

National History Day: Putting the Past in Perspective

NHD Project Student Materials Packet

Greeley/Evans School District 6 • Middle Grades (6, 7, & 8)

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National History Day Research Project

PROJECT RESEARCH PROPOSAL

The summative project of this course will be a research based project, and you will need to pick a topic to guide your research. We have done some class readings and discussions that should have given you ideas of good topics. But how do you know if a topic is “good?” Not only should your topic interest you, but it **MUST** connect this year’s National History Day theme.

Your topic should be anchored around a specific person, discovery, idea, or event. The topic must also be historical, not a current event (this way, enough time will have passed to allow historians to evaluate the long-term impact and historical significance of the topic, creating secondary sources). If you become stuck, the nhd.org website has a list of possible topics.

Sounds easy? Not so fast. A topic must also be specific, and you will need to narrow down to what you want to study. For example, “Native American” much too broad for a topic. With so much to study on Native Americans, you would quickly become lost in the research and unfocused on your research goal. Even “Native American Treaty Rights” is too broad, as different treaties affected Native American culture differently—some allowed them more freedom, while others hurt their society. A good, specific topic would be “the 1788 Fort Schuyler Treaty.” This topic is narrow enough to easily research and narrow enough to have a definitive set of historical consequences and impacts.

To help narrow your focus, you (and your group of 2-5, if you are in one) will need to create a formal research **proposal**. A proposal is simple: it is a short, 8-12 sentence paragraph that formally asks your instructor if you can research a topic. Here are the parts of a formal proposal:

FIRST SENTENCE: What topic do you or your group want to study for this assignment?

NEXT 2-3 SENTENCES: Why did you or your group pick this topic? What interests you about it? Why may it be important?

NEXT 2-3 SENTENCES: What do you want to know or learn about your topic?

NEXT SENTENCE: How does your topic fit into this year’s NHD theme?

NEXT 2-3 SENTENCES: You have five possible final projects: a historical essay, a museum exhibit, a dramatic presentation, a video documentary, or a historical website. Which TWO of these projects would you want to create and why? (You will ultimately create only one)

FINAL SENTENCE: If you are unable to research your selected topic, what is an alternative topic you wouldn’t mind researching?

On the back of this sheet is a research proposal example and a rubric. Your finished proposal is due on _____ (you may not begin in-class research until your proposal is accepted).

Note: Only one person or group may research a specific topic.

Topic Proposal Exemplar Example:

The Nuremburg Laws of 1935

I would like to research the Nuremburg Laws of 1935 for my National Research Day project. I would like to research the Nuremburg Laws because I am interested in the Holocaust and in the lives of Jews under the Nazis. I want to learn why Jews didn't just leave Germany when these laws were put into place, and why other countries like America protest how Germany was treating its citizens. I want to know who wrote the laws. While I know that the laws restricted rights for Jews and led to events like Kristallnacht, I want to know how it affected Jews on a personal level. My topic connects to the NHD theme of Rights and Responsibilities because the Nuremburg Laws robbed the Jews of rights, when the government actually has the responsibility of ensuring rights for all of its citizens. For my project, I would like to create either a dramatic performance or documentary. I would like to perform a skit based on Jews living under the Nuremburg Laws because it will make the impact of the laws seem more intense. I would like to create documentary because then I can visually show how destructive these laws were. If I cannot research the Nuremburg Laws, I would like to research The Stamp Act and "No Taxation Without Representation" Movement or The Seneca Falls Convention for Women's Suffrage.

<i>Needs Revision</i>	<i>Acceptable</i>	<i>Outstanding</i>
Proposal does not address why topic interests you.	Proposal addresses why topic interests you.	Proposal makes absolutely clear why topic interests you.
Proposal does not address what you want to know about topic	Proposal addresses what you would like to know about topic	Proposal poses several specific questions about topic.
Proposal does not connect topic to this year's NHD theme.	Proposal adequately connects topic to this year's NHD theme.	Proposal shows solid connections between topic and NHD theme.
Proposal includes ONE or ZERO project options.	Proposal includes TWO project options for student or group.	Proposal includes TWO project options and reasons for selection.
Proposal lists no alternate topics	Proposal lists an alternate topic	Proposal lists multiple alternate topics
Proposal is poorly organized	Proposal is a single organized paragraph	Proposal is one well-organized paragraph
Proposal has over 10 errors in mechanics	Proposal has 4-10 errors in mechanics	Proposal has under 4 errors in mechanics
Proposal is poorly handwritten	Proposal is neatly handwritten	Proposal is typed

NHD Eight Steps of Historical Research

The following is excerpted from *A Guide to Historical Research Through the National History Day Program*, which was assembled by a team of ten veteran teachers provide their best practices in historical research.

Step 1: Developing a paperwork management system

Organization is a key factor in successful research. Therefore, you need to develop a paperwork management system for this project. Take a binder and divide it into four sections:

- *Project Guidelines*: You will place all instructional sheets in this section
- *Historical Readings*: You will place all printed source texts in this section
- *Research and Bibliography*: You will place all research notes and bibliographies in this section
- *Project and Process*: You will place all planning and process paper drafts in this section

Step 2: Background Reading for Historical Context

Before you begin, remember that ALL class work should fit inside the NHD annual theme.

Before topic selection can begin, you must know the difference between **primary sources** and **secondary sources**. Primary sources are texts or artifacts from a period in history, while secondary sources are texts or artifacts about a period in history. We will read a variety of both sources to help build historical context of the NHD theme.

Step 3: Selecting a Topic

Selecting a National History Day topic is a process of gradually narrowing the area of history (period or event) that interests you. You (and your group of 2-5, if you want to be in a group) will brainstorm historical topics that interest you and then connecting those to the theme. For example, if you are interested in Native Americans and the theme is *Rights and Responsibilities in History*, a natural topic would be treaty rights. If you become stuck, the nhd.org website has a list of possible topics on the [annual theme page](#). The topic must be historical, not a current event. Enough time must have passed to allow historians to evaluate the long-term impact and historical significance, and create secondary sources.

Step 4: Narrowing a Topic from General to Specific

As you examine several different texts about the period in which the topic takes place, you will need to narrow the focus of your topic. For example, after reading several texts and journals about Native Americans and treaties, you might narrow from the general topic of “Native American Treaty Rights” to the specific topic of “the 1788 Fort Schuyler Treaty.” Before you may move from “presearch” and building historical background to in-depth research, students should write a formal **proposal**.

Step 5: Gathering and Recording Information

First, generate a list of 10-12 inquiry questions about their topics. Here are some example inquiry questions for the sample topic of “the 1788 Fort Schuyler Treaty:”

- Who was involved in the 1788 Fort Schuyler Treaty?
- Why did the 1788 Fort Schuyler Treaty need to be signed?
- How did the 1788 Fort Schuyler Treaty change American and Native American relations?
- How has the 1788 Fort Schuyler Treaty impacted America today?

These will help guide your research. As you gather information, make sure to start with writing the MLA source citation at the top of your notes, along with if the source is primary or secondary and which inquiry questions the source addresses. This research gathering format is very important, as it will make your annotated bibliography easier.

An **annotated bibliography** is required by NHD and acts as a summation of research. Essentially, it is like a regular bibliography where each source is cited in MLA format and listed in alphabetical order. However, under each source citation is a short annotation paragraph about the source. See the instruction sheet and rubric for more.:

Step 6: Analyzing and Interpreting Sources and the Topic's Significance in History

Historians do more than describe events. They analyze and interpret information gathered from their sources to draw conclusions about a topic's significance in history. You should do the same. Therefore, make sure you consider these questions with each source:

- Who created the source?
- When was the source created?
- What was the intent or purpose of the source?

Step 7: Developing a thesis

After researching, you must develop a **thesis statement**, which is 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

Step 8: Creating an NHD research project

After finishing their research, you will be synthesizing their knowledge into one of five research projects: an essay, an exhibit, a dramatic performance, a video documentary, or a website.

Inquiry Questions for National History Day

Topic: _____

1. Why is this topic important to history?
2. Who was involved with this topic?
3. How did this topic or even originate?
4. When was this topic important?
5. What makes this topic different from other closely related topics?

Student-Generated Questions:

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Citation Basics

When researching, it is important to cite your sources so that someone reading or viewing your final project can double-check the accuracy of your research. Here's a guide for what information you need for common sources.

What you need	BOOK	PRINT ARTICLE	WEB ARTICLE	VIDEO
<i>What is it called?</i>	book title	article title	article title	video title
<i>Who created it?</i>	author	author	poster	director/creator
<i>Where did the source come from?</i>	publisher name and publisher city	publication title, issue number, and page numbers	web domain/site	studio name
<i>When was it created?</i>	copyright year	publishing date	original posting date	copyright year

Be aware of different combinations of these sources (for example, an article out of a book requires both book and article information). If you cannot find a piece of information, note that. Here are the most common sources:

PRINT BOOK*

Author name (last, first). *Book Title*. Publishing city: publisher, copyright date. Print.

Wiesel, Elie. *Night*. New York City: Hill and Wang, 2006. Print.

WEB ARTICLE**

Poster name (if any). "Article Title." *Name of site*. Site owner, posting date. Web. Date you accessed it.

SkyBlueDays, et al. "How to Avoid Becoming a Weeaboo." *WikiHow*. Mediawiki, n.d. Web. 25 Apr. 2014.

SONG

Artist name. "Song." Album. Studio, year. Medium.

Nirvana. "Smells Like Teen Spirit." *Nevermind*. Geffen, 1991. MP3 file.

FILM

Name of Film. Dir. Director. Studio, copyright date. Film.

Jaws. Dir. Steven Spielberg. Universal, 1975. Film.

WEB VIDEO**

Poster. "Name of video." Online video. *Name of site*. Site owner, posting date. Web. Date accessed.

MusicMan1470. "Whatever Happened to Hip Hop?" Online video. *YouTube*. Google, 15 Dec. 2012. Web. 24 April 2014.

ARTWORK

Artist name (last, first). *Name of image*, date. Museum with work, city. *Site name*. Web. Date accessed

Van Gough, Vincent. *Starry Night*, 1889. Museum of Modern Art, NYC. *Artpop*. Web. 22 Apr. 2014.

IMAGE ONLY FOUND ON WEB**

Poster. "Name of image." Medium. *Name of site*. Site owner, posting date. Web. Date accessed.

prophetvinny. "Kandi." Photograph. *Vibe*. SpinMedia, n.d. Web. 25 Apr. 2014.

PERSONAL INTERVIEW

Interviewee (last, first). Personal interview. Date of interview.

Coon, Brandon. Personal interview. 1 May 2014.

This information is important for every citation style (MLA, APA, and Chicago). For additional information on citation, check the only style guides of Purdue University's Online Writing Lab (owl.english.purdue.edu/owl/).

National History Day Project, Option A

Historical Essay (Individuals Only)

Historical essays present information and analyze an event, person, place or idea from the past in writing. Although you might attach a map, chart or photograph that you refer to in your paper, you will rely mainly on words. Writing a paper is a chance for a student to tell what he or she knows about the past.

How is this option different from other projects?

An essay is different from the other categories in that an essay is a highly personal and individual effort and is best if a student prefers to work alone. Essays depend almost entirely on words, and you can usually include more information in a paper than in some of the other categories.

NHD Rules (look at the project rubric for additional guidelines)

- The text must be no less than 1,500 and no more than 2,500 words in length (does not apply to: notes, annotated bibliography, illustration captions, or supplemental/appendix material)
- Use of appendices should be very limited and may include photographs, maps, charts, and graphs, but we strongly suggest no other supplemental materials.
- In-text MLA citations or footnotes/endnotes are required. Citations must be used to credit the sources of specific ideas as well as direct quotations.
- Papers must be typed and printed or legibly handwritten in ink
- Essay must have 1-inch margins, double-spaced, and only printed on one side.
- Essay must have a title page with no illustrations
- Pages must be numbered consecutively
- Font must be appropriate, and 10-12 point.
- Papers must be stapled in the top left corner and should not be enclosed in any cover or binder.
- If submitted to the NHD Contest, four copies of the paper must be submitted with the appropriate entry form by the deadline.

Planning the Project

Using your research notes, you must create a formal outline for your essays. Work with the English department to see how you are used to outlining essays, or use the format provided in the resource pages. Make sure that you are addressing the thesis.

Drafting the Project

Before you can draft, you must have your outlines checked. Once you have, you should draft your paper. A student needs a solid introduction stating his or her thesis, detailed supporting paragraphs with claim, evidence, and reasoning, and a firm concluding paragraph.

Editing and Revising the Project

you should edit, revise, and redraft at least three times. While you can help them edit and revise, make sure you are getting multiple eyes on your papers: peer editing, parent editing, or asking other teachers to edit.

Presenting the Project

You will have to read your final published papers to the class, and will add the paper to your online portfolio.

PROJECT RUBRIC A: Historical Essay

Based on the NHD Judging Criteria. Actual judge's sheets can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Historical Accuracy	<p>Essay is completely historically accurate.</p> <p>Essay shows complex, well-reasoned support of thesis.</p> <p>Essay details historical context and consequences in-depth.</p> <p>Essay cites and includes multiple primary sources.</p> <p>Essay strikes a perfect balance between source information and the student's analysis.</p>	<p>Essay is mostly historically accurate.</p> <p>Essay has detailed analysis and support of thesis.</p> <p>Essay connects topic to its historical context.</p> <p>Essay cites multiple primary sources.</p> <p>Essay demonstrates a balance between source information and the student's analysis.</p>	<p>Essay has obvious historical inaccuracies.</p> <p>Essay poorly analyzes or supports the thesis.</p> <p>Essay poorly connects topic to its historical context.</p> <p>Essay cites few or no primary sources.</p> <p>Essay does not balance source information and student analysis; essay is too lopsided</p>
Relation to Theme	<p>Essay thesis clearly and completely ties to NHD theme.</p> <p>Essay proves the topic's significance to both past and present history and draws original conclusions</p>	<p>Essay thesis clearly relates to annual NHD theme.</p> <p>Essay demonstrates the topic's significance to history and draws some conclusions based on the thesis</p>	<p>Essay thesis does not relate to annual NHD theme.</p> <p>Essay does not demonstrate why the topic is significant to history; the essay draws no clear conclusions</p>
Clarity of Presentation	<p>Essay is original, clear, well-organized, and appropriate.</p> <p>Few errors in grammar and mechanics (0-3 per page)</p>	<p>Essay is original, organized, and appropriate.</p> <p>Some errors in grammar and mechanics (4-6 per page)</p>	<p>Essay is unoriginal, poorly organized, or inappropriate.</p> <p>Many errors in grammar and mechanics (7+ per page)</p>
Rule Compliance	<p>Essay is 1500 to 2500 words</p> <p>Essay is typed in appropriate font and has 1" margins.</p> <p>Essay is both paginated and double-spaced.</p> <p>Essay has proper in-text citations or footnotes</p>	<p>Essay is just over 2500 words</p> <p>Essay is neatly handwritten and has 1" margins.</p> <p>Essay is either paginated or double-spaced.</p> <p>Essay has some in-text citations or footnotes</p>	<p>Essay is under 1500 words</p> <p>Essay is poorly handwritten; margins are not 1".</p> <p>Essay is neither paginated nor double-spaced.</p> <p>Essay lacks in-text citations and footnotes</p>

Overall comments on essay:

National History Day Project, Option B

Museum Exhibit

Historical exhibition presents information about an event, person, place, or idea from the past by physically displaying documents, images, or other artifacts. We often see such exhibits at museums, but exhibits are also found at many other places, such as archives, historic sites, park visitor centers, classrooms, and even airports and train stations. Students who select this project will tell the story of your research through historic photographs, maps, drawings and other interesting objects.

How is this option different from other projects?

The exhibit category is three-dimensional and is displayed on a physical structure. Exhibits use color, images, documents, artifacts, graphics, and design, as well as words, to tell a story. Exhibits can be interactive experiences by asking viewers to play music, solve a puzzle, look at a video, or open a door or window to see more documents or photos. Note: exhibits should not be static tri-fold posters.

NHD Rules (look at the project rubric for additional guidelines)

- The overall size of your exhibit when displayed must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table.
- Circular exhibits or those meant to be viewed from all sides must be no more than 30" in diameter.
- The exhibit must operate on its own WITHOUT DIRECT YOU INVOLVEMENT
- All elements of the exhibit should be labeled.
- There is a 500-word limit that applies to ALL text created by the you that appears on or as part of an exhibit entry. This includes the text the you writes for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, etc) or supplemental materials. Dates are one word.
- There must be brief citations crediting the sources of illustrations, maps, timelines, or quotations included on the exhibit. These do not count toward the 500-word limit.
- Media devices (e.g., tape recorders, projectors, video monitors, computers) used in an exhibit must not run for more than a total of 3 minutes, and viewers must be able to control media devices.
- Any media devices used must fit within the size limits of the exhibit.

Planning the Project

You need to make a "paper poster" where the sketch a plan of what artifacts you want to provide and how you will fit in the required size parameters. For each item, you should consider: *Does the artifact advance the story you are trying to tell? Does the artifact take up too much space in your exhibit? Is the artifact visually interesting? What images best tell your story? Will your exhibit contain audiovisual materials?*

Creating the Project

You must collect or create all of your artifacts. Suggest that you make a "tabletop" where all of your artifacts will go (this keeps you within size limits). For each artifact, you must have a label and brief explanation on the meaning behind the artifact. Like all good writing, the exhibit script needs to be grammatically correct, stylistically clear and high level, and contain no spelling errors. You should expect to write several drafts of these explanations.

Presenting the Project

On presentation day, you will set up the exhibit and answer any questions viewers may have. Once the exhibit is set, you may not touch it, as the exhibit should be viewer interactive.

PROJECT RUBRIC B: Museum Exhibit

Based on the NHD Judging Criteria. Actual judge's sheets can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Historical Accuracy	<p>Exhibit is completely historically accurate.</p> <p>Exhibit shows complex, well-reasoned support of thesis.</p> <p>Exhibit details historical context and i consequences in-depth.</p> <p>Exhibit includes multiple types of primary sources.</p> <p>Exhibit strikes a perfect balance between displaying sources and student analysis.</p>	<p>Exhibit is mostly historically accurate.</p> <p>Exhibit has detailed analysis and support of thesis.</p> <p>Exhibit connects topic to its historical context.</p> <p>Exhibit cites and includes multiple primary sources.</p> <p>Exhibit demonstrates a balance between displaying sources and student analysis.</p>	<p>Exhibit has obvious historical inaccuracies.</p> <p>Exhibit poorly analyzes or supports the thesis.</p> <p>Exhibit poorly connects topic to its historical context.</p> <p>Exhibit cites and includes few or no primary sources.</p> <p>Exhibit does not balance displaying sources and student analysis; Exhibit is too lopsided</p>
Relation to Theme	<p>Exhibit thesis clearly and completely ties to NHD theme.</p> <p>Exhibit proves the topic's significance to both past and present history and draws original conclusions</p>	<p>Exhibit thesis clearly relates to annual NHD theme.</p> <p>Exhibit demonstrates the topic's significance to history and draws some conclusions based on the thesis</p>	<p>Exhibit thesis does not relate to annual NHD theme.</p> <p>Exhibit does not demonstrate why the topic is significant to history; the exhibit draws no clear conclusions</p>
Clarity of Presentation	<p>Exhibit is original, well-organized, and appropriate.</p> <p>Exhibit is interactive and has engaging, eye-catching content.</p>	<p>Exhibit is original, organized, and appropriate.</p> <p>Exhibit has some interactive content and is visually neat.</p>	<p>Exhibit is unoriginal, poorly organized, or inappropriate.</p> <p>Exhibit has no interactive content and is visually poor.</p>
Rule Compliance	<p>Exhibit easily fits size requirement (40" x 30" x 72")</p> <p>All media elements run within the 3-minute time limit and do not require student operation.</p> <p>Exhibit has well-crafted written display cards that total under the 500 word limit.</p>	<p>Exhibit barely fits size requirement (40" x 30" x 72")</p> <p>Media elements run outside the 3-minute time limit; little student operation is required.</p> <p>Exhibit has decently written display cards that are close to the 500 word limit.</p>	<p>Exhibit is over size requirement (40" x 30" x 72")</p> <p>Project lacks any working media elements. or lots of student operation is required.</p> <p>Exhibit lacks writing; written display cards greatly exceed the 500 word limit</p>

Overall comments on exhibit:

National History Day Project, Option C

Dramatic Performance

A performance is a live, dramatic presentation of a topic's significance in history. You may perform individually or as part of a group. A performance should be a scripted portrayal based on research of the chosen topic. The script should be structured on a thesis statement, supporting statements, and a conclusion. The performance should have dramatic appeal, but not at the expense of historical information.

How is this option different from other projects?

Not including the reading of the paper, the performance category is the only one that is presented live. Developing a strong narrative that allows the subject to unfold in a dramatic and visually interesting way is important. Memorizing, rehearsing, and refining your script, as well as costuming and prop gathering, is essential, so this project requires more of a time commitment than other projects.

NHD Rules (look at the project rubric for additional guidelines)

- Each dramatic portrayal must be original in production.
- The title of the entry and the names of the participants must be the first and only announcements prior to the start of the performance.
- Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance following the announcement of the title and student name(s). You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for performance.
- Use of slides, tape recorders, computers, or other media within your performance is permitted. The student group must run all equipment and carry out any special lighting or sound effects.
- You may have a costume produced for them, but the design, choice of fabrics, etc. must be your own. Costumes may be rented.

Planning the Project

To plan for your performance, you must prepare a script following usual script conventions. You must include references to the historical evidence found in your research, and can even use actual dialogue, quotations, or brief excerpts from speeches. There may be a narrator character, which may help narrow the performance on the thesis and conclusions of the research. After you work together on a cohesive and complete script, you can start creating the project. Remember, the planning script does not have to be your final script, as it will go through several changes and drafts as the project progresses.

Creating the Project

First, you should prepare a set and other scenic elements. After creating a set, you should "block," or determine where the actors will stand and move related to the set. Next, you should find or create costumes and props that are necessary to the script action and historical accuracy. Good costumes and props help make a performer convincing, but you must be appropriate to the topic. Sometimes simple works best-- a white shirt and dark pants/skirt can fit almost any time period. Finally, all the actors should work on speaking clearly, memorization, and projecting voice. While all of you must participate in the play action, there can be one student stage manager who operates the technical elements but does not act.

Presenting the Project

You will present to the class or others. You should use an iPad or other device to record the performance that can be uploaded to your digital portfolio.

PROJECT RUBRIC C: Dramatic Performance

Based on the NHD Judging Criteria. Actual judge's sheets can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Historical Accuracy	<p>Performance contents, props, and costumes are completely historically accurate.</p> <p>Performance anchors to a complex, well-reasoned thesis.</p> <p>Performance depicts historical context and its consequences.</p> <p>Performance includes multiple primary sources.</p> <p>Performance strikes a perfect balance between storytelling and historical analysis.</p>	<p>Performance contents, props, and costumes are mostly historically accurate.</p> <p>Performance adheres to and supports a thesis.</p> <p>Performance connects topic to its historical context.</p> <p>Performance links to multiple primary sources.</p> <p>Performance demonstrates a balance between storytelling and historical analysis.</p>	<p>Performance contents, props, or costumes contain obvious historical inaccuracies.</p> <p>Performance poorly adheres to or supports a thesis.</p> <p>Performance poorly connects topic to its historical context.</p> <p>Performance links to few or no primary sources.</p> <p>Performance does not balance storytelling and historical analysis; project is lopsided</p>
Relation to Theme	<p>Performance clearly and fully ties to NHD theme.</p> <p>Performance proves the topic's significance to both past and present history and draws original conclusions</p>	<p>Performance clearly relates to annual NHD theme.</p> <p>Performance demonstrates the topic's significance to history and draws some conclusions based on the thesis</p>	<p>Performance does not relate to annual NHD theme.</p> <p>Performance does not demonstrate why the topic is significant to history or draws no clear conclusions</p>
Clarity of Presentation	<p>Performance is original, fluid, engaging, and appropriate.</p> <p>Performers show excellent stage presence and articulation</p>	<p>Performance is original, rehearsed, and appropriate.</p> <p>Performers have some stage presence and can be heard</p>	<p>Performance is unoriginal, disorganized, or inappropriate.</p> <p>Performers show poor stage presence and articulation</p>
Rule Compliance	<p>Performance maintains 10 minute time requirement</p> <p>Equipment is set up, struck, and managed totally by students</p>	<p>Performance is slightly over 10 minute time requirement</p> <p>Equipment is set up, struck, and managed with little adult help</p>	<p>Performance is grossly over 10 minute time requirement</p> <p>Equipment cannot be set up or managed without adult help</p>

Overall comments on performance:

National History Day Project, Option D

Video Documentary

NHD documentaries present information about an event, person, place or idea from the past through a ten minute presentation that showcases documents, images, photographs, and actual footage of the topic researched with narration provided by the student on film. A documentary should reflect your ability to use audiovisual equipment to communicate a topic's significance, much as professional documentaries do. Student documentaries need to have both primary and secondary research and must be an original production. Examples can be found at youtube.com (search "NHD Documentary").

How is this option different from other projects?

Creating a documentary is different from other categories because of the technology necessary. Before deciding to create a documentary, you should consider if you have access to equipment that will be needed to make a documentary. The project can be easily done using iMovie or Windows Movie Maker.

NHD Rules (look at the project rubric for additional guidelines)

- The documentary should include primary materials but must also be an original production. The entry may use professional photographs, film, slides, recorded music, etc.; however, you must integrate such items into the presentation and give proper credit to primary sources.
- Documentaries may not exceed 10 minutes in length. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Timing will end when the last visual image or sound of the presentation concludes (this includes credits).
- You are allowed an additional 5 minutes to set up and 5 minutes to remove viewing equipment for presentation. Set-up time can be used to focus projection, adjust volume, etc.
- You must announce only the title of the presentation and names of participants. Live narration or comments prior to or during the presentation are prohibited.
- All entries must be student-produced. You are responsible for running all equipment. You must provide the narration, voice-over, and dramatization. Only those you listed as entrants may participate in the production. NOTE: This does not include interviews of eyewitnesses or experts.
- At the conclusion of the documentary, you should provide a general list of credits for all sources. These credits should be a brief and not full bibliographic citations. All sources (music, images, film/media clips, interviews, books, web sites) used in the making of the documentary should be properly cited in the annotated bibliography.

Planning the Project

You must begin with a storyboard, where you plan out each 15-second chunk of video, both what will appear and what the narration will say (this works out to about 40 panels). Note that some chunks will not require narration (like if a primary source speech is playing), and a source may span over multiple chunks (e.g., a minute-long interview will span four chunks).

Creating the Project

You must create a video following your storyboard using a variety of sources and following the guideline rules. While your teacher may not assist in the production, you may answer your teacher questions on how to use video editing and publishing software.

Presenting the Project

On presentation day, you will play the documentary for the class and post it to your digital portfolio.

PROJECT RUBRIC D: Video Documentary

Based on the NHD Judging Criteria. Actual judge's sheets can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Historical Accuracy	<p>Documentary is completely historically accurate.</p> <p>Documentary shows complex, well-reasoned thesis support.</p> <p>Documentary details historical context and consequences.</p> <p>Documentary includes multiple types of primary sources.</p> <p>Documentary strikes a perfect balance between displaying sources and student analysis.</p>	<p>Documentary is mostly historically accurate.</p> <p>Documentary has detailed analysis and support of thesis.</p> <p>Documentary connects topic to its historical context.</p> <p>Documentary uses multiple primary sources.</p> <p>Documentary demonstrates a balance between displaying sources and student analysis.</p>	<p>Documentary has obvious historical inaccuracies.</p> <p>Documentary poorly analyzes or supports the thesis.</p> <p>Documentary poorly connects topic to its historical context.</p> <p>Documentary uses relevant primary sources.</p> <p>Documentary does not balance displaying sources and student analysis; project is too lopsided</p>
Relation to Theme	<p>Documentary thesis clearly and completely ties to NHD theme.</p> <p>Documentary proves the topic's significance to both past and present history and draws original conclusions</p>	<p>Documentary thesis clearly relates to annual NHD theme.</p> <p>Documentary demonstrates the topic's significance to history and draws some conclusions based on the thesis</p>	<p>Documentary thesis does not relate to annual NHD theme.</p> <p>Documentary does not demonstrate why the topic is significant to history and draws no clear conclusions</p>
Clarity of Presentation	<p>Documentary is well-organized, original, and appropriate.</p> <p>Narration is clear, articulate, and syncs to visuals well.</p> <p>Documentary uses high quality images, video, and audio.</p>	<p>Documentary is original, organized, and appropriate.</p> <p>Narration is clear, audible, and mostly syncs to visuals.</p> <p>Documentary has okay quality images, video, and audio.</p>	<p>Documentary is unoriginal, disorganized, or inappropriate.</p> <p>Narration is inaudible, unclear, and does not sync to visuals.</p> <p>Documentary has unclear, low quality images, video, or audio.</p>
Rule Compliance	<p>Performance maintains 10 minute time requirement</p> <p>Equipment is set up, struck, and managed totally by students</p>	<p>Performance is slightly over 10 minute time requirement</p> <p>Equipment is set up, struck, and managed with little adult help</p>	<p>Performance is grossly over 10 minute time requirement</p> <p>Equipment cannot be set up or managed without adult help</p>

Overall comments on documentary:

National History Day Project, Option E

Historical Website

A historical website is a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. Your website should be an accumulation of research and argument that incorporates textual and non-textual (photographs, maps, music, etc.) description, interpretation, and multimedia sources to engage and inform viewers about the chosen historical topic.

How is this option different from other projects?

Websites building requires digital resources. Websites are also interactive experiences where viewers can play music, solve a puzzle, or look at a video or click on different links. Viewers can move through the website in various undirected ways. Websites use color, images, fonts, documents, objects, graphics and design, as well as words, to tell your story.

NHD Rules (look at the project rubric for additional guidelines)

- You create web site entries no larger than 100MB.
- You must use the development tools available at the NHD Web Portal (watch the demo at [youtube.com/watch?v=JzSR0cXeLe4](https://www.youtube.com/watch?v=JzSR0cXeLe4)). The you may use professional photographs, graphics, video, recorded music, etc., within the site, but such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography.
- Web site entries may contain no more than 1,200 visible, student-composed words. Excluded are words used credit sources of illustrations and quotations; recurring menus, titles, and navigation instructions; words within primary documents and artifacts; and the annotated bibliography and process paper that must be integrated into the site.
- There must be a home page. All pages must connect to the home page.
- Each multimedia clip be stored in the site and may last no more than 45 seconds.
- The page and content must be viewable on all web browsers (IE, Firefox, Chrome, Safari).
- Projects are entirely online, even during the construction process. Projects are entirely judged in this online environment

Planning the Project

You need to create a sitemap, which is a web of interconnected circles. In each circle is a topic of content, and lines between the circles show how content is connected. Remember that the website needs not only text, but also artifacts like maps, timelines, images, and videos, and these should be listed on the sitemap planning page.

Creating the Project

You MUST use the NHD content editor to create your website, which can be accessed at nhd.weebly.com/. You will have to create an account to create the project. Though the Web Editor has a help feature, your teacher can still answer your questions on web content. Remember, keep the web design simple and functional.

Presenting the Project

On presentation day, you will set up your website like an exhibit for the other students in class to explore. While you cannot paste a link into your portfolio, you can post screenshots.

PROJECT RUBRIC E: Historical Website

Based on the NHD Judging Criteria. Actual judge's sheets can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Historical Accuracy	<p>Website is completely historically accurate.</p> <p>Website shows complex, well-reasoned support of thesis.</p> <p>Website details historical context and consequences.</p> <p>Website cites and includes multiple primary sources.</p> <p>Website strikes a perfect balance between displaying sources and student analysis.</p>	<p>Website is mostly historically accurate.</p> <p>Website has detailed analysis and support of thesis.</p> <p>Website connects topic to its historical context.</p> <p>Website cites multiple primary sources.</p> <p>Website demonstrates a balance between displaying sources and student analysis.</p>	<p>Website has obvious historical inaccuracies.</p> <p>Website poorly analyzes or supports the thesis.</p> <p>Website poorly connects topic to its historical context.</p> <p>Website cites few or no primary sources.</p> <p>Website does not balance displaying sources and student analysis; project is too lopsided</p>
Relation to Theme	<p>Website thesis clearly and completely ties to NHD theme.</p> <p>Website proves the topic's significance to both past and present history and draws original conclusions</p>	<p>Website thesis clearly relates to annual NHD theme.</p> <p>Website demonstrates the topic's significance to history and draws some conclusions based on the thesis</p>	<p>Website thesis does not relate to annual NHD theme.</p> <p>Website does not demonstrate why the topic is significant to history; the website draws no clear conclusions</p>
Clarity of Presentation	<p>Website is original, well-organized, and appropriate.</p> <p>Website is highly engaging with a home page and intuitive links.</p>	<p>Website is original, organized, and appropriate.</p> <p>Website is interactive with a home page and functional links.</p>	<p>Website is unoriginal, poorly organized, or inappropriate.</p> <p>Website is not interactive, lacks home page, or has broken links.</p>
Rule Compliance	<p>Website easily fits size requirement (100 MB) and runs on all browsers</p> <p>All media elements run, are archived (not embedded), and are under 45 seconds long.</p> <p>Website has well-crafted written elements that total under the 1200 word limit.</p>	<p>Website barely fits size requirement (100 MB) and runs on most browsers</p> <p>All media elements run and are archived (not embedded), but some are over 45 seconds long.</p> <p>Website has decently written elements that are close to the 1200 word limit.</p>	<p>Website is over size requirement (100 MB) and will not run on most browsers</p> <p>Media elements are embedded, not archived; some media does not run or fit time limit.</p> <p>Website lacks writing; written elements greatly exceed the 1200 word limit</p>

Overall comments on website:

National History Day Project Reflection

Name: _____ Character: _____

What were you personally responsible for on the project?

If you had partners, what were they responsible for on the project?

What grade do you believe you deserve on this project? Why?

Do your partners deserve the same grade? Why so or why not?

If you could change one thing about your presentation, what would it be? Why?

Name another student National History Day project was excellent. Why was his or her performance so great?

Did you enjoy the National History Day project? Why so or why not?

How is the National History Day project an effective way to learn history?

List some ways the instructor can improve the class and project.

National History Day Project

Process Paper

The process paper is your description explaining how you conducted your research and created and developed their project. There only needs to be one process paper per group. The process paper must be 500 words or less (not counting the title page). The paper is divided into three sections:

- The first section should explain how you chose your topic.
- The second section should explain how you conducted your research.
- The third section should explain how you selected the project type and created the project.
- The fourth section should explain how the project relates to the NHD annual theme

A title page is required as the first page of the process paper. The title page must only include the title of your project, your name(s), and the contest division and category. Do not include age, grade or school name.

Unless your project is the essay, the annotated bibliography should be attached to the back of the process paper. If you have selected the website project, then the process paper and annotated bibliography must be on the website. For sample process papers and annotated bibliography tips, go to samples at nhd.org/CreatingEntry.htm.

PROCESS PAPER RUBRIC

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Process Paper Content	<p>Has completely accurate title page (title at top, student names, division, and category)</p> <p>Section one details how and why topic was chosen.</p> <p>Section two describes the research process in depth.</p> <p>Section three details thesis creation and project selection.</p> <p>Section four ties project to NHD theme through deep reasoning.</p> <p>All writing is clear, engaging, well-organized, and on topic.</p> <p>Few errors in grammar or mechanics (0-4 errors total)</p>	<p>Has mostly accurate title page (title at top, student names, division, and category)</p> <p>Section one fully describes how topic was chosen.</p> <p>Section two fully describes how research was conducted.</p> <p>Section three fully describes how project was created.</p> <p>Section four fully describes how project relates to NHD theme.</p> <p>Most of the writing is clear, organized, and on topic.</p> <p>Some errors in grammar or mechanics (5-8 errors total)</p>	<p>Inappropriate title page (lacks information, uses color or graphics, has school name)</p> <p>Section one poorly describes how topic was chosen.</p> <p>Section two poorly describes how research was conducted.</p> <p>Section three poorly describes how project was created.</p> <p>Section four poorly relates how project is tied to NHD theme.</p> <p>Most of the writing is unclear, disorganized, or off topic.</p> <p>Many errors in grammar or mechanics (9+ errors total)</p>
Process Paper Format	<p>Paper is under 500 words</p> <p>Paper is typed in appropriate font and has 1" margins.</p> <p>Paper is both paginated and double-spaced.</p> <p>Paper has proper in-text citations or footnotes</p>	<p>Paper is just over 500 words</p> <p>Paper is neatly handwritten and has 1" margins.</p> <p>Paper is either paginated or double-spaced.</p> <p>Paper has some in-text citations or footnotes</p>	<p>Paper is too short to cover topic</p> <p>Paper is poorly handwritten; margins are not 1".</p> <p>Paper is neither paginated nor double-spaced.</p> <p>Paper lacks in-text citations and footnotes</p>

National History Day Project

Annotated Bibliography

A *bibliography*, or works cited page, is a page that follows a research essay that lists all sources that were used to create the essay. Each source is listed alphabetically using proper MLA citation. However, not all research ends in an essay; *annotated bibliographies* are used to list sources for non-essay research projects, such as presentations or experiments. An annotated bibliography is similar to a regular bibliography, but each citation is followed by a short paragraph, which has three parts:

FIRST PART: Give a brief summary of the source, including any main ideas or arguments.

SECOND PART: How did this **contribute** to your research? Was it very useful or only good for a couple facts? Easy to read? Hard to read? What inquiry questions did it answer?

THIRD PART: Why is the source **credible**? Is it a primary or secondary source? Did you find any bias? Do you agree with the author's argument or observations?

Here is an example:

Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved. I know it is credible because Bates was a personal eyewitness and victim of the segregation at Little Rock High School.

For your research, you will have to write an annotated bibliography. The annotation paragraphs for each source must explain what the source is, how the source is credible, and how it helped the student understand the topic. You should also use the annotation to explain why the source was categorized as primary or secondary. An annotation normally should be about 1-3 sentences. Primary sources and secondary sources must be separated on your annotated bibliography.

ANNOTATED BIBLIOGRAPHY RUBRIC

Based on NHD Judging Criteria and Rule Book. More details can be found at nhd.org/CreatingEntry.htm

	<i>Outstanding</i>	<i>Acceptable</i>	<i>Needs Improvement</i>
Annotated Bibliography Content	<p>All sources used for project have a correct MLA citation and annotation paragraph.</p> <p>Annotations have detailed yet short summaries of the source</p> <p>All annotations detail how the source contributed to research</p> <p>All annotations explain the credibility and bias of source</p> <p>Use of multiple types of primary sources (maps, images, music, books, etc.) shows a wide breadth research</p> <p>Use of multiple types of secondary sources (websites, articles, timelines, etc.) shows a wide breadth research</p> <p>Few errors in grammar or MLA format (0-2 per citation set)</p>	<p>All sources used for project have an MLA citation and annotation paragraph.</p> <p>Annotations all have brief summary of the source</p> <p>Most annotations tell how the source contributed to research</p> <p>Most annotations explain why the source is credible</p> <p>Use of more than one type of primary source (maps, images, music, books, etc.) shows students did extensive research</p> <p>Use of more than one types of secondary source (websites, articles, timelines, etc.) shows students did extensive research</p> <p>Some errors in grammar or MLA (3-5 per citation set)</p>	<p>Some sources used for project are not cited or annotated on annotated bibliography.</p> <p>Some annotations lack a summary of the source</p> <p>Few annotations tell how the source contributed to research</p> <p>Few annotations explain why the source is credible</p> <p>Use of only one type of primary source (maps, images, music, books, etc.) shows limited scope of research</p> <p>Use of only one type of secondary source (websites, articles, timelines, etc.) shows limited scope of research</p> <p>Many errors in grammar or MLA (6+ per citation set)</p>
Annotated Bibliography Format	<p>Citations are correctly grouped by source type.</p> <p>All citation sets are listed in alphabetical order.</p> <p>AB is typed in appropriate font and has 1" margins.</p> <p>AB is both paginated and double-spaced.</p>	<p>Citations are grouped as primary and secondary sources.</p> <p>Most citation sets are listed in alphabetical order.</p> <p>AB is neatly handwritten and has 1" margins.</p> <p>AB is either paginated or double-spaced.</p>	<p>Citations are not grouped as primary and secondary sources.</p> <p>Citation sets are clearly not listed in alphabetical order.</p> <p>AB is poorly handwritten; margins are not 1".</p> <p>AB is neither paginated nor double-spaced.</p>

Overall comments on annotated bibliography:

Annotated Bibliography FAQ

What is MLA?

MLA is short for Modern Language Association, which is a group that sets and revises rules on writing conventions, such as punctuation rules, page formatting, and research citation. MLA style is important because it sets standards for writing, which makes it easier to read with consistency write for an audience. There are other style guides—APA, AP, Turbanian—yet MLA is the most common style guide.

What are special formatting rules for a bibliography?

It must start as a new page with its own title (“Works Cited”) and all entries must be alphabetized by the author's last name. If the author's name is unknown, alphabetize by the title, ignoring any A, An, or The.

How do I write dates in a citation?

Use the day-month-year style (22 July 1999) and abbreviate all months except for May, June, and July.

How do I indent my bibliography entries?

MLA citations use hanging indents: the first line of an entry should be flush left, and the subsequent lines should be indented ½” . You can set this on MS Word by clicking Home > Paragraph > Special. Do not indent annotations.

Underlining or Italics?

When reports were written on typewriters, the names of publications were underlined because most typewriters had no way to print italics. If you write a bibliography by hand, you should still underline the names of publications. But if you use a computer, then publication names should be in italics as they are below. Always check with your instructor regarding their preference of using italics or underlining.

What if I have multiple sources by the same author?

List the author for the first citation, then list the author as ----- for subsequent citations?

What if I have two or three author?

List both or all three others, separating the names with commas?

What about four or more authors?

List the first author, then place a comma with the words “et al.”

What if there is no author?

If there is no author, skip to title. If there is no publication date, write n.d. If there is no publisher, write n.p.

Do I have to cite the web address?

No. In the early days of the internet, students had to cite full web addresses. As web addresses became longer, this became more impractical, so in 2009, the MLA Board decided that web addresses do not have to be included as long as the page name, domain name, and publisher are present.

Can I really cite any text? For example, can I cite a Tweet?

You can cite anything, including a sculpture, a commercial, a nutritional label, a photograph, a painting, a warranty, and yes, a Tweet. While 95% of sources are books, print articles, poems, websites and videos, films, web images, and interviews, there are some sources most people would never think to cite, such as a game board or a t-shirt. Such texts are usually not in the MLA Style Guide, but you can correctly cite these text by contacting an MLA authority, like the Online Writing Lab at Purdue University (owl.purdue.edu).

Student Name
Instructor Name
Date
Sample Annotated Bibliography

Annotated Bibliography: The Beat Generation

“The Beatnik Generation.” *Voices of East Anglia*. *Voices of East Anglia*. n.d. Web. 5 May 2014.

This article summarizes the Beat generation, how it started, and the legacy it has on today. The article goes into great depth and uses several photographs and illustrations from the period. This secondary source is the one I used the most for my outline information. *Voices of East Anglia* is a blog on different eras of fashion and subculture that is professionally funded and fact-checked, so I know it is a credible source.

Bukowski, Charles. *Post Office*. New York: Ecco, 2002. Print.

Post Office is an autobiographical novel about Bukowski's life working at the Post Office. Written in 1971, this was Bukowski's first novel and summarized many of his ideas on how the Beat Generation was still around, fighting against government institutions and looking for meaning. This primary source gives great insight on what the life of this Beat legend was like during the 1950s and 1960s, though it wasn't the most contributive source. As Bukowski was one of the most well-known Beat poets, I know this source is credible.

“How to Look Like a Stereotypical Beatnik.” *WikiHow*. Mediawiki. n.d. Web. 5 May 2014.

This article shows the usual style trappings of the Beat: what clothes they wear, the popular activities, etc. It also demonstrates that there is still a desire to dress and act like a Beat. Though this secondary source isn't the most credible (being from a wiki), all of the details in it are supported by more credible sources I've found. The advantage it has over those other sources is that it is more visual and thus easier to read.

Dylan, Bob. “Masters of War.” *The Freewheelin' Bob Dylan*. Columbia, 1963. CD.

Dylan's song is about how he hates the people who create the wars that kill young men. A reaction to World War II, he tells the makers of war that they “aren't worth the blood in your veins” and that he “hope that you die/and your death will come soon.” Like most folk songs, it is just Dylan's vocals and an acoustic guitar. This primary source really helped me understand out the antiwar sentiments of the Beats were angrier and more intense than those of later hippies. I know the source is credible because every secondary source I've read has mentioned Bob Dylan as a Beat artist.

Crezo, Adrienne. “26 Beatnik Slang Words and Phrases We Should All Start Using.” *Mental Floss*. FelixDennis, 14 Sept. 2012. Web. 1 May 2014.

This article from *Mental Floss* lists twenty-six words in Beatnik lingo and what they mean. While this isn't the most contributive source, it was easy to read and listed the Beat lingo better than any other site I've found, which I can use in presenting. As *Mental Floss* is one of the top-read and cited internet magazines, I know that this is a credible secondary source.

Ginsberg, Allen. "Howl." *Poets.org*. Academy of American Poets. n.d. Web. 5 May 2014.

Ginsberg's "Howl" is considered one of the most important poems of the Beat generation. "Howl," originally published in 1955, starts with his anger toward World War II killing so many of his peers, and then discusses his experiences in the Beat community. Almost every stanza reveals the Beat culture in detail, including their drug use and instances of homosexuality; these scenes are so descriptive that Ginsberg was put on trial for obscenity. This primary source provides an insider's look into the Beat culture, and while it is a bit biased in favor of the Beats, it still portrays their activities and values in a way that contributes much to understanding their culture.

----- . *Kaddish*. San Francisco: Arion Press, 1992. Print.

"Kaddish" is a long-form poem that describes Ginsberg's reaction to the death of his father. He finds himself saying the traditional Jewish prayer for his father, caught between the idea of doubting his faith while embracing its practices. This primary source really shows the conflict the Beats had between wanting to be religious and disliking religious institutions. I know it is credible because Ginsberg is one of the most well-known Beat poets; though it is a bit hard to read, it is mired in the Beat style.

Holmes, John Clellon. "This is the Beat Generation." *The New York Times Magazine* 16 Nov. 1952: 10-22. Print.

Holmes' article describes the Beat generation to national readers in print for the first time. He compares the Beats to the Lost Generation, and criticizes them for their drug use and lack of caring. This primary source contributed to my research by showing me how the mainstream society of the 1950s saw the Beats. While it is a credible source and shows how Beats were seen by others, it is biased against the Beats and describes them as a bad influence.

Kerouac, Jack. *On the Road*. New York: Viking, 1997. Print.

On the Road details Kerouac's journeys through the American West in the late 1940s. Kerouac talks about his search for identity, and expresses the Beat ideals of distrusting mainstream society and sharing resources as a community. The book highlights Beat pastimes, like going to jazz clubs and traveling to abandoned places. This contributed to my research by showing me what Beat culture was like through Kerouac's eyes. This primary source is considered "the Beat Bible" that inspired tons of teens to join the Beats. The source is very credible; though Kerouac changes character names, *On the Road* is a true story.

"Village Sunday" AutomobileHistoryUSA. *YouTube*. Google, 8 Aug. 2008. Web Video. 5 May 2014.

"Village Sunday" is a 1963 documentary by Stewart Wilensky showing the Beats living in Greenwich Village in New York City. The documentary shows how the Beats spend their Sundays talking and reading in the park, making music, and reading poetry. This primary source is credible, as it was shot by an objective filmmaker and does not say if the Beats are good or bad but merely describes them. While the source did not contribute too much new information, it did illustrate many ideas about the Beats I found in other sources.

Wilentz, Sean. "Bob Dylan, the Beat Generation, and Allen Ginsberg's America." *The New Yorker*. Conde Nast. 16 Aug. 2010. Web. 5 May 2014.

This article, from the book *Bob Dylan in America*, explores the connection between the Beat poets and Bob Dylan. Both Dylan and the Beats were inspired by Woody Guthrie, and as they both became popular at the same time, Dylan fell into the Beat attitude. Dylan loved the poetry of Ginsberg (later becoming his friend) and based some of his songs off Kerouac's *On the Road*. This secondary source is credible because it comes from a published, fully researched book, and the article contributes to my understanding of Dylan as a Beat.

NAME: _____ DATE: _____

Independent Reading Project

STEP ONE: Choose the Book

You may choose a narrative text, informational text, advanced graphic novel, or play. However, your book must be at least 150 pages in length and you must get your book approved by your instructor. Your book must be chosen by _____. If you need a recommendation, let your instructor know.

STEP TWO: Read the Book

To ensure you get the book read by the project deadline, set some reading checkpoints below. Keep in mind your projects in other classes and other major events in your life while setting these goals.

	#1	#2	#3	#4	#5	#6	#7	#8	#9
<i>Date</i>									
<i>Page Reached</i>									

While you are reading your book, you will keep a **double-entry journal** while you read. To create a double-entry journal, make two columns on a piece of notebook paper. In the left column, write at least ten quotations from the text that really struck you as interesting or revealing (make sure to include page number and character who says it). In the right column, explain why you feel the quotation is interesting or revealing. Include your name with the book title, author, and publication year. Below is an example:

Name: Mr. Coon Text: The Fault in Our Stars by John Green (2011)

QUOTATION	SO WHAT ABOUT IT?
"It's a metaphor, see: You put the killing thing [cigareete] right between your teeth, but you don't give it the power to do its killing." (Augustus Waters, 7)	This quotation reveals that Augustus is very intelligent and sees metaphors in everything. It also shows that he thinks a lot about killing and death, and may foreshadow that he or Hazel will die.
"Some infinites are bigger than others." (Peter Van Houten, 145)	This quotation is another example of reality defying expectations, just like how Hazel's cancer remission and Hazel and Augustus' love defy logic

STEP THREE: Analyze the Book

Write an objective summary of the book on your own sheet, and answer the questions about the literary elements of the book on the attached **book analysis page**.

***YOUR DOUBLE-ENTRY JOURNAL, SUMMARY, AND BOOK ANALYSIS PAGE
ARE DUE ON _____.***

Literary Analysis Questions

CONNECT: How is the **theme** of this book similar to the theme of another book, film, or short story you've read or seen? Make sure to define the book's theme and use specific examples to support your ideas.

STYLE: Describe the style of the author's writing (tone, imagery, diction, syntax). Cite examples from the text.

CRITIQUE: Would you recommend this book to a friend? Explain why so or why not?

Independent Reading Project

STEP FOUR: Make a Creative Project

Choose one of the projects below and fulfill the project requirements, which you can get from your instructor.

Creative Writing	New View	Switching Styles	Swapped Settings	Alternate Ending
	Kidnapping the Author	Long Division	Ten Years Later	Deleted Scene
Craft Projects	Museum Artifact	Literary Cookbook	Book Trailer	Book Soundtrack

CRAFT

CREATIVE WRITING PROJECTS

New View: Rewrite a scene from your book from the point of view of a different character.

Switching Styles: What would *The Hunger Games* sound like if written by Mark Twain? What if *Romeo and Juliet* was written by Stephanie Meyer? You will rewrite a key scene from your book using the style of a different famous author.

Swapping Settings: You will choose a scene from your book, but will rewrite it with a different setting (both when and where). Ex: *Pride and Prejudice* in modern Utah, or *Huck Finn* in space.

Alternate Ending: Rewrite the ending of the story.

Kidnapping the Author: The author of your book wakes up alone in a warehouse and tied to a chair...he or she has been kidnapped by a character from their book! Tell the story of the kidnapping.

Long Division: Write a piece where two characters are splitting something between them.

Ten Years Later: Write a short story about the characters 10 years after the book's last page.

Deleted Scene: Write a short scene that doesn't appear in your book but is referred to in the plot.

PROJECTS

Museum of Literature Artifact: You will create an artifact for the museum based on your book. Your museum piece can be any sort of artwork (sculpture, painting, mobile, etc.). You will also create a placard discussing what your piece depicts as well as your artistic process. You will be evaluated on artistic craftsmanship and a complete, grammatically-correct placard.

Literary Cookbook: You will make a recipe that reflects your story or food eaten by characters in your book, and explain why you created that particular dish. Then, you will make your recipe and bring the dish in to share. You will be evaluated on quality of your recipe, connection to your book, and how delicious your dish is.

Book Trailer: Make an original video trailer for a book, similar to the trailers made for upcoming films. A good trailer introduces characters and the main conflict without revealing the ending.

Book Soundtrack: Many of us listen to music while reading. You will create the perfect playlist of 10-15 songs to match your book. With each song on your playlist, you must describe why that song perfectly suits your book. You must also provide a copy of the soundtrack, whether on CD or uploaded to Spotify or 8tracks.

Creative Reading Response:

Rewriting Projects

All of the following reading response projects require you to select an important scene in the story (like the point of no return or climax) and rewrite it in some way. Remember that you are changing only a single element of the story, yet the other elements (style, setting, perspective, dialogue, plot, etc) should remain consistent with the original. Your writing must be at least 500 words (two pages). Use the rubric at the bottom.

New View

You will rewrite an important scene from your book, but tell the story from the point of view of a different character than the one originally in the book. For example, if the scene is told by a narrator, you will tell it through one of the characters eyes. The events and dialogue will remain the same, but the inner thoughts and motivations of characters will change.

Switching Styles

Imagine if your book were written by another author. What would *The Hunger Games* sound like if written by Mark Twain? What if *Romeo and Juliet* was written by Stephanie Meyer? You will rewrite a key scene from your book using the style of a famous author different from the book's original author. Remember to begin with the title of your book as written by the new author for clarity (e.g., "Harry Potter, as written by Ayn Rand"). While the tone, imagery, diction, and syntax of the story will change, the plot should not.

Swapping Settings

You will choose a scene from your book, but will rewrite it with a different setting (both when and where). For example, you could put *Pride and Prejudice* in modern California, or *Huck Finn* in future space. Your newly written scene must incorporate the original characters and writing style of the book, though plot events may be altered to reflect the altered environment.

Alternate Ending

Rewrite the ending of the story. Maybe a character lives instead of dies, or dies instead of lives. Maybe a character chooses the other person to love, or maybe the villain wins. Remember, you are only changing plot; the style and setting of the piece may remain the same.

<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Outstanding</i>
Story has a poor or missing title; does not state altered element	Story has decent title, with a subtitle that states altered element	Story has great title, with a subtitle that states altered element
Student alters an unimportant or forgettable scene from original text	Student alters a scene of some importance from original text	Student successfully alters a critical scene from original text
Story does not use the altered element well, and the writing is nothing like the original	Story is complete and uses altered element well, though there are noticeable differences in style	Story could fit into original seamlessly apart from the one altered element.
Story is under 500 words (2 pages)	Story is over 1200 words (6 pages)	Story is 500-1200 words (2-5 pages)
Story is poorly handwritten.	Story is nicely handwritten.	Story is typed in approved font
Many errors in grammar (9+ errors per page)	Some errors in grammar (5-8 errors per page)	Few errors in grammar (0-4 errors per page)

Creative Reading Response:

Original Writing Projects

All of the following reading response projects require you to create a scene that was not in your original story but could fit into the story (meaning your story should keep the same style, point of view, and characterization of the original). However, you will have to create plot events, planning a scene that has a definite conflict, rising action, and ending. Your writing must be at least 500 words (two pages). Use the rubric at the bottom.

Kidnapping the Author

The author of your book wakes up alone in a warehouse, tied to a chair with a bag over his or her head. The bag is removed, and... he or she has been kidnapped by a character from their book! In a short story, tell the story of the kidnapping. Which character kidnapped the author? What does the character want from the author (e.g., revenge, answers, a rewrite)? How is the situation resolved?

Long Division

You will write a scene where two of the book's characters are splitting something between themselves (e.g., a DVD collection, a treasure, a pizza, a bowl of popcorn, etc). Do they both want it? Do neither want it? What is behind the tension—a flirtation, an old hurt or rivalry, a joint feeling of sadness, etc? The scene could fit somewhere inside the main story or happen on it own (like a flashback).

Ten Years Later

Write a short story about the lives of the characters 10 years after the last page of the story. Who is still in a romantic relationship? Who has had kids? Who has died? What are the new conflicts the characters face? Write this as an epilogue to your book, meaning your story should fit into the ending of the book.

Deleted Scene

Sometimes, the author leaves out scenes to save on space or to create suspense. Write a short scene that doesn't appear in your book but is referred to in the plot. This could be when two characters met in the past, when a character makes a decision, or what a character does immediately after a scene. Indicate where in the book this scene would exist.

<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Outstanding</i>
Story has a poor or missing title.	Story has decent title.	Story has great title.
Student does not follow prompt guidelines.	Student decently follows prompt guidelines.	Student successfully follows prompt guidelines.
Story does not tell a complete story or scene, and the writing is nothing like the original	Story is complete and tells a complete story, though there are noticeable differences in style	Story could fit into original seamlessly as far as style, point of view, and characterization.
Story is under 500 words (2 pages)	Story is over 1200 words (6 pages)	Story is 500-1200 words (2-5 pages)
Story is poorly handwritten.	Story is nicely handwritten.	Story is typed in approved font
Many errors in grammar (9+ errors per page)	Some errors in grammar (5-8 errors per page)	Few errors in grammar (0-4 errors per page)

Creative Reading Response:

Create a Museum Piece

For your novel, you will create a visually artistic piece that embodies your novel based on what you developed in your double-entry journal. Your art piece may be a painting, collage, sketch, photograph, or sculpture.

Included with your piece will be a display card, which will have the following information:

- **Title of piece** (Name of your artwork, NOT title of book)
- **Artist** (you)
- **Medium**--watercolor, sketch, photograph, sculpture, etc
- **Text**--your book title, followed by a quotation from your book that goes with the piece
- **My process**--a brief statement on how you created the piece, why you chose your quotation, and why you depicted the book the way that you did

Your display card has two fold lines: we will fold these as a class on presentation day. *Do not pre-fold your card*, as it will get crushed in your backpack. You have been provided lines on your display card: **do not write more than the lines provided**. This is not only to improve your skills of brevity, but to also make the display cards uniform. You may truncate quotations with ellipses.

Your visual piece should be a carefully crafted and finished project. You will present your piece to the class by reading your display card. We will then have your museum pieces decorate our classroom and possibly other areas of the school for a couple of weeks (so make something that you can leave at school for a while). Like all projects, your piece must be school appropriate. If you have questions about your piece, feel free to ask.

Ideas for Museum Pieces

- Pick a symbol from the book, and use it as the basis of the sculpture.
- Create a set of postcards depicting locations in the book. On the back of each postcard, have a message from character to another.
- Create a new book jacket for your novel, complete with your own synopsis of the book on the back.
- Create a costuming piece that a character might wear, such as a hat, jewelry, or dress.
- Think of another artwork to parody with your characters. You could recreate *Starry Night* with your book's setting or make a *Calvin and Hobbes*-like cartoon strip with your main characters.
- Create a photo collage of images that remind you of the book or the main characters.
- Recreate letters, messages, or love notes in the story.
- Create a newspaper for your story. Include a front-page headline, advertisements, the weather report, horoscopes, and obituaries.
- Create a model of a place or event important to the novel.
- Pick a character, find objects or words that are related to him or her, and hang them from the same mobile.
- Create a "treasure box" for a character-- a regular box filled with items one of your characters holds dear.
- Make an "edible sculpture" using food that you find in the novel (note that if you do this, you need to bring enough for everyone to try as well as plates, forks, spoons, etc.).

Unacceptable	Acceptable	Outstanding
Museum piece is unoriginal or poorly represents the text	Museum piece is original and somewhat representative of text	Museum piece is original and connects to themes and deeper meaning of text
Museum piece has no connection to quotation	Museum piece somewhat fits selected quotation	Museum piece fits selected quotation perfectly
Museum piece obviously put together at last minute	Museum piece is well crafted, but lacks finishing and creativity	Museum piece is creative and has been crafted with extreme detail and care
Student has an incomplete or incorrect display card	Student has a complete display card	Student has a complete display card
Display card is difficult to read	Display card is readable but lacks expert penmanship	Display card is written with easily readable, expert penmanship
Student does not fully describe process	Student fully describes process but goes outside lines	Student fully describes process on display card within the given lines
Display card has 8+ grammatical errors	Display card has 4-7 grammatical errors	Display card has 0-3 grammatical errors

TITLE: _____

Artist: _____

Medium: _____

MY BOOK: _____

Quotation: _____

My Process: _____

Card bottom

Tuck end into top crease to form a half-cylinder base.

Paper clip if necessary.

Creative Reading Response: *Literary Cookbook*

For your novel, you will create a recipe that would be made by a character from your book for Mr. Coon’s literary cookbook. Not only do you have to create a recipe, but you also need to create the food or drink item and serve it to your class (as well as provide plates, forks, spoons, etc). I’m aware that you may not have the skills to create a recipe from scratch, so you will use an existing recipe and include the source on your recipe.

Your recipe must include the following elements:

- A recipe title and serving amount
- A list of ingredients
- Detailed, step-by-step directions that can be reproduced
- A paragraph explaining how your recipe relates to your novel. What character would make the recipe? Who would he or she serve the dish to? Remember to give a brief background of the book so someone who is unfamiliar with the book could understand.
- A source for your recipe at the bottom of the page, done in proper MLA format (if you are unsure about the format, ask your instructor or go to the Online Writing Lab at Purdue University’s website).

Your prepared dish also has a few requirements. You must bring enough of your dish for everyone in our class to have a serving. You must also bring any supplies to eat the dish, such as forks, knives, spoons, napkins, plates, or bowls. You will also need to clean up your project afterward. If you need heat or refrigeration, talk to your instructor.

	<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Outstanding</i>
Dish	Dish has potential, but lacks finishing. There isn’t enough for all.	Dish is creative a well-finished product. There is enough for all.	Dish has been crafted with extreme care. There is enough for all.
	Dish is bad tasting, as det. by a majority of tasters.	Dish is okay or decent, as determined by a majority of tasters.	Dish is very delicious, as determined by a majority of tasters.
Recipe	Recipe lacks title, serving, ingredients, or directions.	Recipe has title, serving, ingredients, and directions.	Recipe has all needed elements and looks like it came out of a cookbook.
	Recipe missing some elements or directions could not be realistically followed	Recipe lists all needed ingredients but has confusing directions	Recipe ingredients and directions are detailed and can be easily followed
	Recipe is not sourced.	Recipe is sourced.	Recipe is original.
	Recipe is poorly handwritten.	Recipe is nicely handwritten.	Recipe is typed with photo.
	Many errors in grammar (9+ errors)	Some errors in grammar (5-8 errors)	Few errors in grammar (0-4 errors)

Aunt Polly's Gingersnaps

Makes four dozen cookies

INGREDIENTS

- 1 cup butter, softened (2 sticks)
- 1 cup white sugar
- 1 cup molasses
- 3½ cups all-purpose flour
- 1 heaping tsp. ground ginger
- 1 heaping tsp. cinnamon
- ½ tsp. nutmeg
- ¼ tsp. ground allspice
- pinch of ground cloves
- pinch salt
- 1 heaping tsp. baking soda (dissolved in 2 tbsp. hot water)



PREPARATION DIRECTIONS

1. Cream together the butter, sugar, and molasses until smooth; mix together the flour, ginger, spices, and salt in a separate bowl.
2. Mix baking soda mixture into butter mix, then beat in dry ingredients
3. Shape dough into two long rolls, and refrigerate overnight.

BAKING DIRECTIONS

4. Preheat the oven to 350°.
5. Slice cookies as thin as possible, and place on baking sheets. Bake for 10 minutes.

My novel was *The Adventures of Tom Sawyer* by Mark Twain. Most of the book is spent with Tom Sawyer and Huckleberry Finn, two young boys, looking for pirate treasure while the town believes that they had died. The boys return to town after their adventures to stumble upon their own funeral. As they walk into the church and reveal that they're alive, Tom's spinster Aunt Polly is the first to run up and hug Tom. Then, seeing that Huck has no family to embrace him, says "I'm glad to see him, poor motherless thing!" and grabs him (177). However, Huck doesn't know how to be loved, as seen when Twain says "And the loving attentions Aunt Polly lavished upon him were the one thing capable of making him more uncomfortable than he was before" (177). However, Huck shows earlier in the book that he loves food, so when Aunt Polly eventually adopts Huck at the end of the book, she would bake him these cookies, which would be a form of loving Huck would accept.

SOURCE: Bittman, Mark. How to Cook Everything. Hoboken, NJ: J. Wiley, 2008. Print.

Creative Reading Response: *Book Trailer*

For your novel, you will create an original three minute trailer for the book, similar to how movies have trailers. For examples, go to [youtube.com/playlist?list=PL5A1C3F465FBC59B8](https://www.youtube.com/playlist?list=PL5A1C3F465FBC59B8).

Step One: Select your scenes

A film trailer only uses the best moments of a film to get the audience’s attention and inspire them to see the film. Similarly, you should comb through your book looking for the best scenes to show and lines to say (the double-entry journal can help with this).

Step Two: Storyboard

Create a storyboard, which is a series of sketches and with dialogue of what the audience will watch and hear. Words spoken should be a mix of character dialogue and narration. Since you are making a 3:00 trailer, you should use at least 12 boxes for each :15 seconds of film. Remember, the scenes do not necessarily have to be in plot order, but should support a logical narration that will be read over the film.

Step Three: Film your trailer

After completing a storyboard, you will need to film your trailer. All of your footage must be your own; no using an existing film or book trailer and resplicing it. Using iMovie or Windows Movie Maker, edit your footage together, record and overlay your narration, and export your movie. Make sure to include brief credits at the end, which should cover:

- Directed by [your name]
- Actors: [list actor names as well as the parts they played]
- Adapted from [Book name] by author

You will email your instructor the finished video in MP4 or WMV format, which will be shown to the class.

<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Outstanding</i>
Video is unoriginal or does not play	Video is original and playable	Video is original and i
Video is under 2:30	Video is longer than 4 mins	Video is almost exactly 3 mins
Video does not really represent the plot of the book or the trailer gives away the ending	Video features some of the best scenes from the book but does not give away the ending	Video features some of the best scenes from the book but does not give away the ending
Narration is poor and does not give the audience key information or entice them to read the book	Narration gives the audience all the information they need to know what the book’s about	Narration gives the audience all the information they need to know what the book’s about
Video and audio are of poor quality and are not edited well	Video and audio are of decent quality and are edited properly	Video and audio are of decent quality and are edited properly
Credits are missing or incomplete, leaving out book, author, director, or others who helped	Credits list everyone involved with production, as well as the book and author	Credits list everyone involved with production along with their role, as well as book and author

Creative Reading Response: *Create a Novel Soundtrack*

For your novel, you will create a playlist of songs to accompany your novel--something someone interested in your novel could play in the background as they read.

Step One: Select your tracks

Just as a film soundtrack should perfectly match certain scenes in a film, your songs should perfectly match certain scenes in the book. You can select several songs by the same artist, but if the book was made into a film, you cannot use the film soundtrack. This playlist should contain **at least 12 tracks** (16 for an A+). Put careful thought in the selection of each track. If you select tracks that are not school appropriate, write "EXPLICIT" on the playlist report.

Step Two: Write a playlist report

After selecting your playlist songs, you will create a write-up in proper MLA format (see sample on back). For each track, you will need to provide a brief, 2-3 sentence explanation on why you feel this song perfectly suits the book. Use quotations from both the book and the song lyrics to prove your point. Also, keep in mind the **order** of your songs, as this is important in a playlist.

Step Three: Create the playlist

Finally, actually make your playlist so others (specifically your instructor) can listen to it. You can either burn each song on a CD, or create a public playlist through either Spotify or 8tracks. If you have questions on how to do any of these tasks, ask.

	<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Outstanding</i>
Playlist	Playlist cannot be accessed; several tracks won't play Under 12 tracks on playlist	Playlist hard to access; 1-2 tracks won't play 12 tracks on playlist	Playlist easy to access and all tracks play 16 tracks on playlist
Paper	Track order on playlist matches track order in write-up Some songs in write-up are missing a quoted title, artist name, and explanation Explanations give poor reasons for track selection. Paper is poorly handwritten. Many errors in grammar (9+ errors)	Track order on playlist matches track order in write-up Each song in write-up has quoted title, artist name, and explanation Explanations give good reasons for track selection. Paper is nicely handwritten. Some errors in grammar (5-8 errors)	Track order on playlist matches track order in write-up Each song has all labeling elements as well as original album information Explanations are detailed and cite lines from song and book. Paper is typed. Few errors in grammar (0-4 errors)

Sample Assignment
Instructor name
Course
Date

Novel Soundtrack:
In Cold Blood by Truman Capote

1. “Born to Die” by Lana Del Rey

This song reminds me of the date Nancy Clutter and Bobby had the day before she was killed. The song takes place on a “Friday night,” just like their date. The song also foreshadows that Nancy is “born to die” and will break Bobby’s heart with her death.

2. “Mack the Knife” by Bobby Darin

I imagine this song playing on the radio when Dick and Perry are driving to Holcomb. The song is all about Mack the knife, who takes “all the bread from his stash,” commits a murder, and starts a new life, just as Dick and Perry plan to do. This song was also the #1 hit during November 1959, when the novel takes place.

3. “Aurora” by Hans Zimmer

“Aurora” suits all the scenes concerning the death of the Clutters. The silence in the beginning matches the silence Nancy Ewalt and Sue find at the Clutter house when they walk in and find the bodies on page 59. The middle sounds like the hushed whispers at the Clutter funeral. The entire song’s tone and pace seem to match the tone of Perry’s story of how he and Dick killed the Clutters (240-245), especially as both the track and Perry’s story end with “A hush.”

4. “Ride” by Lana Del Rey [EXPLICIT]

“Ride” perfectly suits Perry’s state of mind as he is driving back with Dick from Mexico. He does not trust Dick any longer and, like Lana Del Rey, has “a war in my mind.” But instead of leaving, he decides to “just ride” with Dick, as being with someone he does not like is better than being alone.