(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 underlined 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 (Primaryand/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)** <mark>**Due: Tuesday 11/5**</mark>

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** <mark>**Due: Friday 12/13-Monday 12/16 (at midnight)**</mark>

- 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)

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

7. **Final Annotated Bibliography** <mark>**Due: Thursday 12/19**</mark> - 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

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