(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. Damario

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
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