

# 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?