

Dear Students, Parents, and Guardians,

Please review the attached materials together. You will see that we are about to “jump in head first” to our History Day projects. Please do not panic! I promise to update you every step of the way.

First, I want to make sure that you as a parent, are aware of the rich, supportive National History Day website. If you haven’t had the opportunity to check it out yet, you may want to, as it offers many tips and ideas for students and parents alike. It can be found at WWW.NHD.ORG.

Many students have expressed interest and a great level of excitement about getting started on their projects. I am quite excited myself to be starting this journey with yet another group of eager students and wonderfully supportive parents and am certain that this year’s History Day projects will be fantastic.

Contained in this packet are two things that need to be completed and returned to Mrs. Whitaker by _____ First, students need to choose a topic, of at least 25 years of age, which is related to this year’s theme, “Conflict and Compromise in History.” From here, students need to follow the directions on the research proposal page to draft a piece of writing that outlines what they’d like to research and how it ties into this year’s theme. They will need to do a little initial research on their own to be able to complete this proposal. Lastly, students must complete a contract, either for working in a group or as an individual. **If working in a group, only one contract should be filled out and must contain all required signatures of both students and parents.** These two items, the proposal and the contract are due back to Mrs. Whitaker by _____.

Once received, the proposals and contracts will be reviewed and then Mrs. Whitaker will confer with students about their plans. Sometimes, students may be redirected to alternate topics. This generally only happens when topics are too broad, too narrow, or possibly too specialized to find enough information for a quality project.

From this point, students will begin researching, a little bit at a time, using explicit instructions to help them begin their journey. Research logs will be used to help focus research and keep organized, especially if working as a group.

Please encourage your child to begin the search for sound resources, including those elusive primary sources. Students can surf the Internet for rich websites or possible contacts that may help in this process.

Thanks so much for your support from home!

WHAT IS NATIONAL HISTORY DAY®?

National History Day (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework in which students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where they are evaluated by professional historians and educators. The program culminates at the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2018 is *Conflict and Compromise in History*. The annual theme frames the research for both students and teachers. It is intentionally broad enough that students can select topics from any place (local, national, or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that match their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is driven by the process and is unique to the historical research. Throughout the year, students develop essential life skills by fostering intellectual curiosity and academic achievement. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

Students' greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at local, affiliate, and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

NHD's work with teachers and students extends beyond the contest and includes institutes and training programs, which provide teachers with opportunities to study history and develop lessons and materials they can share with their students. In addition, NHD offers continuing education courses for teachers (for graduate credit or professional development hours) to improve classroom practice (nhd.org/onlineeducation). NHD also offers teaching resources to help teachers integrate primary sources and critical thinking into the classroom. These resources are free and accessible to all teachers. Visit nhd.org to learn more.

2018 THEME NARRATIVE:

CONFLICT & COMPROMISE IN HISTORY

Amanda Hendrey, Programs Assistant, National History Day
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National History Day (NHD) students will spend the 2017–2018 school year delving into a topic based on the theme *Conflict & Compromise in History*. You will ask questions that lead you down the path of discovery of not just what occurred, but how it occurred and, most important, why it happened and what the consequences were. As you set out to research your topic, you will discover the basic facts first, but then you will need to look deeper. You will go on to examine the factors that contributed to the development of your event, its influence on history, and the effect it had on the community, society, nation, and the world.

Each year National History Day uses a theme to provide a lens to study history. The theme is always broad enough so that you can select topics from any place (local, national, or world history) and any time period. Once you choose your topic, you investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

This year's theme, *Conflict & Compromise in History*, requires you to view history through multiple perspectives. Compromise can sometimes prevent a conflict, but what happens when it does not? If a conflict occurs, how can compromise help to end the conflict? What happens if a failed compromise leads to an even larger conflict? Throughout this academic year, you will need to ask yourself these questions and more.

How can compromise prevent future conflict? Is compromise simple to reach? Compromise has been used to prevent future conflict, but that does not mean it was easy. Consider First Lady Eleanor Roosevelt's work to create the Universal Declaration of Human Rights. Or look further back to the Constitutional Convention, when the Founding Fathers created the Connecticut Compromise to balance the needs of larger and smaller states. How did the individuals involved work together to create compromise? Were they able to ensure that these compromises would lead to continued peace? What did they need to give up in order for these compromises to occur?

What happens when a compromise lasts for only a short time? Many times a compromise works only for a short time, until the conflict bubbles to the surface again. In the years leading up to the American Civil War, there are many examples of the U.S. government working to compromise and prevent conflict. Think of the Three-Fifths Compromise or the Missouri Compromise. Do you believe the leaders felt that the peace they achieved through those compromises would last? Was war inevitable, or could those compromises have been more successful? Sometimes a compromise leads only to a pause in the larger conflict. Consider the actions of British Prime Minister Neville Chamberlain; did the compromise he proposed, known as appeasement, lead to World War II? Would that conflict have taken place even without appeasement? Did appeasement delay or hasten the onset of the war?

What happens when groups or individuals fail to reach a compromise? Does that always lead to conflict?

Look to Australian history to see an example of what happens when a group fails to compromise. When British settlers first arrived in Australia, they happily traded and coexisted with the Aboriginal community. How long did that peaceful scenario last? What conflicts arose when the 1861 Crown Lands Act was established? Or consider Queen Mary I of England, a devout Catholic who refused to allow her subjects to worship as Protestants. How did her lack of compromise lead to conflict? How does history remember her today?

What happens when an attempt at compromise brings about a conflict? Sometimes an attempt to compromise can lead to a conflict. Mahatma Gandhi is remembered as one of history's most famous peaceful protesters. Did a conflict ever result from his actions? The Salt Marches, led by Gandhi in 1930, began as a peaceful protest against British rule of India, but how did they end? Did that demonstration lead to conflict, and did the protesters manage to negotiate a compromise? Consider the fight by women in Great Britain for the right to vote. The three organizations led by women, the National Union of Women's Suffrage Societies, the Women's Social and Political Union, and the Women's League, all had very different views on how to achieve the vote. What conflicts did they have with each other, and how did they use compromise to work together to achieve their goal?

What happens when neither side is willing to compromise? Compromise often results from conflict, but sometimes those involved in a conflict are unwilling to compromise. George Washington faced many conflicts, some of which were resolved through compromise, while others were not. The first conflict within the new United States of America was a risky uprising in 1794 by western Pennsylvania farmers rebelling against the liquor tax. What was Washington's reaction to this revolt? Did he compromise with the Whiskey Rebels? Consider the Haitian Revolution, which began in 1791. What effect did this anti-slavery and anti-colonial insurrection have on the institution of slavery in the Americas and beyond?

How can compromise resolve an ongoing conflict? How has compromise been used to end conflict throughout history? Consider the peace treaties that typically end wars. How are such treaties created? What kinds of compromises must be forged to negotiate peace after a conflict? Think of the Potsdam Agreement. How did the Allied Powers of World War II work together to control Germany? How did that agreement end the conflict in Europe? How did that compromise affect international relations during the following years?

Students interested in labor history will encounter conflicts in the form of strikes. The Pullman Strike of 1894, for example, pitted the Pullman Company and the U.S. government against the American Railway Union. What conflicts arose out of that strike? How did the government attempt to compromise once the strike ended? Another example is the conflict between factory owners and groups fighting for better working conditions for workers, as well as higher wages and shorter working hours. *Muller v. Oregon* was a landmark case in gaining shorter working hours for women. Were all the parties involved happy with that decision? Which group had to compromise in order to allow women the right to shorter work hours?

What causes conflict between people? Throughout history, differences in gender and race have resulted in numerous conflicts. The 15th Amendment was ratified in 1870, giving African American men the right to vote. Women sought suffrage as well; how did they compromise at that point in their struggle? What conflicts resulted throughout the nation? The American Civil Rights Movement was a long and difficult battle for equal rights for African Americans. Education was just one element. The *Brown v. Board of Education* decision ended segregation in schools. How did the courts compromise with both parties? How has that decision affected schools around the nation?

Religion has often led to conflicts. The Crusades were religious wars that involved numerous nations for hundreds of years. How did that conflict begin? How was it resolved? The conflict between French Catholics and French Protestants during the late 1500s disrupted the peace and unity of France. King Henry IV signed the Edict of

Nantes in 1598 to help restore unity. How did that edict help the French people? Were both sides satisfied with the compromise? Why or why not?

Artists have created paintings, plays, and literature to depict the world around them throughout history. At times, their work sparked conflict by drawing attention to existing issues. Think of Upton Sinclair's novel *The Jungle*, a groundbreaking work that opened people's eyes to ethical issues within the food industry. How did the government react to the resulting outrage? What did officials create to appease both the people and the food industry?

No matter which topic you decide to research, be sure to place it within its historical context. Examine the significance of your topic in history and show development over time. Begin by reading secondary sources, and then move on to seek out available primary sources. Using your research skills, you should be able to clearly explain the relationship of your topic to the theme, *Conflict & Compromise in History*. Based on that understanding, you can develop quality papers, performances, exhibits, websites, and documentaries for National History Day.

Discover

WHITE HOUSE HISTORY



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Digital Library

Containing thousands of images of the White House and its related history, our Digital Library is a fantastic academic resource for students and teachers alike, whether conducting project research, writing lesson plans, or simply exploring history.

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■ Sample Topic List: Conflict & Compromise in History



This theme
was also used
in 2008, so I
have included
the topic ideas
supplied for
that year too.
These are just
ideas ... You
DO NOT have
to choose a
topic from
the following
topic idea pages.

2008

Sample Topic List: Conflict & Compromise in History

The following is a list of topics for investigation in preparation for National History Day 2008. The list is not inclusive but provides a starting point for teachers and students to begin brainstorming ideas for research and presentation as National History Day entries. Some of the most exciting and interesting topics are local in nature. Students should be encouraged to look for topics in their own communities. Whether students choose to create papers, exhibits, performances, web sites or documentary presentations, they must be sure to place their topics into historical perspective and context and analyze the significance and impact of their topic in history.

Note: Many of the suggested topics listed under one category might also be listed under another or several categories. Students should remember that categories overlap. For example, the Crusades represent religious and political conflict; the Populist movement of the late nineteenth century represents political and economic conflict; and the segregation of African-American troops represent military, political and social conflict.

Religious Conflict & Compromise

Religious history is rich in conflicts and compromises. Conflicts may be sectarian and communal in nature or may arise because of political or secular clashes. Sectarian conflicts occur between differing sects of the same religion, for example, between Protestants and Catholics or between Puritans and Anglicans. Communal conflicts take place between people of different religious faiths, for example, between Muslims and Jews. Often religious conflicts have been closely tied to or have been instigated by political conflicts or the clash of scientific or secular ideas with religious doctrine.

- Oliver Cromwell v. Charles II
- For the Sake of Divorce: Henry VIII v. Rome
- No Compromise: Galileo v. the Vatican
- Here I Stand: Martin Luther and the Indulgences
- Jan Hus and the Czech Protestants
- The Crusades: No Compromise for Faith
- Muslims and Hindus in India
- Conflict in the Middle East: Palestine and Israel
- Conflict in India: Sikhs v. Hindus
- Reverend Moon v. Conventional Religion
- Darwin v. Creationism: The Scopes Trial of 1926
- John Humphrey Noyes and the Oneida Community
- Holy Roman Emperor Frederick II: The Reluctant Crusader
- Islam of the West (Islamic Spain) and its Alliances with Christianity of the East (Byzantium)
- One Step Ahead of the Inquisition: The "New" Christians Who Followed the Conquistadors to Mexico

Military/Wartime Conflict & Compromise

War seems like the ultimate conflict between nations (and sometimes within nations). Such hostilities are usually caused by political conflict, but sometimes they are influenced by religious, social or economic conflicts. Wartime policies have often caused conflicts and compromises on the home front as well as abroad. Students should remember that battles themselves only express conflict; they do not alone offer reasons for the antagonisms behind the battles. It is important for students to examine the battle within the larger context of the war in order to understand its significance.

- General Sherman's War on Civilians
- Vietnam Military Policy and Civilian Protest
- Military and Political Conflict: The Use of Chemical Weapons
- Social Conflict During War: Japanese Internment
- King Rajaraja Conquers Ceylon
- Segregation of Troops: Conflicting Loyalty
- French Troops Refuse to Fight in World War I
- Women in the Military
- To Drop or Not to Drop: Truman and the Atomic Bomb
- After the War: Should Rosie Return to the Home?
- Conflict Between The Franks and the Eastern Empire (807)
- Invasion of the Visigoths Into Italy (401)

Political Conflict & Compromise

Political conflict and compromise take place not only between nations but within nations as well. Conflict between nations often occurs over control of resources, territorial claims or diplomatic concerns and has sometimes resulted in military conflicts. Conflicts between nations have been settled by diplomatic negotiations and religious alliances and through outside parties like the United Nations, and sometimes they officially result in compromises called treaties. Political conflict within nations may be local or national in nature and often involve social, racial, ethnic or cultural conflict and compromise.

- Reconstruction: Conflict and Compromise in the South
- Munich Compromise: Conflict of Chamberlain
- Compromise of 1850
- Compromise of 1877
- Treaty of Versailles: Prelude to the Second World War
- Eleanor Roosevelt and the Universal Declaration of Human Rights
- United Nations Peace-Keeping Missions: Conflict Interventions
- United Nations Security Council
- Conflict Among Supporters: National v. American Women's Suffrage Associations
- The Battle over the Air Waves: The FCC v. Private Radio Industry
- The Big Three: Conflict and Compromise at Yalta



Courtesy of the Library of Congress.

2008



Courtesy of the Library of Congress.



Courtesy of the Library of Congress.



Courtesy of the Library of Congress.

- Antebellum Politics: The Nullification Controversy
- Conflict and Compromise: FDR and the Lend-Lease Policy
- Conflict over Representation: The Boston Tea Party
- English National Interest v. Irish Neutrality in World War II
- Afghan Resistance: Precipitating the Crumbling of the Soviet Union
- The Rule of Aqbar: "The Great Mughal" Over India
- King Henry IV and the Edict of Nantes
- The Establishment of the Manchu Dynasty in China
- The Peace of Utrecht
- The Japanese Constitution of 1889

Social and Cultural Conflict & Compromise

Some of the most harsh and agonizing conflicts in history were social and cultural. Sometimes conflicts existed without compromise, but many of these conflicts spurred major changes and initiated important progress among varying groups. Topics include those related to religious, ethnic, racial, civil rights and human rights.

- Ku Klux Klan, Southern Politics and Civil Rights
- Indian Removal Act of 1830
- New York City Draft Riot of 1863: Irish v. Blacks
- Changing Divorce Laws
- *Brown v. Board of Education of Topeka*
- *Bakke v. University of California-Davis*
- Conflict at Home and at Work: The Modern American Women's Movement
- Burlingame Treaty and the Chinese Exclusion
- National Origins Act of 1924: Ethnic Conflict and Compromise
- To the Back of the Bus No More: Rosa Parks and the Montgomery Bus Boycott
- Conflict in Salem: The Witchcraft Trials
- Racial Conflict and the Right to Vote: Southern Voting Rights
- Conflict From Within: Martin Luther King v. Malcolm X
- Badshahkhan: The Muslim Whom Gandhi Called "The Father of Non-Violence"
- Muslim Women in Anti-Colonialist Movements

Economic Conflict & Compromise

Economic conflict may also take place between nations or within nations. Some of the most prevalent and obvious conflicts induced by economics are conflicts between labor and management. Conflict also occurs when practices do not match their economic theories, when nations engage in exploration for material gain and when agricultural concerns clash with industrial ones. Social and cultural conflicts have often resulted from the quest for economic gain, as in slave trade or the colonization of inhabited regions or independent peoples.

- For the Love of Money: Columbus v. the Arawaks
- Selling Souls for Sugar: Slavery and the Sugar Islands
- The Silver Question: Farmers v. Industrialists

2008

- Labor v. Management: The Homestead Strike
- UAW v. General Motors: Sit Down for Compromise
- The Molly Maguires: Ethnic and Labor Conflict
- The National War Labor Board: Compromise for the Cause
- Conflict Underground: Mary Harris Jones and the United Mine Workers

International Cooperation and Conflict Management

Early approaches to solve conflicts peacefully were through world congresses and international law, including projects by Dante (1265-1321), Erasmus (1466-1536), Hugo Grotius (1538-1645), William Penn (1644-1718), Abbe de Saint Pierre (1658-1743), Jean Jacques Rousseau (1712-1778) and Immanuel Kant (1724-1804).

Other approaches have been added in a series of great experiments such as the Hague Conference, the League of Nations, the International Court of Justice, and the United Nations with its specialized agencies. How do early views on world peace compare with modern approaches? How can international organizations and laws be effective?

- The Hague Conferences of 1899 and 1907
- Arbitration Treaties: President Taft, William Jennings Bryan
- Working for World Health: The Rockefeller Foundation
- The 1919-1920 League of Nations and the U.S. Senate
- The World Court: Its Creation and Decisions
- The Kellogg-Briand Pact (1928)
- The Nuremberg War Crime Trials and Principles
- What Specialized UN Agencies Do: WHO, FAO, UNESCO
- Economic Cooperation in the Workaday World: ILO, GATT
- UN-Resolved Conflict: Iran (1946), Indonesia (1947), Suez (1956), Cyprus (1968)
- UN Role in the Gulf War, Somalia, and former Yugoslavia

Disarmament and Arms Control

Policy makers and peace movements have repeatedly urged disarmament and arms control to reduce the threat of war. Disarmament has also been linked to assistance for Third World countries and to the environmental and economic consequences of large military budgets, while the threat of nuclear destruction gave new urgency to disarmament. How have leaders sought a proper balance between national security and arms reduction?

- The Rush-Bagot Agreement of 1817
- Alliances and Arms Race as Causes of World War I
- Washington Naval Conference, 1921-1922
- Economic Causes of War: The Nye Committee
- Collective Security and the Cold War Containment
- The Partial Test Ban Treaty of 1963
- SALT I and II (1972 and 1979) and START (1980s)
- Problems of Verification: Iraq and North Korea
- Economic Reconversion at the End of the Cold War



Courtesy of the National Archives.

2008



Courtesy of the Library of Congress.

2008

Individual Values and Social Conflicts

Social conflict, whether as war or domestic violence, presents individuals with moral and ethical questions: What shall I do? What is right? When we raise questions about the basis on which violent force should or should not be applied, we dramatize the reality of individual choices in history. This means that issues of conflict, compromise and cooperation involve individual and social values, whether put in religious or ethical terms. On ethical grounds, individuals may fight unconditionally, as crusaders. They may support social violence conditionally—the so called “just war” position. Or they may repudiate violence altogether—the position of conscientious objectors or COs.

- Non-Violent Action: Labor and Civil Rights Sit-ins
- World War I: John Dewey v. Randolph Bourne
- Applications of William James’s “Moral Equivalent of War”
- Thoreau’s “On Civil Disobedience” and the Impact
- Quakers Confront the Civil War: Cyrus Pringle
- COs in World War I: Evan Thomas and Ernest Meyer
- COs in World War II: Civilian Public Service Camps

Peace Movements

Since 1815, organized peace societies in the United States have cooperated with peace advocates abroad. Periodically, and in many countries, there have been political conditions in which members of various peace societies cooperated with one another and with other elements of the public in efforts to influence foreign policy (or in the case of labor and civil rights, domestic policy). Indeed, war policy has occasionally been challenged independently of peace organizations. In historic peace movements, both on-going societies and public coalitions, those issues of conflict, compromise and cooperation are joined to issues of political participation and social action.

- Opposing the War of 1812: The Hartford Convention
- Senator Charles Sumner: Opposition to the Mexican War
- William Lloyd Garrison: Peace and/or Abolition
- William Wilberforce: Individual Confronts a Nation
- Elihu Burritt and the League of Universal Brotherhood
- The Arbitration Movement and Latin America
- Anti-Imperialism in the Philippines War
- Opposition to Intervention in World War II
- Women for Peace in Wartime: The 1915 Hague Congress
- Socialists and World War I: America and Europe
- Political Pressures in the 1930s Neutrality Debates
- Civil Disobedience and Nuclear Testing in the 1950s
- “Ban the Bomb” Campaigns: United States and Europe
- Challenging War in the 1968 Presidential Campaign
- Nuclear Freeze: Citizen Peace Activism of the 1980s

U.S. HISTORY SAMPLE TOPICS

- The Canandaigua Treaty of 1794: Compromise After Conflict
- The Government Versus the Farmers: George Washington's Lack of Compromise in the Whiskey Rebellion
- The Treaty of Mortefontaine: Compromise to End the Quasi-War
- The Second Great Awakening: Religious Conflict Driving Social Compromises
- Conflicting Ideas over Religion: New Immigrants Challenging the Protestant Ideal
- Fighting in World War I and Not Compromising Ideals: The Harlem Hellfighters
- The Conflict of Monopoly and the Compromise of the National Association of Theatre Owners
- Social Conflict During War: Japanese Internment
- Conflicting Opinions, Compromised Values: The Vietnam Generation
- Rodgers and Hammerstein: From Lighthearted Musicals to Serious Social Issues
- Ronald Reagan and the Berlin Wall
- The Camp David Accords
- Theodore Roosevelt and the Completion of the Panama Canal
- The Connecticut Compromise: The Prevention of Conflict
- Opposing the War of 1812: The Hartford Convention
- No Taxation Without Representation: The Failed Compromise That Led to a Revolution
- Conflict in Salem: The Witchcraft Trials
- Preventing Conflict: The Compromise of 1850
- Antebellum Politics: The Nullification Controversy
- The Revolution of 1800
- The New York City Draft Riot of 1863
- The Indian Removal Act of 1830
- Reconstruction: Conflict and Compromise in the South
- The Compromise of 1877
- The Pullman Strike
- The Silver Question: Farmers Versus Industrialists
- The Burlingame Treaty and Chinese Exclusion
- The Big Three: Conflict and Compromise at Yalta
- Dollar Diplomacy: Ending Conflicts Through Economic Investment
- *UAW v. General Motors*: Sit Down for Compromise
- Conscientious Objectors in World War II
- Taking the Fight off the Ice: The Creation of the NHLPA
- The Truman Doctrine
- The Marshall Plan
- The Compromise to End All Conflict: The Kellogg-Briand Pact of 1928

EUROPEAN HISTORY SAMPLE TOPICS

- The End of Compromise: Boudicca's Fight Against Rome
- Charlemagne's Conquest and the Spread of Architectural Ideas
- The Crusades: No Compromise for Faith
- Martin Luther's Refusal to Compromise His Ideals
- Otto von Bismarck and the Unification of Germany
- The Congress of Vienna: The Legacy of Napoleon's Downfall
- The Edict of Nantes: Compromise to End Conflict
- For the Sake of Divorce: Henry VIII Versus Rome
- Bloody Mary: A Catholic Who Refused to Compromise
- Oliver Cromwell and King Charles I: Conflicts and Compromises
- Conflict at Sea: How the British Defeat of the Spanish Armada Changed the Face of Naval Warfare
- Isabella, Ferdinand, and the Spanish Reconquista
- Galileo: The Conflict and Compromise Between Science and Catholicism
- The Division of Berlin After World War II
- The Castle Hill Rebellion: Conflict Without Compromise
- The European Coal and Steel Community That Led to a Union
- George Fox and the Quakers: Conflict with Society, Compromise with a New Faith
- Selling Souls for Sugar: Slavery and the Sugar Islands
- The Conflicts and Compromises Needed to Unify Italy
- The Munich Agreement: Appeasing Conflict
- The Treaty of Versailles: Prelude to the Second World War
- Emmeline Pankhurst and Her Militant Struggle for Suffrage in Great Britain
- Henry II and Thomas Becket: A Conflict That Led to Compromise
- Catherine de' Medici and the Huguenots
- Conflict and Compromise in the Restoration of King Charles II of England
- The Troubles: The Conflict and Compromise of Ireland
- The Glorious Revolution: A Conflict That Led to the English Bill of Rights
- The Treaty of Madrid: The Compromise to End Conflict
- The Treaty of Paris: The Uneasy Peace of the Seven Years' War
- Settlement of New Land: Conflict and Compromise of the Treaty of Tordesillas

WORLD HISTORY SAMPLE TOPICS


- The Unbalanced Compromises of the Opium Wars
- King Rajaraja Chola I Conquers Ceylon
- Buddhism and Hinduism: Conflicting Ideas and Their Cultural Impacts
- Sikhs and Hindus: A History of Conflict and Compromise
- The Forced Compromise of the Boer Wars
- Conflicts over Religious Interpretation: Sunnis and Shi'ites in Islamic Tradition
- Conflicts over Borders Necessitate Compromise: The Indo-Pakistani War of 1971
- Constantine's Conflict and Compromise over the Date of Christmas
- The Paris Peace Accords: Compromises to End the Vietnam War
- The Conflict and Compromise of Repatriation of Ancient Artifacts: Howard Carter and King Tut's Treasure
- Athens, Sparta, and the Battle of Marathon
- The Rule of Akbar: "The Great Mughal" over India
- The Establishment of the Manchu Dynasty in China
- The Japanese Constitution of 1889
- The Crimean War
- The Six-Day War
- Colonization Conflicts: King Leopold's Vision in the Congo
- Resolution 181: The Conflict and Compromise of Creating a Nation
- United Nations Peacekeeping Missions: Compromising to Avoid Conflict
- The Iran Hostage Crisis: Coming to a Compromise
- Nelson Mandela and the Fight for Equality in South Africa
- "Men and women are equal; everyone is worth his (or her) salt": Mao Zedong's New Marriage Law
- Mikhail Gorbachev and Ronald Reagan: Ending the Cold War Through Conflict and Compromise
- King Bhumibol of Thailand: The Conflict and the Compromise of General Srimuang
- Desmond Tutu's Truth and Reconciliation Commission
- Zapatista National Liberation Army and the Conflict and Compromise of the 1994 North American Free Trade Agreement
- The Conflict and Compromise That Led to Rwanda's Arusha Accords
- The Conflict of Blood Diamonds and the Compromise of the Kimberley Process Certification Scheme
- The Internal Settlement: Conflict in Rhodesia Leads to the Compromise of Zimbabwe
- Filipino Insurrection: Compromise with America to Win a Conflict Against Spain

PROJECT CATEGORY INFOGRAPHICS


DOCUMENTARY

Do you find yourself critiquing every movie you watch? Do you love to tell stories using imagery and sound? If you answered yes to those questions, documentary is the category for you!


You may create a documentary as an individual, or in a group of up to five students.



Your documentary may not exceed 10 MINUTES.




CITE YOUR SOURCES!




All images, music, and film must be credited at the end of your documentary and in your annotated bibliography.

INTRODUCE YOURSELF!



Make sure to state the title of your entry and your name before you play your documentary.

Do not use any media that requires a audience or judge participation.




In addition to creating your documentary, you must write a process paper and annotated bibliography.



Head to our website for more information:
www.nhd.org/entering-contest/creating-an-entry/documentary/

STUDENT EXAMPLES




The Journey of Sugar: Neither Short Nor Sweet
 Aditya Alliani, Senior Individual Documentary, 2016
https://www.youtube.com/watch?v=8v_bhnojoRQ&t=8s

The Americans Are Very Strong
 Molly McLaughlin & Olivia Romig, Junior Group Documentary, 2016
<https://www.youtube.com/watch?v=5nLL8b11hsk>


EXHIBIT

Do you find yourself doodling on the sides of your notes? Do your friends come to you for creative advice? If you answered yes to those questions, exhibit is the category for you!


You may create an exhibit as an individual, or in a group of up to five students.



The size limit on an exhibit is 40 inches wide, 30 inches deep, and 6 feet tall.




CITE YOUR SOURCES!




All quotes and images must be credited on the board and in the annotated bibliography.

Exhibits can include images, maps, and other visual primary sources!




Exhibits have a word limit of 500 student-composed words.



In addition to creating your exhibit, you must write a process paper and annotated bibliography.

Head to our website for more information:
www.nhd.org/entering-contest/creating-an-entry/exhibit/

STUDENT EXAMPLES



How the U.S. Dollar Rebuilt the World
 Rudy Moise, Junior Individual Exhibit, 2016
<http://www.nhd.org/sites/default/files/Moise%20Exhibit.JPG>


Fifteen Cents to See the Infants on Display
 Jennifer Gilby & Gabrielle Hines, Senior Group Exhibit, 2016
https://www.nhd.org/sites/default/files/Hines%20Exhibit_0.jpg

PROJECT CATEGORY INFOGRAPHICS


PAPER

Do you best express yourself through writing? Do you prefer writing over speaking in front of a crowd? If you answered yes to those questions, paper is the category for you!


The paper category is only for individuals.




NO GROUPS!



Traditional papers and various types of creative writing are permitted.




Papers must be between 1,500 and 2,500 words. Make sure you include the word count on the title page.



CITE YOUR SOURCES!

All quotes and ideas must be credited in your paper and annotated bibliography.




In addition to writing your paper, you will need to create an annotated bibliography.

You will need 5 total copies of your paper. You will submit 4 prior to the contest, and take one with you.

5

Head to our website for more information:
www.nhd.org/entering-contest/creating-an-entry/paper/

STUDENT EXAMPLES



The European Organization for Nuclear Research: Exploration, Encounter and Exchange Through Nuclear Physics
 Owen Barr, Junior Paper, 2016
https://nhd.org/sites/default/files/Barr_Paper.pdf

The Black Death, an Unforeseen Exchange: Europe's Encounter with Pandemic Sparked an Age of Exploration
 Camryn Franke, Senior Paper, 2016
https://nhd.org/sites/default/files/Franke_Senior_Paper.pdf

PERFORMANCE

Do you love being the center of attention? Do you enjoy speaking in front of a crowd? If you answered yes to those questions, performance is the category for you!

You may perform as an individual or in a group of up to five students.



Your performance may not exceed



10 MINUTES.

Have fun creating your costumes, set, and props, but remember simple is often best!



INTRODUCE YOURSELF!

Make sure to say the title of your entry and your name before you begin performing.



In addition to preparing your performance, you must also write a process paper and annotated bibliography.



You are allowed to use media within your performance as long as you operate it yourself.

Head to our website for more information:
www.nhd.org/entering-contest/creating-an-entry/performance/

STUDENT EXAMPLES



Mary Musgrove: Exploration, Encounter and Exchange in the Life of an Indian Princess
 Mercy Koehler and Devin Snyder, Senior Group Performance, 2016
https://www.youtube.com/watch?v=yj_xh3ywQYI&feature=youtu.be

Black, White and Blue: Vivien Thomas and the Cure for Blue Baby Syndrome
 Jasmine Hughley, Junior Individual Performance, 2016
<https://www.youtube.com/watch?v=NhHq82aOMK>

PROJECT CATEGORY INFOGRAPHICS

WEBSITE

Do you love working with the latest technology? Do your friends come to you for technical advice? If you answered yes to these questions, website is the category for you!

Websites can be created individually, or in a group of up to five students.



You must create your website using nhd.weebly.org.



Websites may include multimedia clips, but the total running time cannot exceed



4 MINUTES.

CITE YOUR SOURCES!



All images, film, and music used must be credited on the website and in the annotated bibliography.



In addition to creating your website, you will need to write a process paper and an annotated bibliography.



Your website can contain up to 1,200 visible student-composed words. Don't forget to include a word count on the home page!

Head to our website for more information:
www.nhd.org/entering-contest/creating-an-entry/website/

STUDENT EXAMPLES



Duel and Duality: New Journalism, New York
Shay Pezzulo, Senior Individual Website, 2016
<http://166004557.weebly.com/>

Unit 73: Perpetrators of the Asian Holocaust
Aman Agarwal & Daksh Gopalani, Junior Group Website, 2016
<http://44479808.weebly.com/>



To download these and other materials to make an NHD bulletin board for your classroom, go to nhd.org/themebook.



Who do I work with – if anyone?

The History Day Ship-on-the-Sea Analogy

This week you will begin a “journey” in history. This “journey” is called National History Day. Each of you, in a sense, is a “ship” on this journey. Before you leave the harbor you need to determine what will accompany you for the next three months.

Some of you will make good choices and bring extra “sails” for your ship. These “sails” are good partners you choose to work with. “Sails” are great to have because they represent quality people who will work hard and share the load in a way that really makes your ship faster, more efficient, and more enjoyable.

Others of you will make poor choices and instead of choosing “sails” to bring along, you will carry “anchors.” These “anchors” represent people who oftentimes make the task at hand more difficult by slowing the process or by not completing their fair share of the assignments.

These “anchors” take up room and slow your ship down. In fact, “anchors” can sink your “ship,” and keep you from completing a quality History Day project. Some “anchors” can turn into sails if they are on a quality ship, but that risk is yours to take. Stand firm, mates!

“So I should always avoid “anchors” and gather “sails,” right? Well, there is one more option; you can sail alone. Sometimes a ship’s sails can get tangled and not work very well together. If you decide to sail alone, there is only one sail, and it sails the boat very easily. It is not complicated, and there are few distractions to impede your progress. Students who work alone on History Day are accountable only to themselves, so there is no confusion. The project’s success or failure is totally up to the individual. There is no one else to blame! Sailing alone can be very rewarding and is a fine means of travel.

Choosing the right group, or choosing to work individually, is one of the key elements of managing a quality History Day project. It is one of the first decisions you must make, and it is certainly one of the biggest. You will be able to choose your group, but in the end you “sail” or “sink” together. Once you sign the commitment sheet and leave the harbor, all your “sails” or “anchors” will be on board for the entire trip – and you cannot “throw them over the side” once you are underway.

Bon Voyage and smooth sailing on your History Day journey!





Individual Contract

Name: _____

General Area of Interest (Broad Area): _____

Narrowed Topic of Study: _____

I will complete an individual entry in History Day. I understand that along with the freedom and independence of an individual entry, I will have to complete all aspects of the entry on my own without help from other students. I also have reviewed the History Day rules and regulations with my parents/guardians, found online at www.nhd.org, and understand the requirements of the event.

Student Signature: _____

Parent Signature: _____



Group Contract

Names: _____

General topic (Broad Area): _____

Area of emphasis (Specific interest within broad area above): _____

Students who wish to work in groups must have **ONE** contract signed by **all students and parents/guardians** involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not fully participate. Choose your group carefully.

- The group agrees to share equally in all work and all expenses. Money may not be spent unless all members are consulted. Any prize monies will be split equally among the students (optional contest).
- We agree to work together to complete our History Day entry. We have reviewed the History Day rules and regulations with our parents/guardians and understand all the requirements of the event.

Student signature: _____

Student signature: _____

Student signature: _____

Student signature: _____

I have received the History Day rules and regulations, available online at www.nhd.org, and have reviewed them with my son/daughter. Each group will get a rule book for use during the contest, but only after groups are formed and approved by parents.

Parent signature: _____

Parent signature: _____

Parent signature: _____

Parent signature: _____



Research Proposal

- You need to compose a well thought out piece of writing, which explains how your chosen topic relates to this year's theme, "Conflict & Compromise," and includes a "working" thesis statement. This means that I want to know what you are setting out to prove through your research. I recognize that your initial thesis statement may evolve as you delve deeper into your research, but it is important to have some sense of direction initially upon setting out on your journey.
- I am looking for a general understanding on your part concerning the relationship between this year's History Day theme and your topic. This piece of writing is not your detailed research project. This is your *initial* proposal where you are sharing your ideas and rationale with me, concerning why you think your topic will work for this project.
- This piece of writing must be at least one, strong paragraph with plenty of details to support your proposed research topic. It can be more, if you have done a bit of research already and have more to share.
- Once I review this proposal and we confer, the next step in the process will be outlined and provided. Remember...NHD has a bunch of little steps, that when followed, amazing projects are born!
- Your proposal should be typed and should be labeled with all student names who will be working on the project.