

Topics:

Gunpowder (or Longbow or the Stirrup): Revolutionizing Warfare

The Camera: Bringing the World into Focus

Ox Drawn Plow: Opening Trade, Transporting Goods

Anesthesia: Improving Surgery, Improving Health

The Compass and Exploration

Telescope: Bringing the Stars into Focus

Mercator's Projection: A Grid of Directions

Barometer: Under Pressure

Pendulum Clock: Measuring Time

Telegraph: Communicating through Code

The Steam Engine: Faster and Stronger

Canning: Preserving Food

Transcontinental Railroad: Linking a Continent

Dynamite: Exploding and Expanding Construction Projects

Plastics: The Gift that Won't Stop Giving

Internal Combustion Engine: Speed and Energy

Telephone: Communication Connection

Household Vacuum: Cleaning Up

Airplanes: Transforming Transportation: Connecting the World

The Cotton Gin: Increased Production

The Sewing Machine: Joining the Industry

Refrigeration: Going Cold

Penicillin: Saving Lives

Polio Vaccine: Breakthrough

Atomic Energy: Harnessing the Atom

Jazz Music: Made in the USA

Rosie the Riveters: Women in the work place during WWII

Barbed Wire: Saving the cattle industry

The first TV dinners: Impact on American Culture

Electricity: Electrifying Developments

Sputnik: The Space Race

Aircraft: First in flight

Creation of Radio: Communication for the Masses

Creation of Television: Modernizing Information Technology

Invention of air conditioning: Keeping it Cool

Petroleum and Petrochemical Technologies

X-ray technology: Seeing is believing

The Printing Press: Mass Production

Assembly Lines in the Automobile Industry

Traffic Lights: Safety is a go!

Microwave Oven: Role of Women

Rail Road System: Connecting a Nation

One Child Policy: Reducing China's Population

Organ Transplants: The Gift of Life

Satellite Radar: Tracking Weather

Sonar Radar: Seeing Under Water

Guillotine: Capital Punishment

Silent Spring: Ending use of DDT

The Calculator: Math Counts

Light Bulbs: Lighting up Life

Aspirin: What a Relief!

The Washing Machine: Super Clean

Fifteenth Amendment: Voting in America

Brown V. Board of Education: Desegregating Schools

Tinker V. Des Moines: Freedom of Speech

What's the Difference between a Primary Source and a Secondary Source?

The basic definition of a primary source is: material written or produced by a participant in, or an eyewitness to the event which the students are investigating.

An example of this is:

- _ Lincoln's Gettysburg Address
- _ Letters written by any historical figure
- _ Pictures from actual events

A secondary source is a book or article written by an author who is not an eyewitness or a participant in the historical event.

An example of this is:

- _ Reference book
- _ Periodical literature
- _ History textbooks
- _ Journal articles

Working with Primary Sources: Time and Place/ Bias

Time and Place:

To judge the quality of a primary source, historians use the "Time and Place Rule." This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be.

Bias:

The historian's second rule is the "Bias Rule." It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened

Questions to consider:

1. Did the recorder wish to inform or persuade others? Did she/he have reasons to be honest or dishonest?
2. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?
3. Was the recorder a neutral party, or did he/she have opinions or interest that might have influenced him/her?

Where Can Students Find Primary and Secondary Sources?

- School library
- Public library
- College or University library
- Local historical societies, local and state archives
- Internet

By starting at the National History Day home page at [HYPERLINK "http://www.nationalhistoryday.org"](http://www.nationalhistoryday.org) www.nationalhistoryday.org, students can get connected to great online resources, including many online primary sources.

Sites devoted to history research:

- [HYPERLINK "http://www.pbs.org" www.pbs.org](http://www.pbs.org)
- [HYPERLINK "http://www.history.com" www.history.com](http://www.history.com)
- [HYPERLINK "http://www.digitalhistory.uh.edu" www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- www.ushistory.org
- www.mtsu.edu/kmiddle/history/women.html - Women's History

Primary Source Materials:

- [HYPERLINK "http://www.ourdocuments.gov" www.ourdocuments.gov](http://www.ourdocuments.gov)
- [HYPERLINK "http://history.searchbeat.com/" http://history.searchbeat.com/](http://history.searchbeat.com/)
- <http://www.uidaho.edu/special-collections/Other.Repositories.html> -

U.S. and World Primary Sources

- <http://www.eyewitnesstohistory.com/>

*** Wikipedia is not a reliable source for History Day research and should not be used.**

Historical Papers Category:

- Historical papers should be no fewer than 1,500 words and no more than 2,500 words. This does not include notes, annotated bibliography, illustration captions and supplemental/appendix materials.
- Appendix materials must be directly referred to in the paper.
- Extensive supplemental materials are not allowed.
- Appendices should be limited and only include photographs, maps, charts, or graphs.
- Citations should be included as footnotes, endnotes, or internal documentation and are required for the historical paper.
- Citations must be in MLA style.
- Papers must be typed on 8.5 x 11 white paper or hand-written in ink. The paper should have 1 inch margins on all sides.
- The pages should be numbered and double-spaced with writing only on one side of the paper. Type size should be no more than 12-point and no smaller than 10 point font and should be stapled in the top left corner.

They should not be in any type of binder or cover.

- The title page should not have any illustrations.

Exhibit Category:

- No larger than 40 inches wide, 30 inches deep, and 6 feet high
- Circular or rotating exhibits are fine, but cannot be more than 30 inches in diameter.
- There is a 500-word limit on all exhibits. Any student-created text that is part of the exhibit is included. This includes the title, subtitles, captions, graphs, timelines, media devices or supplemental materials such as photo albums or scrapbooks where the student uses their own words.

(PRIMARY SOURCES ARE THE ONLY PART THAT IS NOT COUNTED!!!!!!)

- Media devices can be used but cannot be more than 3 minutes and are part of the 500-word limit.
- You must include 4 copies of your process paper and 4 copies of your annotated bibliography.

Exhibit Format – an Idea, NOT a requirement

Historical Context (How does your topic/person relate to the time period it took place in?) Primary/Secondary Sources (Pictures/Captions/Documents and their significance – NOT YOUR ANNOTATED BIBLIOGRAPHY!!!!)	“Title of Exhibit” <i>Thesis Relationship to the Theme General Pictures/Information</i>	(Causes/consequences, relationship to larger events) Effect of Event/Person “So What?” Conclusion
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- Use labels for the title and subtitle (if you have one), as well as other main ideas. When in doubt, put a label!
- Use construction paper, tag board, mat board to make subtitles stand out.
- Dark black lettering makes things easier to read.
- Do not clutter your backboard – things should be neat and organized
- A successful exhibit has to be self – explanatory. Photographs, written materials, and illustrations should be easy to understand and follow. Captions help with this! Think about it this way – if you look at something and don’t immediately understand it, you are probably going to keep moving on to something else.
- Remember, this project is a historical investigation so make sure you include analysis of your topic (when in doubt, look at each part of your backboard and ask yourself “SO WHAT?” If you have answered that question throughout your backboard, you should be good to go!

Documentary Category:

- Should not be longer than 10 minutes.
- Timing starts when the first visual image appears or the first sound is heard.
- Timing will end when the last visual image or sound is concluded. (This will include any credits that you have.)
- Students are responsible for running all of the equipment. (This means all documentaries should be self-running.)
- Only the students in the group may have their voices on the documentary or participate in the documentary.
- The documentary must be an original production that the students created. It can have professional photographs, film, slides, recorded music, etc., but these items must be integrated into the presentation.
- A list of credits should be given at the end of the documentary. This should be a brief list and not a full annotated bibliography. All sources including music, images, film clips, interviews and books or websites using in the documentary should be cited properly.
- The documentary can be created on a computer, but cannot be interactive in any way.
- You must include a copy of your process paper and a copy of your annotated bibliography.

Websites:

- Students must go to the National History Day website (www.nhd.org) and access the website editor weebly.com to create their projects.
- Can not have more than 1,200 words that are student created.
- Citations, code used to build the site, and alternate text tags on images do not count toward the word limit.
- Citations that describe illustrations do count towards the word count.
- One page must be a “homepage” and must be saved with the name “index.”
- The home page must include your name, the title of your entry, your age division and a main menu that directs viewers to the various sections of your site.
- All pages must be interconnected with hypertext links. Automatic redirects are not permitted.
- The content and appearance of the page cannot change when refreshed. Random text or image generators are not allowed.
- Multimedia clips must not last longer than 45 seconds.
- Entry must be an original production by the student.
- Any sources used must be cited in the website. Footnotes, endnotes and internal documentation are required for these citations.
- You must include a copy of your process paper and a copy of your annotated bibliography.

Name: _____

Date: _____

Period: _____

Status Report #1
(Pre-assessment)
Innovation in History: Impact & Change

1. What is your topic?

2. How will you connect your topic to the theme, Innovation in History: Impact and Change?

3. Circle the format of your History Day Project:

Individual Category

Research Paper – 1500 word minimum

Individual Exhibit – display using backboard

Individual Documentary – video, power point, slide show

Individual Performance – acting out history

Individual Website – designing an INACTIVE website display

Group Category – limit of 3 students per group

Group Exhibit

Group Documentary

Group Performance

Group Website

4. If you are working with a group, list the other member(s) of your group below:

(Remember you are limited to three members)

Group Member # 1: _____

Group Member # 2: _____

5. Parent Signature: I approve of my child's topic selection, format and category he/she has chosen for the National History Day Project.

Parent/Guardian's signature

Date

Name: _____

Date: _____

Period: _____

Status Report #2 ***(Conducting Research)***

In order to successfully research your topic, you must begin with some questions about your topic. Write your annotation under each source. Your annotation should include why you used this resource and what you got out of the resources.

Topic: _____

1. What impact did your topic have during the time it occurred?

Answer to Question/ Notes-

Source (include annotation and bibliographic information)

Primary / Secondary

2. How does your topic affect today's world?

Answer to Question/ Notes-

Source (include annotation and bibliographic information)

Primary / Secondary

3. How will your topic affect future generations?

Answer to Question/ Notes-

Source (include annotation and bibliographic information)

Primary / Secondary

4. What do you still need to find out about your topic?

Answer to Question/ Notes-

Source (include annotation and bibliographic information)

Primary / Secondary

Name: _____

Date: _____

Period: _____

Status Report #3
(Assessment of Research)

Describe: Who was involved with this innovation and what did he/she do to be remembered?

Compare: Compare this innovation to other events in history.

Associate: What does this innovation remind you of?

Analyze: What was this innovation's affect on society during the time it took place?

Apply: How has this innovation impacted history?

Argue For/Against: Was this innovation's impact positive or negative?

Name: _____

Date: _____

Period: _____

Status Report #4 ***(Writing a Thesis Statement)***

Thesis Statement Notes:

The thesis statement is usually one sentence that presents an argument about the topic. The body of the paper or website, the script of the performance or documentary, the headings and captions in an exhibit then are used to support the thesis using evidence from the research.

A good thesis statement:

Addresses a narrow topic

Explains what the researcher believes to be the historical significance of the topic

Connects the topic to the National History Day theme

Criteria for Effective Thesis Statements

1. Must be arguable – Persuasive
2. Must be provable – Substantiated with facts
3. Must sound like a fact – 3rd person point of view
4. Must be clear and precise in language
5. Must have complexity – Layers of argument “So What?”
 - And
 - But
 - Therefore
 - Because
 - Despite
 - Hitherto
 - For example
 - Ergo
 - Even though
 - Also
 - Furthermore
 - If/Then
 - So

MUST MATCH WITH THE THEME!!!

Name: _____

Date: _____

Period: _____

Status Report #5
(Rough Draft: Writing an Annotated Bibliography)

Annotated Bibliography: Use this form to record information from your resources that you will use in your final project. Be sure to write your “annotation” for each source. You may type this rough draft if you prefer.

Primary Sources: (In alphabetical order by author’s last name.)

Annotation:

Annotation:

Annotation:

Annotation:

Secondary Sources: (In alphabetical order by author's last name.)

Annotation:

Annotation:

Annotation:

Annotation:

Annotated Bibliography Reference & Examples

Book Reference:

Author/Editor: Fleischmann, Glen
(Last) (First)
Title of Book: The Cherokee Removal, 1938
Publishing Co: Franklin Watts, Inc.
City Published: New York Copyright Date: 1971

Periodical/Newspaper:

Author: Mulligan, Elizabeth
(Last) (First)
Title of Article: Grandpa was an Indian Chief
Name of Newspaper: The St. Louis Post-Dispatch
Date Published: 1/18/70 Pages used: 4

Internet:

URL address: <http://www.cherokeehistory.com>
Author's Name: Rutledge, Michael J.
(Last) (First) (Middle)
Article Title: Samuel's Memory
Date of Publication: 1995 Page numbers: 3
Date you used this source: 10/23/09

Sample Annotated Bibliographies:

Fleischmann, Glen. The Cherokee Removal, 1838. New York: Franklin Watts, Inc., 1971
I learned about what happened to the Cherokee Indians before and after they were forced on the "Trail of Tears". I also learned about several important people from that time period. This was a great source.

Mulligan, Elizabeth. "Grandpa was an Indian Chief." The St. Louis Post-Dispatch. 18 01. 1970
This interview about different accounts of the Cherokee "Trail of Tears" taught me about one of the families who experienced its horrors, but who also continued to maintain its proud cultural identity.

Rutledge, Michael J., "Samuel's Memory". 1995. 23 10 2009.
www.cherokeehistory.com
I learned about how difficult it was for the Cherokees to be forced to go on the "Trail of Tears" and how families were uprooted and mistreated. This was a very worthwhile source.

Name: _____

Date: _____

Period: _____

Status Report #6
((Writing the Process Paper))

As part of your project you are required to write a 500-word process paper, describing your project and the work you have done. There are four important questions to be answered in this essay. The answers to all four questions will be put together to write your essay – each question should equal one paragraph! You will need to make sure the essay has transition from one paragraph to another.

**Remember there is a 500-word limit for the essay.

Question 1

This paragraph should include a statement of your thesis and answer the question why and how you chose your topic. (This should be a brief paragraph to serve as an introduction to the rest of your essay).

Question 2

How did you research and develop your topic (project)? Also explain why you chose your category. (This is also a brief paragraph giving an overall explanation of the work you have done – gone to the library, used the Internet, gone to museums, changes made etc.)

Question 3

How does your topic relate to the theme: Innovation in History: Impact and Change?
(This paragraph should go into detail explaining the evidence you found that either proves or disproves your thesis statement.)

Question 4

What is the importance of your topic today? How has he or she changed history or life today? (This paragraph should be in detail. You are analyzing why your topic is important – giving specific details and examples.)

Paragraphs 1 and 2 should be relatively short (no more than 4-5 sentences!), and paragraphs 3 and 4 should be longer, including all of the analysis you need to prove your thesis and complete your project.