameters if you don't plan to have your students enter the contest. You can find the current rule book at <https://nhd.org/en/resources/nhd-contest-rule-book/> or reach out to the contest coordinator to learn more. The following section is drawn from the 2020 Rule Book and discusses the key elements in a strong History Day project. Regardless of project category, students should address the following in their work:

### Historical Argument

A historical argument states the central point or focus of a project in two or three sentences. It is sometimes called a thesis or claim. A student's argument should reflect their analysis of the historical evidence they gathered.

Historical arguments must make a meaningful connection to the theme and show why the topic is significant in history. It must be incorporated into the project and be clear to those who read or view it. However, labeling historical arguments in or on a project is not required.

### Historical Context

Historical Context: the larger setting in which your topic took place. Students should consider the relevant economic, social, intellectual, religious, cultural, and political conditions of the place and time. Additionally, students should pay attention to how their topic developed over time.

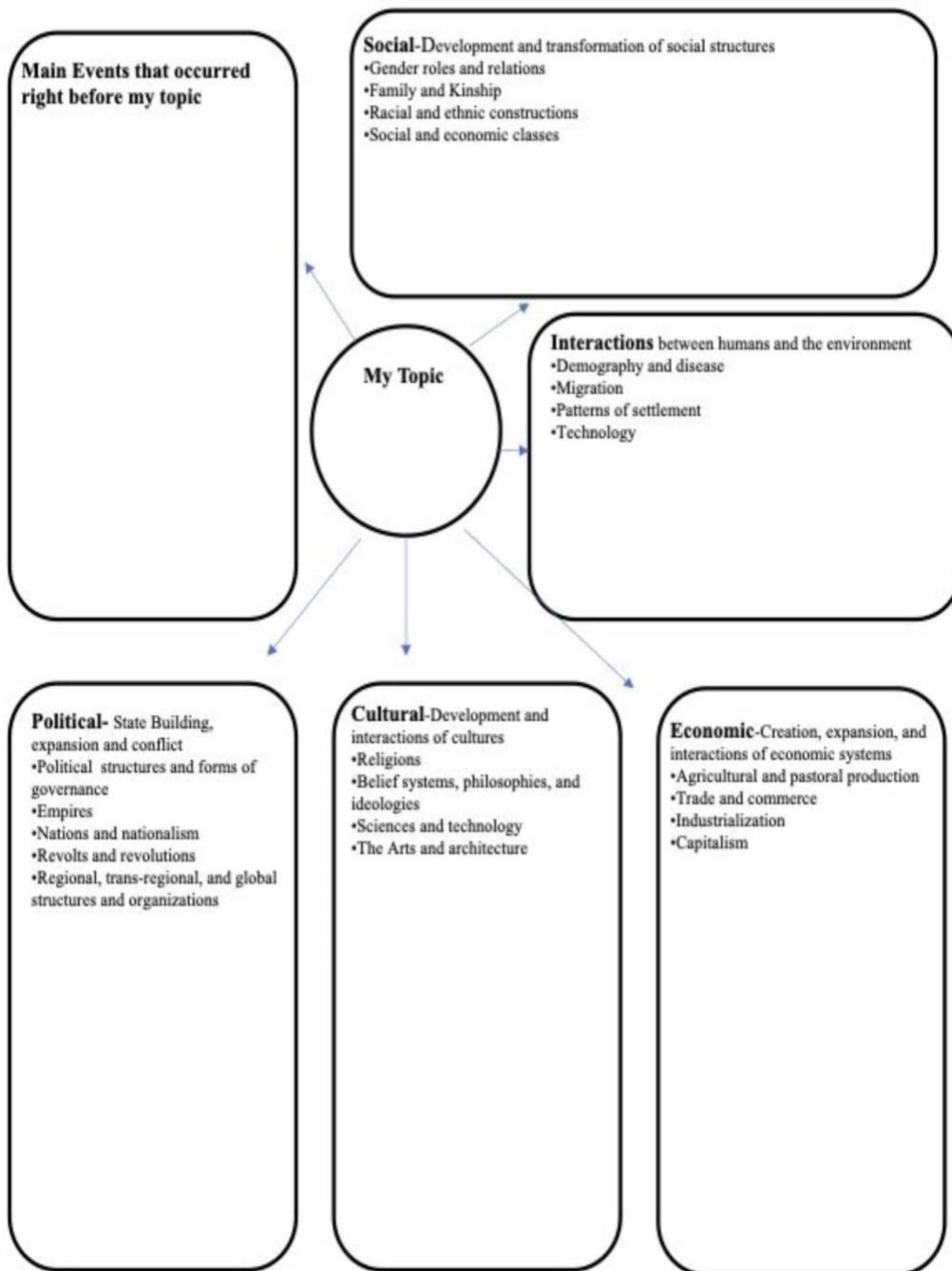


This worksheet can help students think about historical context.

(full-size version at the end of this guide)

(Historical Context)

Placing My Topic in the Big Picture. Name \_\_\_\_\_



Courtesy Hawai'i History Day, Idea adapted from: Amy Boehning

## Multiple Perspectives

A perspective is one point of view - what one person saw, thought, or wrote about the events or issues a student is studying. An individual's perspective on a historical event can be affected by many factors and can change over time. Students must look for multiple perspectives as they piece together what happened in the past. They must examine and show more than one side of the story. This can be accomplished by looking for primary and secondary sources created by people with different viewpoints.

## Historical Accuracy

Historical Accuracy: Historians must be accurate when presenting information about the past. Students must present accurate historical facts before they can make their historical argument and interpret historical significance. If students find sources that are contradictory about a fact, help them to dig deeper to determine the correct information.

## Historical Significance

Significance refers to the impact or consequences of a topic. You might encourage students to consider some of the following:

- What occurred as a result of their topic, both in the short term and the long term?
- What changed or stayed the same?
- What impact did their topic have on society or on the course of human events?
- Think of historical significance as answering the question, "So what, why does this matter?"

## Supporting Documents

A process paper and annotated bibliography are important parts of the NHD project framework. They help students reflect on the research process and consider the sources they used.

### Building the Process Paper

A process paper is a description of how students conducted their research, developed their topic idea, and created their entry. The process paper must also explain the relationship of the topic to the contest theme. The process paper is required for all categories.

This NHD page can help you introduce the process paper portion to your students, including rules for process paper, and what should be included.

<https://nhd.org/en/resources/what-is-a-process-paper/>

### Building the Annotated Bibliography

An annotated bibliography is a formatted list of the sources that students used in their research. An annotated bibliography is required for all categories in the NHD contest.

The main goals of an annotated bibliography are to:

- Give credit to the original authors, avoiding plagiarism.
- Show the value of a source to the research.
- Reflect varied perspectives with different types of sources.
- Provide the source information so that readers can explore those sources on their own.

More details on creating an annotated bibliography can be found in the [Annotated Bibliography Guide](#) on the NHD website.

- <https://nhd.org/en/resources/annotated-bibliography/>

NoodleTools software includes resources for creating annotated bibliographies within the NHD contest format. Please review the Annotated Bibliography Guide and contest rules for required formatting for contest submission.

## Staying Organized During Research

It is important for students to stay organized during their research process, to not only stay on track for deadlines, but to avoid accidental plagiarism and to ensure they are producing their best possible work. Depending on your classroom context, you may find one system works better than another.

- One option to do this is NoodleTools, which includes note-taking and outlining tools, along with providing a means for teacher feedback and creating annotated bibliographies (and more). NHD and NoodleTools partnered to offer schools a complimentary subscription to the platform for one project year.<sup>12</sup> <https://www.noodletools.com/partners/nhd/>
- Index Card System
- Table System
- Cornell Notes System<sup>13</sup>

## Avoiding Plagiarism

NHD projects offer many opportunities for educators to work with their students to learn how to properly credit sources. NHD projects require citing all

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<sup>12</sup>Not available for homeschools at this time, per their website.

<sup>13</sup> See the Minnesota History Day student guide for instructions on using the Index Card System, Table System, or and Cornell Notes System: [https://www.mnhs.org/sites/default/files/2023-08/researchworkbook\\_complete24.pdf](https://www.mnhs.org/sites/default/files/2023-08/researchworkbook_complete24.pdf)

primary and secondary sources, crediting the original creator of the work. This element of the program helps students learn how to appropriately cite their sources, an important skill they will use in other academic areas. Citations help guide readers and future researchers to your sources, and give credit to the original creator of the idea. Additionally, properly citing sources helps avoid plagiarism. Often, plagiarism can be accidental, from not keeping clear notes or staying organized during the research process. Students should learn that plagiarism includes, but is not limited to, the following examples:

- Turning in someone else's project as their own.
- Failing to put quotation marks around direct quotes and include both a source credit and a proper citation of the source.
- Failing to provide proper citations for all quoted and paraphrased material.
- Failing to provide the sources for audio, video, or images used in your project.
- Giving incorrect information about the source of a quote.<sup>14</sup>

## Sample Projects

Many sample projects are available online.

- Alaska History Day Project Examples are being added to the website:
  - <https://www.akhistoryday.org/project/categories-and-sample-projects/>
- National History Day Project Examples
  - <http://nhd.org/project-examples>
- Minnesota Historical Society Project Examples:
  - <https://www.mnhs.org/historyday/categories/sample-projects>

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<sup>14</sup> This section is adapted from the *National History Day Contest Rule Book, June 22, 2020 Edition*, 15. <https://nhd.org/wp-content/uploads/2022/10/NHDRuleBook2020Digital.pdf>

## Part 3: Alaska Affiliate Contest Overview

Alaska's contest is all online, no travel required. Educators and students will need to register online, and students will need to upload all portions of their projects, including annotated bibliography and process paper, into the contest platform website. Please check the contest site at [ak.nhd.org](http://ak.nhd.org) for additional upload and registration instructions, and contact [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com) if you have any questions. Additional contest information will be provided in an updated contest guide, to be released in early 2025. Alaska History Day uses the *NHD Contest Rule Book June 22, 2020, Edition*. **Projects must follow the most current rule book so that all projects can be judged on an even playing field. Please look for the current year Contest Guide (to be released late 2024-early 2025) for more details.**

### Contest Basics:

Each category in each division is judged separately -- junior individual exhibits will only be ranked against other junior individual exhibits, for example. There are **two divisions** organized by school grade: Junior Division (grades 6-8) and senior division (grades 9-12). Students may make a project in any of the **nine categories**:

- Paper (Individual only)
- Individual documentary
- Individual exhibit
- Individual website
- Individual performance
- Group documentary
- Group exhibit
- Group website
- Group performance

**Group Size: Groups may include between two and five students.**

## Eligibility & Requirements:

**An educator or other supervising adult sponsor is required for all entries.**

This does not have to be a classroom teacher! Homeschooling parents, after-school-club sponsors, librarians, etc, are all welcome. If you are new to Alaska History Day, please reach out to us at [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com) so we can ensure you have the resources you need. You will need to sign up at the contest website: [AK.NHD.org](http://AK.NHD.org) as part of the contest registration process.

## Rules

**Projects must follow the rules outlined in the National History Day Rule Book. Please refer to the rule book that was released summer of 2020.**

<https://NHD.org/en/resources/NHD-contest-rule-book/>

## Category Specific Requirements

Each category has specific requirements about length/word count/size, etc. These guidelines can be found in the NHD contest rule book. These rules help make sure that all projects can be evaluated and ranked fairly at the contest level.

Please see the NHD Teacher Resources Page for additional information on each category: <https://NHD.org/en/teacher-resources/advising-NHD-students/>

## Project Checklists

Please ensure that you have all of the required parts of the project and your project follows the rule requirements. See below links for checklists for each category.

- Documentary: <https://NHD.org/en/resources/documentary-project-checklist/>
- Exhibits: <https://NHD.org/en/resources/exhibit-project-checklist/>
- Paper: <https://NHD.org/en/resources/paper-project-checklist/>
- Performance: <https://NHD.org/en/resources/performance-project-checklist/>
- Website: <https://NHD.org/en/resources/website-project-checklist/>

## Supporting Documents

All categories require a title page, process paper, and annotated bibliography as part of their submissions. Per the [2020 NHD Contest Rule Book](#), they should be formatted as follows. Please refer to the rule book at to NHD.org for additional information.

### Title Page

A title page is required as the first page of written material in every category. The title page must include **only** the title of the entry, student name(s), the contest division and category in which the project is entered, and applicable word counts. The title page is not included in the word count. Please consult the rule book for category specifics.<sup>15</sup>

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<sup>15</sup> *National History Day Contest Rule Book, June 22, 2020 Edition*, 18. <https://nhd.org/wp-content/uploads/2022/10/NHDRuleBook2020Digital.pdf>



## Process Paper

A process paper is required for projects in every category. The process paper must be 500 words or fewer, and must not include quotes, images, or captions. The process paper words are counted separately and are not part of the word count in the paper, exhibit, or website categories. A process paper must answer the following questions:

- How did the student(s) choose the topic and how does it relate to the annual theme?
- How did the student(s) conduct their research?
- How did the student(s) create their project?
- What is the historical argument?
- In what ways is the topic significant in history? <sup>16</sup>

## Annotated Bibliography

An annotated bibliography is required for all categories. The annotated bibliography is not included in the word count. **The annotated bibliography must:**

- List all sources consulted in developing the entry.
- Be separated into two sections: one for primary sources and one for secondary sources.
- Each entry must include a brief annotation. The purpose of the annotation is to provide information about the research process, not to provide analysis to circumvent the word count. Each annotation must be no more than two or three sentences. The annotation should explain how the source was used, and how it helped the student(s) understand the topic.
- Please see the Contest Rule book for further information about annotated bibliographies, such as how to classify particular categories of sources.

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<sup>16</sup>National History Day Contest Rule Book, June 22, 2020 Edition, 19. <https://nhd.org/wp-content/uploads/2022/10/NHDRuleBook2020Digital.pdf>

## Judging Procedures and Criteria

Each entry will be evaluated by at least two qualified individuals. Judges are adult professionals with an interest or background in history and/or education. Judges volunteer their time to help make this contest possible. Judges will evaluate projects individually and then rank the entries to determine top finishers. In the event of a large number of submissions in a single division/category, two or more judging teams may be needed. In this case, first round judges will rank projects, and top ranked projects from the first round will be evaluated a second time, by a new panel of judges, to determine the top contest finishers. **Each judge receives a contest orientation/training and will follow the NHD evaluation forms (in digital format).**

## Evaluation Criteria

**Judges will use the *National History Day Contest Rule Book, June 22, 2020 Edition*. Judges will review projects for both historical quality and clarity of presentation.** NHD evaluation forms for each category can be found at <https://www.NHD.org/evals>

- **Historical Quality (80%)** - The evaluation of Historical Quality is the same for all categories. This section focuses on the strengths of historical argument, research, and relationship to the theme.
- **Clarity of Presentation (20%)**- Clarity of Presentation is different for each entry category. It evaluates how well a project communicates the student's argument using the tools of the chosen category.

**All judges' decisions are final.**

## Judge Feedback

Judges will provide written feedback on entries, which will be made available to students and teachers after the contest results are announced.

## Revisions

After the contest, students are encouraged to carefully review the judges' feedback. If a project is moving on to a higher competition level, students may wish to consider ways to strengthen their work. Between contest levels, they may continue to do research, refine their analysis, and revise the project, including its title. However, students may not change their topic.

## Special Awards:

We offer several special awards for different project types. In 2024, this included awards for projects relating to:

- Women in History
- Alaska History
- Education in History
- Naval and/or Maritime history

These award categories may vary from year to year. Judges will nominate projects for consideration for an award. Nominated projects will be reviewed and a winner selected. These awards may include a monetary prize, which will be divided equally among group members in the event a group project is selected.

## Advancing to the National History Day Contest

The top two projects in each category (and are deemed fit to compete at the national level by judges and state coordinator) are eligible to advance to the NHD national contest. In the case one of these projects is unable to attend, the third-place winner may be invited in their place.

National History Day is held on the College Park campus of the University of Maryland, just outside Washington, D.C. Over 4,000 students from around the country, its territories, and international schools abroad, gather for five days to present their work. In addition to the History Day event, students have opportunities to visit the historic sites in and around Washington. Monetary prizes, scholarships, and special awards are presented to national award winners. ***Alaska History Day cannot guarantee travel support to qualifying participants. Participants are responsible for raising travel costs to attend nationals.*** Students who advance to nationals will receive additional information from Alaska History Day to help them prepare for the trip.

*Important note on group projects: for group projects to be included at the national contest level, NHD requires all members of the group to register/pay to enter, even if only one group member attends the contest.*

## Interviews

Unlike some other states or the national contest, our online state contest does not include an interview portion. Students who advance to nationals will need to prepare for an interview with judges. Advancing students will receive additional information about this element of the national contest.

**Thank you for your interest in National History Day and Alaska History Day!**

**Please reach out to us at [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com) if you have any questions.**



## Alaska History Day 2025

### Topic Ideas for the theme “Rights and Responsibilities in History”

Questions? Contact [alaskahistoryday@gmail.com](mailto:alaskahistoryday@gmail.com)

#### Alaska History Topics:

- Whaling History
  - Subsistence v. Commercial Whaling
- Aleut Revolt of 1763
- Alaska Revenue Cutter Service (1867-1915)
  - Duties/Impact on Communities
- First & Second Organic Acts (1884, 1912)
- Cordova Coal Party (1911)
- Founding of Alaska Native Brotherhood/Alaska Native Sisterhood (1912)
- Shoup Women’s Suffrage Bill (1913)
- Impact of Indian Citizenship Act (1924) in Alaska
- Matanuska Colony (1935)
  - *Topic Guide Prepared by Sheri Hamming, President, Palmer Historical Society*
- Aleut (Unangax) evacuation and relocation, Summer 1942
- Japanese American relocation and confinement, 1942-1945
- World War II and Alaska Territorial Guard (1942-1945)
  - Civil Rights Advocacy
- World War II and Aleutian Campaign
  - (in addition to the Unangax forced relocation)
- World War II and Alaska Highway
- Alaska Equal Rights Act (1945)
- Rampart Dam Controversy (1954-1960s)

- Alaska Statehood Committee (1950s)
- Alaska Constitutional Convention (1955-1956)
- Alaska Mental Health Enabling Act (1956)
- Alaska Statehood (1959)
- Barrow Duck In (Utqiagvik) (1961)
- Burning of Douglas Indian Village, (July 1962)
- Good Friday Earthquake (1964)
- Ted Stevens (1923-2010), (Appointed to US Senate, 1968):
  - Role and Impact in Alaska and federal politics
- Alaska Native Claims Settlement Act (1971)
  - *Topic Guide in NHD 2025 Theme Book*
- Molly Hootch Case/ Tobeluk V. Lind (1976)
- Alaska Permanent Fund and Permanent Fund Dividend (1976 and 1980)
- Great Monument Trespass (1978)
- Alaska National Interest Lands Conservation Act (ANILCA) (1980)
  - Topic Guide Prepared by Philip Wight
- Exxon Valdez Oil Spill (1989)
- NAGPRA's Implications for Indigenous Communities in Alaska (1990)
- Native American Languages Act (1990)
- Katie John V. US (2001)

## **Circumpolar/Arctic History Topics Relating to Alaska**

- Formation of Inuit Circumpolar Council (ICC)
- Friendship Flights with USSR - late 1980s
  - Implications for Indigenous communities on both sides of the Bering Strait
  - Topic Guide by David Ramseur
- The development and impact of the Distant Early Warning (DEW) Line
- Industrialization of the circumpolar North
  - World War II
  - Lend-Lease
  - Weighing Sustainability v. defense v. economy
- Russian Alaska
  - Indigenous peoples and Orthodoxy
  - Cultural legacy and memory



### **Important Bills, Laws and Court Cases:**

- 1st Organic Act (1884)
- Davis et al. V. Sitka School Board (1906)
- 2nd Organic Act (1912)
- Indian Citizenship Act (1924)
- Indian Reorganization Act in Alaska (1936)
- King-Havenner Bill (1938)
- Anti-Discrimination Act of 1945
- Voting Rights Act (1965) in Alaska
- Alaska Native Claims Settlement Act (ANCSA) - (1971)
  - *Topic Guide in NHD 2025 Theme Book*
- Passage of Marine Mammal Protection Act (1972)
- Tobeluk vs. Lind / Molly Hootch Case (1976)
- Indian Child Welfare Act (1978)
- Frank Vs State (1979)
- Alaska National Interest Lands Conservation Act (ANILCA) (1980)
  - Topic Guide Prepared by Philip Wight
- Native American Graves Protection and Repatriation Act (1990)
- Native American Housing Assistance and Self Determination Act (1996)
- Katie John case (2001)

### **Research Areas:**

- Civil Rights in Alaska
- Colonization and Colonialism
- Environmental Rights & Responsibilities
- Civil Rights
- Resource Access Rights
- Education Rights & Responsibilities

## Matanuska Colony Project 1935

Compiled by Sheri Hamming, Palmer Historical Society

At the heart of President Roosevelt's New Deal resettlement program was a growing support for getting back to America's agricultural roots. A "Back to the Land" movement resulted in over 100 resettlement communities around the United States including Alaska's 1935 Matanuska Colony Project. The 203 Matanuska Colonist families were selected from Michigan, Minnesota, and Wisconsin relief roles. The climate, soil, and agricultural conditions of the Matanuska Valley were comparable to those of the northern Midwest states. Many people from that region were of Scandinavian descent with knowledge of dairy and truck farming, and an understanding of harsh weather conditions. Government officials determined this population would be best suited for the strenuous pioneer life in Alaska's Matanuska Valley.

### Resources:

- Colony House Museum, 316 E. Elmwood Ave, Palmer, AK 99645, <http://www.palmerhistoricalsociety.org/colony-house-museum/>
- Palmer Historical Society, "The Matanuska Colony 1935," <http://www.palmerhistoricalsociety.org/online-projects/the-new-deal/>
- National Park Service, *Alaska's Matanuska Colony*, (United States of the Interior, National Park Service, through the Government Printing Office, 2020) <https://www.nps.gov/articles/alaska-s-matanuska-colony.htm>
- Evangeline Atwood, *We Shall Be Remembered*, (Alaska Methodist University Press, 1966)
- Heather Lehe, *Colony Kids, Adventures Of The First Years In Alaska* (Publication Consultants, 2001)
- Orlando W. Miller, *The Frontier in Alaska and the Matanuska Colony*, (Yale University Press, 1975)
- *Knik, Matanuska, Susitna — A Visual History of the Valleys, Matanuska - Susitna Borough* ( 1985, 1994) (Pages 160 – 235)  
First Printing December 1985 - Bentwood Press, Sutton, Alaska  
Second Printing December 1994 - L&B Color Printing , Wasilla, Alaska
- *Alaska Far Away — The New Deal Pioneers of the Matanuska Colony* (Juster Hill Productions San Francisco, 2008)  
Documentary
- *Where the River Matanuska Flows — Stories from Alaska Pioneers* (by Juster Hill Productions San Francisco, 2005)  
Film

# The Alaska National Interest Lands Conservation Act (ANILCA)

## Compiled by Philip Wight

The Alaska National Interest Lands Conservation Act (ANILCA) of 1980 has been called the “greatest land preservation act in U.S. history” (Sierra Magazine, 1991). It designated more than a hundred million acres—larger than California—of Alaskan lands as protected conservation areas. The passage of the legislation represented a culmination of decades public concern over America’s wildest places, growing pressures to develop Alaska’s natural resources, and the need to balance subsistence and conservation for Alaska’s rural and Indigenous residents.

Even with extensive political compromises made in order to facilitate its passage, ANILCA proved a historic piece of legislation. It expanded the National Park System by 44 million acres, including new national parks at Gates of the Arctic, Glacier Bay, and Wrangell-St. Elias. It added 36 million acres to the National Wildlife Refuge system, including more than doubling the size of the Arctic National Wildlife Refuge. ANILCA also designated 51 million acres within these parks and refuges as “wilderness”—the highest federal land protection status—and more than doubled wilderness areas in the United States. It also protected segments of 25 Alaskan Rivers. Many historians regard the passage of ANILCA as the zenith of the American Environmental Movement and one of the most consequential acts in Alaskan history.

### Primary Sources:

- Text of the Alaska National Interest Lands Conservation Act (December 2, 1980), Public Law, 96-487, <https://www.nps.gov/locations/alaska/upload/nilca-electronic-version.pdf>
- Statewide Library Electronic Doorway (SLED) Compilation of ANILCA Primary Sources: <https://lam.alaska.gov/c.php?g=1283941&p=9425156>

### Secondary Sources:

- G. Frank Williss, "[Do Things Right the First Time": Administrative History of the National Park Service and the Alaska National Interest Lands Conservation Act of 1980](#)", September 1985
- Daniel Nelson, *Northern Landscapes: The Struggle for Wilderness Alaska* (New York: Routledge, 2004)
- Frank Norris, *Alaska Subsistence: A National Park Service Management History* (Anchorage AK: Dept of the Interior, 2002)

## Melting the “Ice Curtain” Between Alaska and Russia Native Peoples (1980-present)

Compiled by David Ramseur

For centuries, the indigenous peoples of the Bering Strait lived in relative harmony and crossed the 55 miles between Alaska and Russia to subsist on marine mammals and share common cultures and Native languages. In 1938, the governments of Soviet Russia and the United States recognized the historic visitation between Native peoples of their countries and established a process for interactions. However, 10 years later, Cold War tensions cast a dark shadow on Russia-Alaska relations. In 1948, both countries agreed to ban all contact across the Strait, separating Native families.

Nearly 40 years later, US President Ronald Reagan and Soviet General Secretary Mikhail Gorbachev endorsed the idea of renewed educational, scientific and cultural exchanges across the Bering Strait. This eventually led to a new process of “visa-free” travel for Native peoples of the region who were permitted to visit each other without the requirement of a visa from the two national governments. Between 1993-2015, nearly 4,800 Russia and Alaska Native people visited each other under the visa-free program, helping to improve relations between the two countries.

### Primary Sources

- Bering Straits Regional Commission, Agreement between the United States of America and the Union of Soviet Socialist Republics, Signed Sept. 23, 1989 at Jackson Hole, Wyoming, by US Secretary of State James Baker III and Soviet Foreign Minister Eduard Shevardnadze. [Bering Strait Visa-Free Travel Program - United States Department of State](#)
- Text of the visa-free agreement: [UNION OF SOVIET SOCIALIST REPUBLICS—UNITED STATES: AGREEMENT CONCERNING MUTUAL VISITS BY INHABITANTS OF THE BERING STRAITS REGION on JSTOR](#)
- “The Baker- Shevardnadze meeting, Yes on Start, for Now,” *The New York Times*, September 27, 1989.

### Secondary Sources

- David Ramseur, *Melting the Ice Curtain: The Extraordinary Story of Citizen Diplomacy on the Russia-Alaska Frontier* (University of Alaska Press 2017.)
- “Russians Visit Savoonga to Celebrate Shared Ancestry,” *Nome Nugget*, July 8, 2016.

## (Unit Assessment– 2-3 weeks)

### National History Day® Contest Research Project 2025:

#### Rights and Responsibilities

#### Purpose & Description of Project

Though National History Day is a competition among students in 50 states and various territories, the purpose of our participation is not entirely defined by the competitive nature of the event. This research project is meant to be rigorous, and it is meant to be engaging and enlightening. In addition to the knowledge you gain about a particular historical topic, you will also be developing essential research skills along the way.

To tell the intriguing story of your topic you will use a combination of your research skills, your writing skills, and your creativity. A major objective—and a major challenge—of this project will be limiting your presentation (regardless of its form) to the Contest’s limits and rules. Your analysis, the words written or spoken from YOUR mind, will have to be extremely concise considering the amount of work you will put into your research. Much of your story will be told through skillful use of *primary sources*. Creativity, in analysis and final product is truly the key to a successful History Day project—the best projects are those that truly blend brilliant analytical content with a savvy visual presentation.

You must be able to incorporate an interview and/or oral history as part of your project. Your topic must also relate to **United States History**.

#### Overall Standards of Assessment

- Tell a good story:
  - Connections to **THEME**: Rights and Responsibilities
  - Historical **ANALYSIS**, & **EVALUATION**- more than factual coverage
  - Tell an interesting **STORY**
  - Visual Appeal (or, in the case of research papers, appealing writing)
- Primary Sources—use them as much as you can, as well as you can—use them to tell your amazing story!

## The Project: Step by Step

### 1. Topic Selection

Choose your topic (must meet requirements below) **Due: Start of Unit**

- **Must** connect with the **2025 History Day Theme: Rights and Responsibilities in History**. The theme can be interpreted in many ways—certainly do not limit your possibilities to the first ideas that come to mind.
- **Must** be something you find interesting, something that will allow you to use your creative talents, and something that will keep you engaged for several months.
- **Must** be approved by **Teacher Name** to ensure it is researchable and applicable to the theme.

2. Annotated Bibliography Setup **Due: Start of Unit**—Enter project title in Noodle Tools and share project with Mrs. Damaro

### 3. Secondary Sources/Primary Sources

Sources correctly cited, annotated, entered in Noodle Tools

First 2 Annotated Sources (Secondary Sources) **Due: Within first week**

Second 2 Annotated Sources (Primary Sources) **Due: Within second week --4 sources total**

#### 4. Thesis Statement **Due: Within first week**

**Research Questions:** What are the questions you propose to answer through further research?

#### **Proposed Thesis Statement**

**Thesis Statement:** This is an evolving work-in-progress, but you need to draft early. Try something—you won't have the final version yet.

#### 5. **Organizing Your Research and Constructing Project**

##### **Classwork: End of Unit**

Decide which format you will use that best captures the essence of your topic

**Writing the story:** examine all of your Noodle Tools annotations and notes, examine all of your sources and analysis notes. Decide which part of the story the information best fits:

- Background and contextualization
- Body of the story and contextualization
- Conclusion: “successes, failures [and/or] consequences, legacy” or say again why this matters; focus on short term and long term effects

\*\* THEME must be mentioned explicitly throughout the story\*\*

#### 6. **Final Thesis statement and Project** **Due: End of Unit**

Consult the rubric for additional information

*Projects will begin presented in class on*

#### 7. **Final Annotated Bibliography** **Due: Two Days After End of Unit** - Sources cited using MLA or APA or Chicago

- High quality, revised, proofread annotations. No more than THREE sentences per annotation.
- Teacher should be able to pick any of your annotations at random and clearly see that your work is thorough and thoughtful
- *Separate* primary and secondary sources into 2 lists
- **Minimum of 3 annotated sources for a B; 5+ for an A**

\*\* 8. **Process Paper** (Not necessary at this stage—will be needed for the competition)\*\*

#### **Research Links**

National History Day: [www.nhd.org](http://www.nhd.org)

Digital History: <http://www.digitalhistory.uh.edu>

History Channel: <http://www.history.com/topics>

Primary Sources: <https://www.gilderlehrman.org/history-by-era>;  
<https://guides.library.yale.edu/senioressay/history/primarysources>

Newspapers: <http://chroniclingamerica.loc.gov>

National Archives: <http://www.archives.gov>

# (AP Course)

## National History Day Contest Research Project 2025: Rights and Responsibilities in History

### Purpose & Description of Project

Though National History Day is a competition among students in 50 states and various territories, the purpose of our participation is not entirely defined by the competitive nature of the event. This research project is meant to be rigorous, and it is meant to be engaging and enlightening. In addition to the knowledge you gain about a particular historical topic, you will also be developing essential research skills along the way.

To tell the intriguing story of your topic you will use a combination of your research skills, your writing skills, and your creativity. A major objective—and a major challenge—of this project will be limiting your presentation (regardless of its form) to the Contest's limits and rules. Your analysis, the words written or spoken from YOUR mind, will have to be extremely concise considering the amount of work you will put into your research. Much of your story will be told through skillful use of *primary sources*. Creativity, in analysis and final product is truly the key to a successful History Day project—the best projects are those that truly blend brilliant analytical content with a savvy visual presentation.

You must be able to incorporate an interview and/or oral history as part of your project. Your topic must also relate to United States History.

### Overall Standards of Assessment (what do the judges and teacher expect?)

- Tell a good story:
  - Connections to **THEME**: Rights and Responsibilities
  - Historical **ANALYSIS**, & **EVALUATION**- more than factual coverage
  - Tell an interesting **STORY**
  - Visual Appeal (or, in the case of research papers, appealing writing)
- Primary Sources—use them as much as you can, as well as you can—use them to tell your amazing story!

### **Literacy Skills Essential Learnings:**

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source
- Provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events; determine whether earlier events caused later ones or simply preceded them.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies.
- Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Compare and contrast treatments of the same topic in several primary and secondary sources
- Write routinely over shorter time frames (a single sitting or a day or two) -specific tasks, purposes, and audiences.
- Write arguments focused on discipline-specific content

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Conduct short as well as more sustained research projects; narrow or broaden the inquiry when appropriate.
- Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Assess the usefulness of each source in answering the research question.
  - Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format of citation.
- Draw evidence from informational texts to support analysis, reflection, and research

## The Project: Step by Step

### 1. Topic Selection

Choose your topic (must meet requirements below) **Due: Tuesday 9/17**

- **Must** connect with the 2025 History Day Theme: **Rights and Responsibilities in History**. The theme can be interpreted in many ways—certainly do not limit your possibilities to the first ideas that come to mind.
- **Must** be something you find interesting, something that will allow you to use your creative talents, and something that will keep you engaged for several months.
- **Must** be approved by **Teacher Name** to ensure it is researchable and applicable to the theme.

2. Annotated Bibliography Setup **Due: Tuesday 9/17**—Enter project title in Noodle Tools and share project with **Teacher Name**

### 3. Secondary Sources/Primary Sources

- Sources correctly cited, annotated, entered in Noodle Tools

First 3 Annotated Sources (Secondary Sources) **Due: Friday 9/27**

Second 3 Annotated Sources (Primary Sources) **Due: Friday 10/11 --6 sources total**

Third 3 Annotated Sources (Primary and/or Secondary) **Due: Friday 10/25 --9 sources total**

4. Thesis Statement **Due: Tuesday 10/22 (rough draft produced in class on Tuesday 10/22)**

Research Questions: What are the questions you propose to answer through further research?

### Proposed Thesis Statement

Thesis Statement: This is an evolving work-in-progress, but you need to draft early. Try something—you won't have the final version yet.



5. **Organizing Your Research (complete in class)** **Due: Tuesday 11/5**

Decide which one of the 5 formats you will use that best captures the essence of your topic

**Begin writing the story:** examine all of your Noodle Tools annotations and notes, examine all of your sources and analysis notes. Decide which part of the story the information best fits:

- Background and contextualization
- Body of the story and contextualization
  - Conclusion: “successes, failures [and/or] consequences, legacy” or say again why this matters; focus on short term and long term effects

\*\* THEME must be mentioned explicitly throughout the story\*\*

6. **Final Thesis statement and Project** **Due: Friday 12/13-Monday 12/16 (at midnight)**

- Projects received on Tuesday 12/17 after 8am will be deducted 10% & 10% for each day it is late up to 30% total deductions
- This category of points is for the technical and creative elements of your finished product
  - The NHD judging form for your category will be used as a rubric (see [www.NHD.org](http://www.NHD.org))

*Projects will begin presented in class on Tuesday 12/19*

7. **Final Annotated Bibliography** **Due: Thursday 12/19** - Sources cited using MLA or APA or Chicago

- High quality, revised, proofread annotations. No more than THREE sentences per annotation.
- A judge should be able to pick any of your annotations at random and clearly see that your work is thorough and thoughtful
- Separate primary and secondary sources into 2 lists
- **Minimum of 13 annotated sources for a B; 15+ for an A**

\*\* 8. **Process Paper** (Not necessary at this stage—will be needed for the competition)\*\*

**Research Links**

National History Day: [www.nhd.org](http://www.nhd.org)

Digital History: <http://www.digitalhistory.uh.edu>

History Channel: <http://www.history.com/topics>

Primary Sources: <https://www.gilderlehrman.org/history-by-era>;  
<https://guides.library.yale.edu/senioressay/history/primarysources>

Newspapers: <http://chroniclingamerica.loc.gov>

National Archives: <http://www.archives.gov>

# (General Ed Course)

## National History Day Contest Research Project 2025: Rights and Responsibilities

### Purpose & Description of Project

Though National History Day is a competition among students in 50 states and various territories, the purpose of our participation is not entirely defined by the competitive nature of the event. This research project is meant to be rigorous, and it is meant to be engaging and enlightening. In addition to the knowledge you gain about a particular historical topic, you will also be developing essential research skills along the way.

To tell the intriguing story of your topic you will use a combination of your research skills, your writing skills, and your creativity. A major objective—and a major challenge—of this project will be limiting your presentation (regardless of its form) to the Contest's limits and rules. Your analysis, the words written or spoken from YOUR mind, will have to be extremely concise considering the amount of work you will put into your research. Much of your story will be told through skillful use of *primary sources*. Creativity, in analysis and final product is truly the key to a successful History Day project—the best projects are those that truly blend brilliant analytical content with a savvy visual presentation.

You must be able to incorporate an interview and/or oral history as part of your project. Your topic must also relate to **United States History**.

### Overall Standards of Assessment

- Tell a good story:
  - Connections to **THEME: Rights and Responsibilities**
  - Historical **ANALYSIS, & EVALUATION**- more than factual coverage
  - Tell an interesting **STORY**
  - Visual Appeal (or, in the case of research papers, appealing writing)
- Primary Sources—use them as much as you can, as well as you can—use them to tell your amazing story!

## The Project: Step by Step

### 1. Topic Selection

Choose your topic (must meet requirements below) **Due: Tuesday 9/17**

- **Must** connect with the **2025 History Day Theme: Rights and Responsibilities**. The theme can be interpreted in many ways—certainly do not limit your possibilities to the first ideas that come to mind.

- **Must** be something you find interesting, something that will allow you to use your creative talents, and something that will keep you engaged for several months.

- **Must** be approved by **Teacher Name** to ensure it is researchable and applicable to the theme.

2. Annotated Bibliography Setup **Due: Tuesday 9/17**—Enter project title in Noodle Tools and share project with **Teacher Name**

### 3. Secondary Sources/Primary Sources

Sources correctly cited, annotated, entered in Noodle Tools

First 3 Annotated Sources (Secondary Sources) **Due: Friday 9/27**

Second 3 Annotated Sources (Primary Sources) **Due: Friday 10/11 --6 sources total**

4. **Thesis Statement Due: Tuesday 10/8** (rough draft produced in class on Tuesday 10/22)

**Research Questions:** What are the questions you propose to answer through further research?

### **Proposed Thesis Statement**

**Thesis Statement:** This is an evolving work-in-progress, but you need to draft early. Try something—you won't have the final version yet.

### **5. Organizing Your Research and Constructing Project**

#### **Classwork: Tuesday 10/15**

Decide which format you will use that best captures the essence of your topic

**Writing the story:** examine all of your Noodle Tools annotations and notes, examine all of your sources and analysis notes. Decide which part of the story the information best fits:

- Background and contextualization
- Body of the story and contextualization
- Conclusion: “successes, failures [and/or] consequences, legacy” or say again why this matters; focus on short term and long-term effects

\*\* THEME must be mentioned explicitly throughout the story\*\*

### **6. Final Thesis statement and Project Due: Friday 10/18**

Consult the rubric for additional information

*Projects will begin presented in class on Monday 10/21*

### **7. Final Annotated Bibliography Due: Monday 10/21** - Sources cited using MLA or APA or Chicago

- High quality, revised, proofread annotations. No more than THREE sentences per annotation.
- Teacher should be able to pick any of your annotations at random and clearly see that your work is thorough and thoughtful
- Separate primary and secondary sources into 2 lists
- **Minimum of 7 annotated sources for a B; 10+ for an A**

\*\* 8. **Process Paper** (Not necessary at this stage—will be needed for the competition)\*\*

### **Research Links**

National History Day: [www.nhd.org](http://www.nhd.org)

Digital History: <http://www.digitalhistory.uh.edu>

History Channel: <http://www.history.com/topics>

Primary Sources: <https://www.gilderlehrman.org/history-by-era>;

<https://guides.library.yale.edu/senioressay/history/primarysources>

Newspapers: <http://chroniclingamerica.loc.gov>

National Archives: <http://www.archives.gov>

# National History Day 2025: *Rights and Responsibilities in History*



Every year, NHD has an annual theme that all projects must clearly relate to in the topic choice and the argument. Today we will look at the 2025 annual theme and discuss the different ways it can be viewed. This will help you as you select a topic and begin your research.

Quick Question - What do you think *rights and responsibilities* means, based on your current understanding?

Adapted from:



# Directions

## *Defining Rights and Responsibilities*



There are many different types of rights and responsibilities and they often overlap. On your note page, write down the definition each right or responsibility.

You **only** need to write down what is in the boxes at the top of each slide; anything else is there to clarify what is within the definition or ask a question. Refer to it as needed.

Adapted from:

NHHD  
NATIONAL  
HISTORY DAY



ALASKA  
HISTORY DAY



# Rights

Freedoms or privileges that individuals possess as human beings or as citizens of a society.



Adapted from:



# Civil Rights

Non political rights of individuals that their governments have to protect. This includes: freedom of speech, freedom of religion, freedom of assembly, freedom of petition, and freedom of the press.

Freedom of speech: the right to speak freely (within reason)

Freedom of religion: the right to worship the religion of one's own choice (or decline to worship)

Freedom of assembly: the right to assemble in a group of one's choosing

Freedom of petition: the right to ask the government to make a change

Freedom of the press: the right to report on events and express opinions on the events of the day

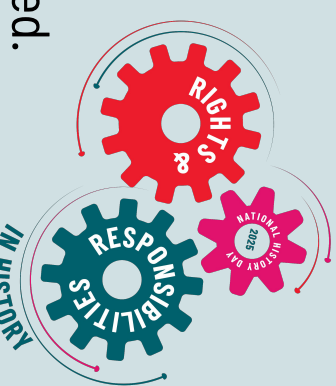


Adapted from:



# Political Rights

The rights of citizens to participate in their government. This includes the right to vote and run for public office.



Political rights ensure that citizens have a say in how they are governed.

Adapted from:





# Social Rights

The rights that establish a basic standard of living and well-being for all members of a society. This includes right to an education, safe housing, or access to social services such as health care, access to food, and care for the children and elderly.

This includes right to an education, safe housing, or access to social services such as health care, access to food, and care for the children and elderly.



Adapted from:

# Economic Rights

The rights that allow people to participate in their economy. These can include the right to own property, work, and earn fair wages.

This can also include the right to pursue a career of one's choosing, start a business, or have fair and safe working conditions.



Adapted from:

# Responsibilities



*Expectations of individuals as members of society.*

These include laws, social norms, or ethical principles designed to promote the wellbeing of society as a whole.

Adapted from:

NHHD  
NATIONAL  
HISTORY DAY



ALASKA  
HISTORY DAY



# Legal Responsibilities

The duty to maintain order and justice within a society. They include obeying the law, paying taxes, and respecting the rights of others.

By following the laws, societies can function, and the rights of others are protected.



Adapted from:

# Civic Responsibilities

The obligation to participate in the functioning of a government. They can include voting, staying informed about political issues, and engaging in community activities.

Access to civil responsibilities is important to remember! Would this fall under any of the rights we have defined?



Adapted from:

# Social Responsibilities

The commitment to treat others respectfully and kindly and to help those in need. Examples include volunteering in the community or establishing organizations that support others.



Context is important when thinking about social responsibilities.  
What is expected or accepted in that current time and social context?

Adapted from:



# Ethical Responsibilities

The charge to make morally sound choices and decisions – even when driven by personal values and principles rather than being demanded by law – making decisions between right and wrong.

A moral is a person's standards of behavior or beliefs concerning what is and is not acceptable for them to do.



Adapted from:

# Some questions to keep in mind as you work...

- Who decides who has rights?
- Does everyone have the same rights?
- Who decides on the limits individuals should or should not have? Why?
- What led to establishing certain rights, and to whom were they given?
- How have people, governments, or institutions decided what parameters should be set to enforce responsibilities?
- How are such decisions justified?



Adapted from:



## Next up...

- Insert directions for group activity here. Pull language from the procedure page as needed.



Adapted from:

NHHD  
NATIONAL  
HISTORY DAY



ALASKA  
HISTORY DAY



[Antidiscrimination Act of 1945](#)



[Unangax<sup>^</sup> Evacuation during World War 2](#)



[Alaska National Interest Lands Conservation Act \(ANILCA\) - 1980](#)



[Alaska Constitutional Convention - 1955-1956](#)



[Shoup Women Suffrage Bill - 1913](#)



# National History Day® 2025: Rights and Responsibilities in History

## Establishing Definitions and Topic Exploration Teacher Instructions



For students to engage with the NHD theme in a meaningful way—incorporating it into their projects fluidly and speaking about it with understanding—establishing a common definition from the beginning is extremely valuable. Use the following large group activity to facilitate a group discussion and common understanding of the theme “Rights and Responsibilities in History.” Suggested modifications included. **Please note** - this activity is designed to be adaptable to any content area. Replace the linked resources in the second activity to meet the needs of your curriculum.

### Lesson Preparation

- Printed guided notes -or- copies of the note slides placed in learning management software
- [Definition slides](#), either printed and posted around the room -or- ready to be projected
- Printed copies of the sources if your chosen procedure uses physical stations
- Large graph drawn on board -or- anchor chart, similar to what is seen on page 5

### Lesson Procedure

- To establish common definitions either:
  - Work through [slides](#) together as a large group, having students take notes while facilitating conversation
  - Have students work in small groups, writing down definitions viewed on slides while discussing any questions
  - Create stations around the room by taping the definitions to the wall, having students move independently to fill in their note pages. Modified sheets available for students who need assistance with completing the entire definition
- Answer any questions students have about their definitions. Some questions may be answered once they see them applied to a historical event
- Placing it in context:
  - Model the first topic together. Read through the source, discuss what you read, and mark all the categories that the event relates to in the graph. Show students how these ideas overlap
  - Next, either let students work in groups through all of the sources or assign one source to each group to work through. If you are assigning sources, direct students to write a brief summarization of the topic. Encourage them to use context elements like time and place in their writing. After they have all worked through their assigned resource, have them take turns presenting, directing students not presenting to fill in the graph and reasoning for each presented topic
  - As a large group, fill out the graph on page 5 with final decisions on how each topic fits into the rights and responsibilities listed
  - Lastly, have students answer the Wrap-Up questions. Revisit these in your next class period, specifically the patterns they noticed, what types of sources they will need (as this relates to Wide Research and Multiple Perspectives), and remaining questions

### Suggested Modifications

- Use the attached guided definition notes for students who need support in getting notes completed.
- Point out online or physical access to definitions for students that need extra time.
- Extension: To take the activity further, have students select a topic and find primary sources of different types, writing a brief description. Have students present their topics in their small groups or to the large group.

Name:

Date:

Class:

# National History Day 2025: *Rights and Responsibilities in History*



**Defining Rights and Responsibilities:** There are many different types of rights and responsibilities and they often overlap. Define each right or responsibility below.

**Rights** are *freedoms* or *privileges* that individuals possess as human beings or as citizens of a society.

**Civil Rights -**

**Political Rights -**

**Social Rights -**

**Economic Rights -**

**Human Rights -**

Name:

Date:

Class:

**Responsibilities** are *expectations* of individuals as members of society. These include laws, social norms, or ethical principles designed to promote the wellbeing of society as a whole.

**Legal Responsibilities -**

**Civic Responsibilities -**

**Social Responsibilities -**

**Ethical Responsibilities -**

Now that we have established common definitions, what questions or thoughts do you have about these ideas so far?

Name:

Date:

Class:

## The Theme in Context of History

Let's practice using these terms with historical topics. Below you will find links to events, places, and people in history.

1. Quick read the article
2. Mark on the chart ALL the relevant rights or responsibilities to which this topic connects
3. Select two of the boxes you checked. Write two to three sentences explaining your reasoning. Reference the article at least once.

### Antidiscrimination Act of 1945

Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.

### Unangax^ Evacuation During World War II

Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.

### Alaska National Interest Lands Conservation Act (ANILCA) - 1980

Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.

Name:

Date:

Class:

**Alaska Constitutional Convention - 1955-56**

Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.

**Shoup Women Suffrage Bill -1913**

Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.

Name:

Date:

Class:

Using your graphs from each source, mark each right or responsibility that the topics covered.

	Civil Rights	Political Rights	Social Rights	Economic Rights	Human Rights	Legal Respons.	Civic Respons.	Social Respons.	Ethical Respons.
Antidiscrimination Act									
Unangax^ Evacuation									
ANILCA									
Const. Conv.									
Shoup Suffrage Bill									

### Wrap-Up

1. What rights and/or responsibilities did you find most interesting? Why?
2. What patterns do you notice?
3. What types of topics weren't covered in the selected articles? What identities, locations, events, etc. are missing?
4. Think about the topic you found most interesting. What types of sources would you need to find to research it, keeping in mind all the perspectives related to it?
5. What questions do you have?



Name:

Date:

Class:



# National History Day 2025:

## *Rights and Responsibilities in History*

**Defining Rights and Responsibilities:** There are many different types of rights and responsibilities and they often overlap. Define each right or responsibility below.

**Rights** are *freedoms* or *privileges* that individuals possess as human beings or as citizens of a society.

**Civil Rights** - non political rights of \_\_\_\_\_ that their governments have to protect. This includes: freedom of \_\_\_\_\_, freedom of \_\_\_\_\_, freedom of \_\_\_\_\_, freedom of \_\_\_\_\_, and freedom of the \_\_\_\_\_.

**Political Rights** - the rights of \_\_\_\_\_ to participate in their government. This includes the right to \_\_\_\_\_ and run for public \_\_\_\_\_.

**Social Rights** - the rights that establish a \_\_\_\_\_ and well-being for all \_\_\_\_\_ of a society.

**Economic Rights** - the rights that allow people to \_\_\_\_\_ in their \_\_\_\_\_. These can include the right to \_\_\_\_\_, work, and \_\_\_\_\_.

**Human Rights** - the rights that apply to \_\_\_\_\_, no matter who \_\_\_\_\_ them. They are considered \_\_\_\_\_, because they belong to everyone regardless of nationality, \_\_\_\_\_, gender, or other identity of affiliation.

Name:

Date:

Class:

**Responsibilities** are *expectations* of individuals as members of society. These include laws, social norms, or ethical principles designed to promote the wellbeing of society as a whole.

**Legal Responsibilities** - the duty to maintain \_\_\_\_\_ and \_\_\_\_\_ within a society. They include obeying the law, paying \_\_\_\_\_, and respecting the \_\_\_\_\_.

**Civic Responsibilities** - the obligation to participate in the \_\_\_\_\_ of a government. They can include \_\_\_\_\_, staying informed about political \_\_\_\_\_, and engaging in \_\_\_\_\_ activities.

**Social Responsibilities** - the commitment to treat others respectfully and \_\_\_\_\_ and to help those \_\_\_\_\_. Examples include volunteering in the \_\_\_\_\_ or establishing \_\_\_\_\_ that support others.

**Ethical Responsibilities** - the charge to make morally sound \_\_\_\_\_ and decisions - even when driven by personal values and \_\_\_\_\_ rather than being demanded by \_\_\_\_\_ - making decisions between \_\_\_\_\_.

Now that we have established common definitions, what questions or thoughts do you have about these ideas so far?

# **Background**

**A right**

**Leaders**

**Actions/responsibilities**

**New perspectives**

**Change**

**Effects**



**Topic:**

**B**

**A**

**L**

**A**

**N**

**C**

**E**

**So what? Why was this topic important in history?**



Name: ..... Class: ..... Date: .....

# NARROW IT DOWN!

**History Day Theme:**

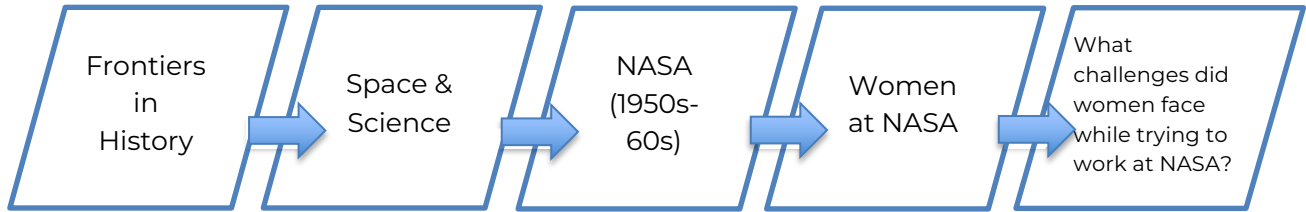
**General Interest:**

**Years or era:**

**Narrow topic:**

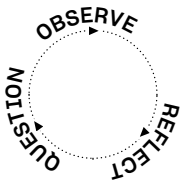
**Research question ideas:**

**Sample:**



# PRIMARY SOURCE ANALYSIS TOOL

NAME:



**OBSERVE**

**REFLECT**

**QUESTION**

Handwriting practice area consisting of 15 rows of dotted lines for writing.

FURTHER INVESTIGATION:

ADDITIONAL NOTES:

Placing My Topic in the Big Picture. Name \_\_\_\_\_

