


A DAY - Friday
2/2

B DAY - Monday
2/5

Rough Drafts - At a Glance - See Individual Due Dates Per Class Period and Category Type

- 
- **Research Papers** - Period: _____ DUE: _____ These must be typed and double-spaced, using MLA format, with citations in place. Please refer to your rulebook and the sample papers found at www.nhd.org, under the student resources, paper tab.

Websites - Period: _____ DUE: _____ - You must submit your username and password so that I am able to enter your "Weebly" site and see what progress you have made in building your website. I will not change anything, as your username and password will be putting me in "edit" mode, but I will look around to see what you've accomplished. You may email me with your username and password OR you may simply write it down and submit it to me in class. **EXPECTATION:** I am looking for your site to be completely finished, as best to your ability, prior to having any teacher feedback. Audio/video should be in place; visuals should be inserted and cited as per your rulebook. Primary source and student-composed content should be included, and your title/homepage complete with the required information. You will have an additional 1 ½ weeks to make changes prior to submitting your final project.

Documentaries - You have a few different steps and due dates in between the final rough draft date.

- **First** - Period: _____ DUE: _____ - **OUTLINE DUE** - will be ready for you the very same day or very next day, so be sure to come see me to pick it up. This may be typed up and either handed in or emailed to me.
- **Second Period:** _____ DUE: _____ - **IMAGE ROUGH CUT DUE.** Feedback will be ready for you the same day or the very next day, so be sure to come see me for pick up. This will need to be submitted on a flash drive. It may not be emailed because the file size will be too large to be accepted in my school email account. Due to the quick turnaround necessary for these, I also ask that you do not send it via a "dropbox" like cloud function if it requires me to sign up and wait for your approval....we don't have time for back and forth.
 - Example of image rough cut: www.youtube.com/watch?v=x3G2V6V6F8c
- **Lastly,** Period: _____ DUE: _____ - **ROUGH DRAFT DUE** - complete with voice over matching all the visuals from your image rough cut, your title page, and your credits at the end (10 minute maximum) is due. This will need to be submitted on a flash drive or burned onto a disc. File size will be too large to email it to me.

Final
Papers
Due -

A Day -
Wed. 2/21

B Day -
Thurs.
2/22

- **Performances** – Period: _____ DUE: _____ – Your written script, complete with costume, props, character movement ideas, and sound effect suggestions, should be typed in a traditional script format. This should be easy for me to read and differentiate between which character is speaking, how characters are moving, etc. **You may email this to me, if you are using a software program, which can be opened with Microsoft Word. If you are using a specialized software program, which Microsoft Word will not open, please print it out and submit a hard copy.**
- **Exhibits** – Period: _____ DUE: _____ - You have your information on a separate sheet. 😊 - Too much for a “glance.”

Name(s): _____

Rough Draft Scoring Sheet

This rough draft is being scored on the required categories of information from throughout the research process. I am now looking for evidence of the required information being transferred into the written format. In addition to earning points for the required research information, you are also earning points for your grammar and for the structure of your rough draft, as described in your specific project instruction packets. You should have a beginning, middle, and end and should have included all the information which was outlined on each of the instruction sheets you used to complete your research. This rubric is two-sided....turn it over please 😊.

<p>Background Information: Have you provided ample information for your reader to completely understand the story that you are attempting to tell? Have you set your topic into a particular period of history by providing an understanding of place, time and circumstances?</p>	<p>2 points</p>	
<p>Connection to the Theme: Have you supplied your reader with a solid, obvious, well-stated, thorough connection to the theme? Have you made this connection to all parts of the theme, Taking a Stand in History?</p>	<p>2 points</p>	
<p>Causes: Have you explained, in great detail, why your topic came to be? Have you included early triggers or catalysts for the people who made your topic important? Think of this as a chain of events, each cause is the link before an effect, but then an effect can also be the precursor to another cause.</p>	<p>2 points</p>	
<p>Effects: Have you explained, in great detail, the impact that your topic has had on the world? On their community? On themselves and others? Have you made it crystal clear to your reader that your topic is important for particularly, clear reasons?</p>	<p>2 points</p>	
<p>Economics: Have you included information that explains in rich detail, the connection between your topic and economics? Think: job creation, new industries or businesses born as an effect of your topic, job loss, better/worse pay for particular groups of people, better/worse working conditions for particular groups of people, funding for special projects or experiments involved. Any of this type of information that applies to your project should be included.</p>	<p>2 points</p>	
<p>Politics: Have you included information that explains in rich detail, the connection between your topic and politics? Think: law creation, activism, political support or involvement in a cause, human / Civil rights (oppression, denial, acquisition of), elections, voting, political service to the community, state, or country in which your topic is set. Any of this type of information that applies to your project should be included.</p>	<p>2 points</p>	
<p>Society: Have you explained in rich detail how the general public reacted to or felt about your topic and the circumstances surrounding it? Have you shown multiple perspectives from a variety of people making up societal groups of the time of your project? Don't forget to look for this in international settings too, if your project takes place in, or impacts, more than one country.</p>	<p>2 points</p>	
<p>Change over Time: Have you explained in detail how your topic has changed over time? This could be in looked at very specifically, if your topic allows for it. For some topics, you will need to look at this question in a broader more general sense to be able to discuss this change.</p>	<p>2 points</p>	
<p>Continuity: Have you pointed out how some things never change, despite the hard work and efforts of your topic? The things that have remained the same could be good or bad. Be sure to explain in detail so that your reader understands you reason for including them.</p>	<p>2 points</p>	

Introduction: Does your rough draft include an introduction with a strong, polished thesis statement and tie to the theme? Does it inspire your reader to read on?	2 points	
Conclusion: Does your rough draft have a conclusion which offers analysis and synthesis, showing critical thought and tying all of your research together? Does it make people think about what they've learned while reading your research? Will the conclusion help your reader to connect to you project?	2 points	
Grammar & Overall structure: Does your rough draft seem to make sense and reflect good sentence structure, grammar, spelling, etc.?	2 points	
Rule & Specification Adherence: Does your rough draft adhere to the time, word, file space limits as specified in the rulebooks? You will not be penalized here for word limits, as long as your work does not exceed 750 words for exhibits, 1800 words for websites, and 3000 words for research papers. You will not be penalized here for time limits as long as your work does not exceed 11 minutes for documentaries and performances. Please recognize that if you are submitting a project that is outside of its limits, you will have to either sacrifice something or work to prioritize the required information in an effort to reduce your project size so that it falls back within the limits opposed by the rulebook.	2 points	
Instructions Specific to your Project: Does your rough draft follow all of the basic instructions outlined and discussed in class? Have you typed and handed in or emailed what you were supposed to? Have you brought in a flash drive with your project saved on it? If you completed a documentary, did you bring in the first two pieces as assigned?	2 points	

Any research information that WAS NOT included in your note cards, but has since been added to your research and APPEARS IN THIS ROUGH DRAFT, WILL BE AWARDED CREDIT BOTH HERE, AND BACK IN YOUR NOTE CARD SCORES.

ROUGH DRAFT SCORE: _____/28 POINTS _____%

COMMENTS:

ELEMENTS THAT MAKE UP A HISTORICAL PAPER

To illustrate the different elements of writing a historical paper we went to our experts and chose three award-winning papers from former NHD students as examples.

WRITING AN INTRODUCTION

Example One: Divided by a Common Language: The Babel Proclamation and its Influence in Iowa History by Stephen J. Frese

Mrs. Franz Strackbein received a letter from her sister describing the events of November 11, 1918, in Lowden, Iowa. It was Armistice Day, celebrating the end of World War I, but the scene in Lowden was anything but peaceful.

Monday we had an awful time. People acted like savages. They came in mobs from towns all around and one mob got the minister and made him march through town carrying a flag. Then they made him stand on a coffin . . . and kiss the flag while the band from another town played [the] Star Spangled Banner. On the coffin was written. "Kaiser now ruler of Hell" . . . Then he was ordered out of town.

The minister, Rev. Jon Reichardt, served the Zion Evangelical German Reformed Church in Lowden, a German-language congregation in a town where the majority of people were of German heritage. His crime: maintaining pride in his German cultural roots and failure to abandon the language of the enemy. The anti-German sentiment during World War I reached a point where "people speaking German on the street were attacked and rebuked." Iowa Governor William L. Harding legitimized such expressions of prejudice and war-time fanaticism when he issued "The Babel Proclamation" on May 23, 1918. Antagonism toward Germans and their language escalated nationwide, but Harding became the only governor in the United States to outlaw the public use of all foreign languages. Harding understood the connection between communication and assimilation. He was convinced that destroying the vital bond of language within ethnic communities would force assimilation of minorities into the dominant culture and heighten a sense of patriotism in a time of war. Harding's understanding of immigrant assimilation offers insight into subsequent efforts to superficially create unity through language legislation.

Example Two: Fifty Years After Brown: Tarnished Gold: Broken Promises by Judith Gantz

On May 17, 2005, our nation celebrated a golden anniversary. This date marked the fifty years that have passed since the United States Supreme Court handed down one of its most famous, compelling, and iconic decisions, *Brown v. Board of Education of Topeka Kansas*. The promise of equality, given in *Brown* to all Americans ranks with the other

noble promises of American history, such as those made in the Declaration of Independence. Has history treated *Brown's* promise with care? Or has *Brown's* promise lost a battle waged with the realities of life in the United States? *Brown's* Golden anniversary provides the opportunity to evaluate these questions and to analyze the answers.

Example Three: The Great Communicator: How FDR's Radio Speeches Shaped American History
by Lumeng (Jenny) Yu

At the beginning of the 1930s, radio was still in its earliest stages. The country had sunk into the Great Depression and only about half of the population could enjoy this new form of mass media in their living rooms. At the same time, a bright man from New York, Franklin Delano Roosevelt, was running for President of the United States. . . . The simultaneous rise in popularity of radio and FDR's political fortune is an interesting historical twist of fate. . . . He immediately realized the importance of this form of mass media and its power to promote his image. Also, as the first president to use it almost on a daily basis, he made Americans realize the benefits of radio: getting fast and viable news, and having a personal connection with their president. In this sense, he helped radio to become more popular. Because FDR was such a masterful communicator, he was able to use his speeches, broadcast on radio, to shape American history.

PROVING YOUR THESIS—SETTING THE STAGE AND PROVIDING THE EVIDENCE

The main body is where you “make your case” for your conclusion. Like a lawyer, you present your evidence to convince the readers of your argument, presenting primary documents (quotes, diaries, pamphlets, speeches, court cases, and so on) and then your analysis of how they support your thesis. In the next three examples the writers built the context and began to introduce the primary documents that would be used later in their paper as evidence to support the thesis and the conclusions.

Example One: Divided by a Common Language: The Babel Proclamation and its Influence in Iowa History by Stephen J. Frese

Throughout the nineteenth century, Iowa, along with other Midwestern states, hoped to attract immigrants to increase the state's population. In 1870, the Board of Immigration published *Iowa: The Home for Immigrants*, in English, Dutch, Swedish, and Danish languages offering “useful information with regard to the state for the benefit of immigrants and others.” By 1900, German immigrants had settled in all ninety-nine Iowa counties and represented the largest immigrant group in the state.

Historically, anti-German sentiment surfaced throughout the United States coinciding with waves of German immigration. It reached a boiling point during World War I when German submarines attacked U.S. passenger and merchant ships in European waters.

... Wilson acknowledged that "millions of men and women of German birth and native sympathy live amongst us. Should there be any disloyalty it will be dealt with a firm hand of repression." War closed America's doors to immigration and intensified nationalistic efforts to create a homogenous society. Once recruited as hardworking assets to the nation's economy, German Americans were viewed with suspicion.

Example Two: *Fifty Years After Brown: Tarnished Gold: Broken Promises* by Judith Gantz

It was a time of turmoil in the U.S. and questions were being posed about constitutional rights. "The National Association for the Advancement of Colored People (NAACP) Legal Defense and Educational Fund (LDF) brought four school desegregation cases that were joined by one other such case from the District of Columbia, *Bolling v. Sharp*, to the Supreme Court to challenge the existing practice of "separate but equal . . ."

... "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." With these words the Warren Court acknowledged the constitutional legitimacy of LDF theories, explored and recognized the existence of a living Constitution that adapts over time, encountered and turned its back on segregation. . . .

Example Three: *The Great Communicator: How FDR's Radio Speeches Shaped American History* by Lumeng (Jenny) Yu

Roosevelt, the talented orator, used radio to his advantage. Throughout his twelve years of presidency, the longest term in U.S. history, he gave roughly thirty fireside chats and a number of other significant speeches on radio. Through major crises and simple chats, he connected with the people, who were comforted by hearing the president's voice in their own living rooms. "I never saw him—but I knew him. Can you have forgotten how, with his voice, he came into our house, the President of these United States, calling us friends . . . ? Such an important man as the President called 'us friends.'"

WRITING A CONCLUSION

The conclusion is the summary of the paper. It should summarize and prove your thesis statement and the main points of your argument. Using the same wording will help your reader make a connection to your introduction and your thesis statement.

Example One: Divided by a Common Language: The Babel Proclamation and its Influence in Iowa History by Stephen J. Frese

Historically, Governor Harding's Babel Proclamation demonstrates the extreme measures citizens and governments are willing to employ to achieve "peace and tranquility" at the expense of liberty during a time of national crisis. It is important to understand that forcefully shattering the bond of language to artificially unite all Iowans makes Iowa—and the nation—less safe for the ideals of democracy.

Example Two: Fifty Years After Brown: Tarnished Gold: Broken Promises by Judith Gantz

At the beginning of the NAACP-LDF strategy to end segregation was the pursuit of equalization between the educational opportunities of blacks and whites. Having won this battle a few times, Marshall and his team of attorneys exchanged the fight for equalization in favor of a fight to demonstrate the inherent inequality of segregation and ultimately achieve integration. After fifty years of action trying to define Brown, yet another exchange is taking place. Many have stopped fighting for integration and instead have returned to a fight for equalization. This exchange in priorities recognizes that integration on paper has not always led to quality education in the classroom. The people on this side of the debate seek to equalize black, inner-city schools to their white, suburban counterparts. They feel that such equalization might be the closest they will come to holding America accountable to its noble promises of equality and opportunity.

Example Three: The Great Communicator: How FDR's Radio Speeches Shaped American History by Lumeng (Jenny) Yu

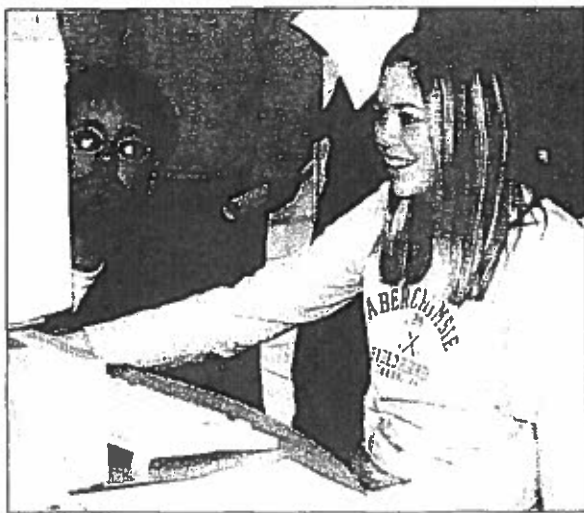
The FDR era shifted the center of power from Congress to the White House. All presidents thereafter have followed FDR's lead in intensely managing their media image. . . . In the context of his own time, Franklin Roosevelt used radio as his tool to shape the America we know today.

CITING SOURCES

A new quandary arises as you place information from your index cards onto the page. Do you need to credit a source every time you use an item of information? How many citations—footnotes, endnotes, or internal documentation—should you include in your paper? Here's a guide about when to credit sources:

- Direct quotations always require citations, regardless of whether they come from a primary or secondary source.
- Specific ideas that are not your own require citations.
- Close paraphrasing of another's ideas should be sourced as well; but it's probably best to avoid close paraphrases in the first place.

In general, it's better to err on the side of over-citing than under-citing your sources.



REVISING YOUR PAPER

By the time you've finished writing, you might be tempted to turn your paper in and declare it finished. Instead, tuck it into a folder to sit for at least a day. When you return, you'll be ready to revise it because your mind is clear. A polished product takes time.

Read your paper and check for clarity, unity, and coherence. Is it clear how your topic relates to the NHD theme? Have you explored one big idea in depth? Does each paragraph flow into the next, and does each part of the paper connect to the next part? Does your conclusion flow logically from the thesis? Make changes to improve the paper. If you can, repeat the process: Tuck it away, come back later and revise.

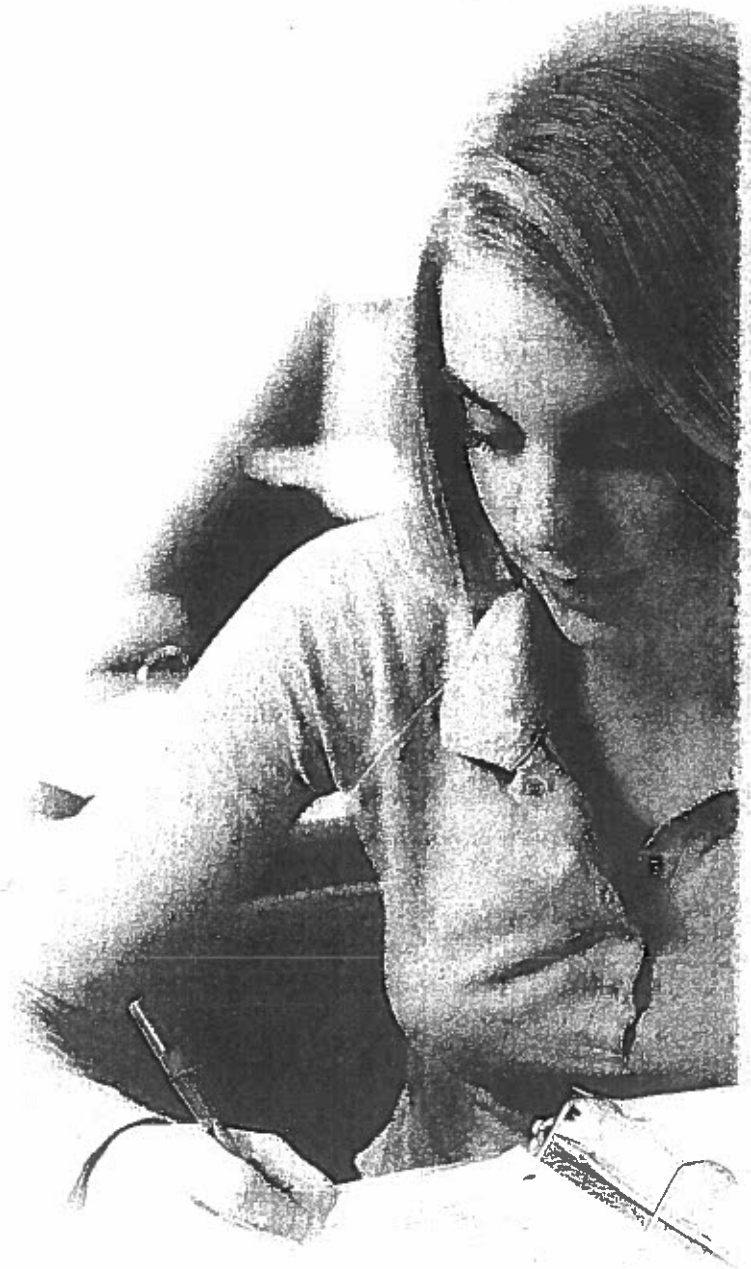
During revision, you'll want to make sure your paper meets these NHD requirements:

- Is between 1,500 and 2,500 words (about five to ten pages)
- Typed or computer printout using plain white 8.5 x 11-inch paper with one-inch margins on all sides
- Number pages consecutively, beginning with the first page of text
- Print on only one side, using a font no bigger than twelve characters-per-inch and no smaller than ten-point
- Staple in the top left-hand corner; do not enclose in a cover or binder.
- Simple title page with no illustrations
- Follows acceptable style for citations and bibliography, using either the *MLA Handbook* or *Chicago Manual of Style* (see Additional Sources)

- Includes an annotated bibliography separated into primary and secondary sources
- Includes material in the appendix (e.g. maps, illustrations) ONLY if it has been referred to in the text

As your truly final step, be sure to proofread. Don't rely on your computer's spelling and grammar check alone: Use your own eyes to be sure that spell-check hasn't replaced the right word with a correctly spelled wrong one!

Now you are ready to begin! You have all the information you need to plan your research journey that will consist of lots of reading, note taking, thinking, analyzing, and finally writing and your efforts will result in an outstanding history paper. Always remember that the entire research and writing process is interrelated and takes time and attention to detail to complete. But with this guide you have step-by-step instructions for what to do. Refer to the guide often, but most importantly, have fun as you research, write, and discover history!



WRITING TIPS

- Make every paragraph self-contained. Each paragraph should contain a topic sentence with all other sentences connecting to the topic sentence.
- Avoid using passive voice. Use strong verbs that don't need support.
- Pay attention to transition between paragraphs. Conclude each paragraph with attention to the following paragraph.
- Vary choice of words by not overusing favorite words.
- When you reread and see the same word appear in sequential sentences, get out your thesaurus.

REFERENCES

1. This list is based on Document Analysis Worksheets created by the National Archives and Records Administration's education staff: <http://www.archives.gov/education/lessons/index.html> and on Kathryn Walbert, "Reading Primary Sources: An Introduction for Students," <http://www.learnnc.org/students/9-12/research/print/readingprimaryintro>
2. Stacey Bredhoff, *American Originals* (Washington, DC: National Archives and Records Administration in association with the University of Washington Press), 2001, 6.
3. You must follow the rules of style in one of these guides: 1) Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or 2) Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*.

WHY FOOTNOTES? There are various styles of citations. Historians usually make use of the Chicago Style (see below for samples). We use this style because of quick access (the information is there at the bottom of the page vs. endnotes where you have to keep flipping to the end) elaboration (allows you to further develop select points that would take you away from the main narrative). The MLA style, for example, does not allow for this tangential discussion.

WHAT NOT TO FOOTNOTE: It is not necessary to footnote what is referred to as "common knowledge." Succinctly, if you can find it in the World Book Encyclopedia, then it is common knowledge.

WHAT SHOULD YOU FOOTNOTE: There are five basic rules that apply to all disciplines and should guide your own citation practice. Even more fundamental, however, is this general rule: when in doubt whether or not to cite a source, do it. You will certainly never find yourself in trouble if you acknowledge a source when it is not absolutely necessary; it is always preferable to err on the side of caution and completeness. Better still, if you are unsure about whether or not to cite a source, ask your professor or preceptor for guidance before submitting the paper.

1. Direct Quotation. Any verbatim use of the text of a source, no matter how large or small the quotation, must be clearly acknowledged. Direct quotations must be placed in quotation marks or, if longer than three lines, clearly indented beyond the regular margin. The quotation must be accompanied, either within the text or in a footnote, by a precise indication of the source, identifying the author, title, and page numbers. Even if you use only a short phrase, or even one key word, you must use quotation marks in order to set off the borrowed language from your own, and cite the source.

2. Paraphrase. If you restate another person's thoughts or ideas in your own words, you are paraphrasing. Paraphrasing does not relieve you of the responsibility to cite your source. You should never paraphrase in the effort to disguise someone else's ideas as your own. If another author's idea is particularly well put, quote it verbatim and use quotation marks to distinguish his or her

words from your own. Paraphrase your source if you can restate the idea more clearly or simply, or if you want to place the idea in the flow of your own thoughts. If you paraphrase your source, you do not need to use quotation marks. However, you still do need to cite the source, either in your text or a footnote. You may even want to acknowledge your source in your own text ("Albert Einstein believed that..."). In such cases, you still need a footnote.

3. Summary. Summarizing is a looser form of paraphrasing. Typically, you may not follow your source as closely, rephrasing the actual sentences, but instead you may condense and rearrange the ideas in your source. Summarizing the ideas, arguments, or conclusions you find in your sources is perfectly acceptable; in fact, summary is an important tool of the scholar. Once again, however, it is vital to acknowledge your source -- perhaps with a footnote at the end of your paragraph. Taking good notes while doing your research will help you keep straight which ideas belong to which author, which is especially important if you are reviewing a series of interpretations or ideas on your subject.

4. Facts, Information, and Data. Often you will want to use facts or information you have found in your sources to support your own argument. Certainly, if the information can be found exclusively in the source you use, you must clearly acknowledge that source. For example, if you use data from a particular scientific experiment conducted and reported by a researcher, you must cite your source, probably a scientific journal or a Web site. Or if you use a piece of information discovered by another scholar in the course of his or her own research, you must acknowledge your source. Or perhaps you may find two conflicting pieces of information in your reading -- for example, two different estimates of the casualties in a natural catastrophe. Again, in such cases, be sure to cite your sources.

Information, however, is different from an idea. Whereas you must always acknowledge use of other people's ideas (their conclusions or interpretations based on available information), you may not always have to acknowledge the source of information itself. You do not have to cite a source for a fact or a piece of information that is generally known and accepted -- for example, that

Woodrow Wilson served as president of both Princeton University and the United States, or that Avogadro's number is 6.02×10^{23} . Often, however, deciding which information requires citation and which does not is not so straightforward. Refer to the later section in this booklet, Not-So-Common Knowledge, for more discussion of this question.

5. Supplementary Information. Occasionally, especially in a longer research paper, you may not be able to include all of the information or ideas from your research in the body of your own paper. In such cases, you may want to insert a note offering supplementary information rather than simply providing basic bibliographic information (author, title, date and place of publication, and page numbers). In such footnotes or endnotes, you might provide additional data to bolster your argument, or briefly present an alternative idea that you found in one of your sources, or even list two or three additional articles on some topic that your reader might find of interest. Such notes demonstrate the breadth and depth of your research, and permit you to include germane, but not essential, information or concepts without interrupting the flow of your own paper.

In all of these cases, proper citation requires that you indicate the source of any material immediately after its use in your paper. For direct quotations, the footnote (which may be a traditional footnote or the author's name and page number in parenthesis) immediately follows the closing quotation marks; for a specific piece of information, the footnote should be placed as close as possible; for a paraphrase or a summary, the footnote may come at the end of the sentence or paragraph.

Simply listing a source in your bibliography is not adequate acknowledgment for specific use of that source in your paper.