

APUSH - National History Day Research Paper

A major course requirement is that all students complete a historical research paper.

Focus: the paper must focus on one of the following two themes: **Leadership** and **Legacy** -or- **Rights** and **Responsibilities**.

For each of these two themes, you must address BOTH concepts: Both Leadership **and** Legacy -or- Both Rights **and** Responsibilities (You may also choose this year's NHD theme if you wish to enter your paper in the NHD competition. See Website: <http://www.nhd.org>)

Step 1- **Select a topic (20 points)**. You must choose a topic from US history prior to 2010. Suggestions will be discussed in class. You must choose a topic that is historically important, relates to the theme of the contest, and one in which you have a genuine interest. Complete the entry form and submit no later than **Wednesday, October 2, 2019.**

Step 2 – **Research**. This is the longest phase of the project, and will continue from September through January. Your research is not complete until you have completed the research checklist.

Step 3 - **Developing an annotated bibliography**. This should contain sources available at the school and community libraries. You are required to do some research out of school – consider community libraries, college or community college libraries, etc. Interviews and other “outside of the box” sources are encouraged. Internet sources are legitimate, provided they can be authenticated. **Wikipedia, about.com, and other “general knowledge” sources are not legitimate resources**. Each source must be correctly cited and contain an annotation. Annotations should be 3+ sentences and include

1. is the source primary or secondary?
2. what parts of the source are relevant to your topic?
3. how the source is important to your topic.

See the annotated bibliography instructions and samples here: [UNC Writing Center](#)

Preliminary annotated bibliographies:

- **Friday 10/4/19** - One source
- **Friday 10/11/19** - 3 source annotated bibliography due (old entry + 2 new entries) and one must be primary

Step 4 – **Research Analysis Sheets (25 points)** To help you better analyze and use your sources, you need to submit **five research analysis forms**. Each sheet needs to contain the appropriate citation and follow the instructions (see page 4 of this document) accordingly. These are due **Thursday, November 15, 2019.**

Step 5 –**Project Outline**

Outline of your paper. This is due **Friday, December 2, 2019 (25 points).** You will outline your entire paper, complete with sources and citations. Also, a fully annotate bibliography with AT LEAST 15 sources (with AT LEAST 5 primary sources) is also due. Show that you have done substantial research.

Step 6 – **Final Paper (100 points)** The final paper must be submitted in its entirety with the **Final Annotated Bibliography** no later than **Thursday January 16, 2019.**

Topic Proposal Form

Due: Wednesday, October 2, 2016

Name _____

Proposal Description – Who / what do you want to study?

Subject: _____

→ Why are you interested in studying this person / event / idea?

→ Which Theme will be the focus of your paper? **Leadership** and **Legacy** -or- **Rights** and **Responsibilities** (circle one group)

→ How does this event show a person/group related to your chosen Theme above?

→ Describe why this person / event is important – explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level:

a.

b.

c.

Score _____
20

Research Checklist

Have you....

- Searched the CBW library catalog for books
 - Searched under your subject's name
 - Searched the name of key associates of that person
 - Searched the name of key events with which your person was associated
- Searched the CBW electronic databases for articles and primary sources
 - Searched under your subject's name
 - Searched the name of key associates of that person
 - Searched the name of key events with which your person was associated
- Searched the Access PA database for more books
- In the CBW library:
 - Searched the shelves (history and biography sections)
 - Searched the name of key associates of that person
 - Searched the name of key events with which your person was associated
 - Searched the National Geographic Index
 - Searched the reference book shelves
 - Searched the name of key events with which your person was associated
- In the classroom
 - Searched the classroom library
 - Searched the classroom DVD library
 - Searched the primary source shelf and document books
 - Searched the essay book shelves
 - Searched the AP textbook shelf
 - Searched the *Dictionary of American Biography*
- On the Internet:
 - Google key words (you never know what you might find)
 - Google key words (using site:edu)
 - Google for primary sources ("Eleanor Roosevelt primary source")
 - Repeat process using other key words
 - Searched the *OAH Magazine of History* site
<http://www.oah.org/pubs/magazine/>
 - Search the *American Heritage* website
<http://www.americanheritage.com/>
 - Search the *History Net* website
<http://www.historynet.com/>

At a college library (if applicable):

- Searched JSTOR
- Searched the *New York Times* Index (for topics after 1850)
- Searched the PSU catalog of books and filled out Access PA request forms
- Searched the stacks for books

Research Analysis

Due: Thursday, November 15, 2019

On November 15, each student will be responsible for turning in five different source analysis sheets {see descriptions below} (3 primary sources, 2 secondary sources). Research analysis sheets should be typed, single-spaced. For each individual source, the length when complete should be in the 1-2 page range. For each source, provide:

- A. Full, correct **bibliographic** citation (annotations not necessary).
- B. Analysis questions based on the type of document that you have (see questions below and on reverse side of paper). If you have a source that does not fit into these categories, please see me to discuss).
- C. A set of 5 quotations, observations, analysis, or key facts that you have pulled out of this document to potentially use in your final product. Use quotation marks and cite page numbers as appropriate.

PRIMARY SOURCES:

Written document analysis

1. What type of document is it? Newspaper, letter, memorandum, telegram, press release, report, advertisement, congressional record, government report, other
2. What unique physical qualities are present? Letterhead, seals, notations, typed, handwritten, other
3. Is the document dated? If not, how can you tell it is a primary source?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four things the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Photograph analysis

1. Study the photograph. For an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
2. Based on what you have observed, discuss three or four things you might infer from the photograph.
3. Is the photo dated? Who took the photo?
4. Are there questions left unanswered by the photography? What would you as the photographer if you had the chance?
5. How will you use this photograph as part of your History Day project?

Poster analysis

1. Discuss the subject of the poster and the situation it concerns.
2. What colors are used in the poster? What symbols, if any, are used? Are they clear? Memorable? Dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster? What is the poster's purpose?
5. Is this poster effective? Why or why not?
6. How will you use this poster as part of your History Day project?
7. Include a proper bibliographical entry for your poster.

Cartoon analysis

1. Describe the action taking place in the cartoon. Name the objects or people seen.
2. Is there a caption or title? Are there any important dates in the cartoon?
3. Is the cartoon signed? Who is the cartoonist? Do you know anything about the cartoonist?
4. What type of symbolism is used in the cartoon? Is the symbolism significant?
5. Are there words or phrases in the cartoon that are significant?

6. What is the message of the cartoon? What special interest groups would agree or disagree with the cartoon's message?
7. Is the cartoon effective? Why or why not?
8. How will you use this cartoon as part of your History Day project?

Map analysis

1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

Sound Recording analysis

1. What type of sound recording is this? Policy speech, congressional testimony, news report, interview, entertainment broadcast, press conference, campaign speech, court argument, other
2. What are the unique physical qualities of the recording?
3. What is the date of the recording? What is your evidence?
4. What is the mood or tone?
5. What are the important points that are made during the recording?
6. Why do you think the original broadcast was made and for what audience? What is your evidence?
7. What information do you gain about the event that would not be available by a written transcript? Explain.
8. What information is left unanswered by the recording? What would you ask if you had the chance?
9. How will you use this recording as part of your History Day project?

SECONDARY SOURCES

Written document sources

1. What type of source is it? Book, article, website, interview, current newspaper article, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the document created?
4. Who created the document? Name, position
5. For whom was the document written/created?
6. Why was the document written/created? Cite the evidence by quoting from the document.
7. List and discuss three or four points the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Documentary / Multimedia Sources

1. What type of source is it? Documentary, streaming video, other
2. What is the overall thesis or point of view of the author / creator?
3. When was the source created?
4. Who created the source? Name, position
5. How do you know that the source is authentic and accurate?
6. Why was the source created?
7. List three or four points the creator said that you think are important.
8. Are there questions left unanswered by the source? What would you ask the creator if you had the chance?
9. How will you use this document as part of your History Day project?