



2021 Theme: Communication in History

Central Questions/Research Options:

“Merriam-Webster defines communication as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” History is filled with stories about people, groups, or nations either communicating or failing to communicate with each other. Before we can understand these stories, we must go beyond common definitions of communication and recognize the many ways people communicate. Only then can we begin to investigate the impact communication has had on social and political changes throughout history...The act of communicating with other people, communities, or nations is often taken for granted. Yet, communication and our ability to understand what is being conveyed is a much more complicated story. In order to understand the role communication plays in history, students will have to understand the historical context of what is being talked about during the period. All communication happens as part of a larger story. In order to understand, we need to know what is motivating people to talk, write, and communicate with each other in the first place.”

In selecting your research topic/question, seek to go beyond the “obvious choice.” The goal of this project is to add to both your own and our historical understanding by filling in a “gap” of knowledge. No matter what topic you select you will need to research and present not just on *what occurred*, but *how it occurred*, *why it occurred*, and *its impact or consequences (historical significance)*. “Considering the time and circumstances in which your topic took place is critical to drawing conclusions about your topic’s significance in history. It is not enough to describe what happened; you must explain why your topic was important in history. Why and how did something happen? Most significantly, what were the consequences and how did your topic influence the course of history? This is what historians do.”

(Excerpts taken from “2021 Theme Narrative: Breaking Barriers in History”)

Product: Submission for National History Day 2021

Goals/standards: AH1.H.1.2, AH1.H.1.3, AH1.H.1.4, AH1.H.4.1

More about the National History Day project....

- 1/2 million students across the nation participate in NHD each year
- Students use primary sources and historical research skills to create 1 of 5 products responding to the annual theme: paper, exhibit, website, dramatic performance, or documentary
- Topics may come from US, state, or local history. Topic should be at least 25 years old. You may be able to draw connections to current events, but they shouldn't be the focus of your project.
- This year's theme is "Communication in History" You can select any topic from American History including topics we have not yet covered, but all topics will need to be approved by me first (following completion of the DECODE graphic organizer on February 3).
- Depending on the type of project, I will use the same rubric created by the NHD. **Your grade for the project will be one extra credit test grade that will include several required steps most notably: first submission (March 23) and the final submission/presentation (May 28)**
- The Central Piedmont regional competition (includes Chatham County) will be held virtually on March 5, 2021. **A certain number of quality projects may be selected to present at the regional competition (and receive a 100 quiz grade)**. If selected, students are encouraged to submit/present their projects at this competition where they can advance to the state and national competition (where special prizes/scholarships are available: <https://nhd.org/special-prizes>). The NC state competition is on April 13, 2021 (also virtual). For those who qualify, the National Competition will be held at the University of Maryland, College Park (June 14-18, 2020).

Project options:

- Paper: (only individual category), 1500-2500 word paper, with annotated bibliography
- Exhibit: Backboard/display
- Website: website created using a designated web design tool
- Dramatic Performance: Student written piece, 10 minutes or less, performed live for judges and spectators
- Documentary: 10 minutes or less

****The final product will be due May 28, 2021.** This is an individual project only *and* the project will need to be completed outside of class time.

I will be available by appointment on Google Meet if you would like to ask questions, share updates and get my assistance.

Now: begin by thinking about ideas for a topic and product! Due: January 15, 2021

****See hawkinsnest2.weebly.com (under National History Day Project tab) for more information, helpful tips, and links to answer FAQ.**

****Project Requirements and Due Dates (2021)****

Due 1/15

NHD Topic Selection Form (cannot move on to step one without first turning in this form for initial teacher approval)

Due 2/3

1. DECODE Graphic Organizer (cannot move on to step two without first turning this in/gaining teacher approval)

Due 2/22

2. Thesis statement with a preliminary list of secondary and/or primary sources used

3. Outline of the project telling in which category they will compete, what the main points of their project are, and how it will be organized

Due 3/2

4. Draft of Annotated Bibliography separated/organized by primary and secondary sources

*An annotated bibliography tells the reader how many sources you used and the quality and range of sources used in your research. It provides evidence of the many hours that you spent doing research in libraries, archives, classrooms, and on the internet. Second, the annotation informs the reader how you used your sources and why they were valuable to understanding your topic. An annotated bibliography is crucial to the NHD process because it shows the scope and depth of your research. (examples: <https://owl.english.purdue.edu/owl/resource/614/01/>)

Bibliography must include use of at least 12 sources.

*5 must be secondary sources

*5 must be primary sources

5. Process Paper or Research Paper draft

Due 3/5 (First Submission for NHD Regional to gain initial feedback)—register and submit first draft for the Optional: NHD regional (*if recommended by Dr. Hawkins*); NHD only allows 5 per category per school. Site to register and upload project: <https://nc-cpc.nhd.org/?f=fc54eb71-e518-446c-b491-5a67b13b4187>

Due 3/26 (First Submission of Project to Dr. Hawkins)

6. Project/product which includes Process Paper (for those not writing a research paper) AND most current Annotated Bibliography

Due 5/28 (Final Submission/Presentation of Project)

7. Revised finished project/product which includes revised Process Paper (for those not writing a research paper) AND final Annotated Bibliography

****All projects require an Annotated Bibliography. All projects (except for the research paper) require a 500-word Process paper from each group member that summarizes the entire experience with the project. **The 1st section** should explain how the student or group came to the research topic and question. **The 2nd section** should explain how the student or group conducted the research and what specific role the student played in contributing to the project. **The 3rd section** should explain how the student or group selected the presentation category and created the project (again students in a group should make clear what they individually contributed to the creation of the project). **The 4th section** should explain how the project relates to the NHD theme of “Breaking Barriers.”**

National History Day-Project Plan Possibilities in more detail:

Paper:

- 1,500 – 2,500 words (approx.. 3-5 pages)
- May have appendices of photographs, charts, graphs, but limited
- Citations are required
- 1 inch margins, double-spaced, 10-12 point type.
- No illustrations on title page
- Stapled in top left corner, not enclosed in binder or cover
- Must use footnotes to cite primary and secondary sources (Chicago Style)

Exhibit:

- Size = no larger than 40 inches wide, 30 inches deep and 6 feet high.
- 500 word limit for all text created by the student – including titles, subtitles, captions, graphs, timelines, etc.

Documentary:

- May not exceed 10 minutes.
- Five minutes for setup and five minutes for removal of equipment.
- Announce the title of your entry and the participants as introduction and only that information. Live narration is prohibited.
- You must operate all equipment.
- You should provide a general list of acknowledgments and credits for sources used.

Performance:

- May not exceed 10 minutes.
- Five minutes for setup and five minutes for removal of props
- Announce the title of your entry and the participants as introduction and only that information.
- You may use slides, recorders, computers, lighting or sound effects, but you must control them.

Website

- Size = 100 MB; 1,200 word limit
- Annotated bibliography and process paper must be included as an integrated part of the website.
- Each multimedia clip may not last more than 45 seconds.

- All pages must be interconnected with hypertext links; Automatic redirects are not permitted.

Quality “A/B” Projects are based on quality historical thinking:

1. Show analysis and interpretation

Strongly and convincingly uses evidence to support a thesis statement

2. Uses available primary sources

Does not avoid or miss highly relevant and credible primary sources

3. Places topic in historical context

Fully describes what else was going on at the same time as their topic/event and how that context impacted their topic/event

4. Are Historically Accurate

Also aware of and acknowledges bias in sources

5. Are Based on Balanced Research and a Genuine Interest to Answering One’s Research Question

More than just one perspective is offered (beyond those that support one’s argument)

6. Show Wide Research

Adds to our historical understanding and goes beyond “the obvious” or widely known. A variety of primary and secondary sources are used from a variety of different locations (and not just those found online)

Other skills needed to complete a successful project (on time)

-Time management/Organization (scheduling work/tasks ahead of time to ensure completion)

-Commitment (sticking with it and not allowing challenges to prevent forward progress)

-Flexibility (being willing to modify one’s topic and/or argument when presented with new evidence)

-Fair and equitable collaboration and respect among peers (if working in a group)

-Self-discipline and initiative (working on the project outside of class time/without teacher direction)

****Secondary sources** (history books, journal articles, etc.) can be most easily found and accessed in your local public or university library. See also <http://www.ncwiseowl.org/Interest/High.htm>

****Helpful sites for primary source materials** (nationally, locally):

Gilder Lehrman <https://www.gilderlehrman.org/mweb/search>

Library of Congress <https://www.loc.gov/>

Smithsonian Museums <http://www.smithsoniansource.org/>

National Archives <https://www.archives.gov/education/research/primary-sources>

American Presidency Project <http://www.presidency.ucsb.edu/>

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

Avalon Project <http://avalon.law.yale.edu/>

UNC-CH Southern Historical Collection <http://library.unc.edu/wilson/shc/>

UNC-CH North Carolina Collection <https://library.unc.edu/wilson/ncc/>

Duke University Rubenstein Rare Book and Manuscript Library <http://library.duke.edu/rubenstein/>

State Archives of NC <http://archives.ncdcr.gov/>