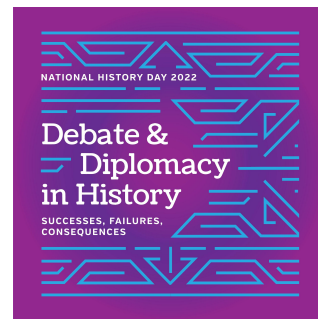
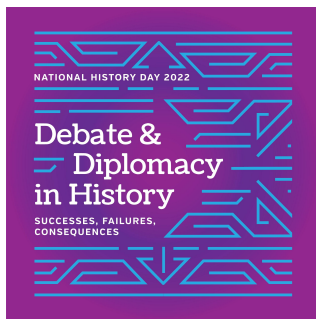


# SALKHISTORYDAY2022

Debate & Diplomacy in History

## It's About Time!

## History Day Topic Selection Helper



This is your guidebook that will help you organize everything for starting your History Day project! There is very important information in here to help you out including important due dates. Be sure to bookmark <https://salknhd.weebly.com/salk-history-day.html> for additional details

national  
historyday **MN**

 Minnesota  
Historical Society

 UNIVERSITY OF MINNESOTA

# SALK HISTORY DAY 2022

Important due dates

Important due dates

Date	What should I do?
Week of November 8	Introduction to NHD "Debate & Diplomacy in History"
	Theme & Topic Exploration and Initial Research
6:30 P.M. NOVEMBER 9	<b>History Day Family Information Night @Salk</b> <i>(optional)</i>
November 22, 2021	<b>DUE DATE - Topic Proposals--Parent Approval Required</b>
Week of November 29	Students create a History Day Folder in their Google Drive where EVERYTHING related to History Day is stored digitally. This will be checked regularly by their Social Studies <u>teacher</u> and students can show parents/guardians upon request.
December 3, 2021	<b>DUE DATE - Research Strategy Guide</b>
Week of December 6	Students conduct research with high quality sources, taking notes to learn their topic. Students cite/annotate sources and work to have solid understanding of topic for Research Check-In #1.
Week of December 13th	<b>DUE DATE - Research Check-In #1 (use rubric)</b> <ul style="list-style-type: none"> <li>● Five quality research questions about the topic.</li> <li>● Knowledge enough to describe the background, build-up, heart, impact, and change of topic (a paragraph for each of the 5 parts).</li> <li>● Annotated Bibliography includes properly cited credible sources and annotations explaining author/publisher of source and how used.</li> <li>● Organized notes from those sources.</li> </ul>
Week of January 10th	<b>DUE DATE - Research Check-In #2 (use rubric)</b> <ul style="list-style-type: none"> <li>● First quality draft of a Thesis Statement</li> <li>● Group Work Deadline (if students are looking to work in a group)</li> <li>● Project Category</li> <li>● Organized notes with citations in Annotated Bibliography</li> </ul>

Introduce your topic

## Build-Up

Your topic joins the story

Your topic's main action

# Heart

How your topic made history

Story of the long-term

## Change

Your topic made on the world

Start with the backstory

## Background

The world before your topic

Story of the short-term

## Impact

Your topic made on the world

**What was  
the debate?**

**Did diplomacy happen?**

**Who was involved/excluded?**

**What changed?**



## Who?

Are the people, organizations, groups involved in your topic that are included in this source? Who is being impacted?

## What?

Significant events are taking place related to your topic? What is the impact of these events?

## When?

Is this taking place? Over what specific and larger period of time does this involve?

## Where?

Are these events taking place and where are people/events being impacted?

## Why?

Is this happening? Why did it occur the way that it did?

## How?

How did it happen? How did events beforehand lead to this. How did the world change from what you read? How did it impact society

# My topic Story Map

What's the flow and context of your topic?

## 2.) THE BUILD-UP: Rising Action

The **build-up** of your topic is all about showing what your sources say about the immediate events that led to your topic. While the background is about the bigger world as it existed before your topic, the **Build-Up** is more focused on your specific topic.

## 1.) THE BACKGROUND: Setting the Scene

The **background** of your topic is all about showing what things were like before your topic made an influence. In order to show the change, you have to first use your sources to show your audience how conditions existed before your topic.

## 3.) HEART OF TOPIC: Debate & Diplomacy

The **heart** of your topic is what your thesis statement will focus on and it's the major actions of your topic (be sure you focus on the theme connection). This is where you use your sources to demonstrate the details of your topic with concrete examples. Keep in mind that this will directly lead to the legacy left by your topic in the impact and change.

## 4.) THE IMPACT: Short Term Results

The **impact** of your topic is the short-term results from the main action you outlined in the heart. Use your sources to show this and remember that quotes from people involved (primary) and from historians (secondary) are the best ways to do that. This is the beginning of your topic's legacy which will be further explained in the next section about change.

## 5.) THE CHANGE: Long Term Impact

The **change** of your topic is the long-term results of your topic. This is all about using your sources to show how your topic left a legacy that changed the world from what you explained in the background. This is the SO WHAT? of your topic.

# Topic Proposal

# November 22

Be sure to show your Social Studies teacher the next 3 slides as you are working on them so you can show learning and progress with the beginning of your research process.

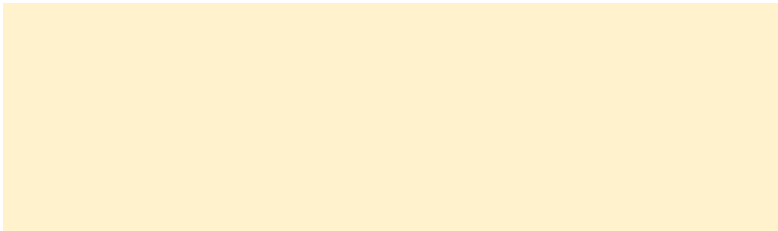
# Official Topic Proposal-November 22

My proposed topic (Write a sentence describing the who, what, when, where of your topic)

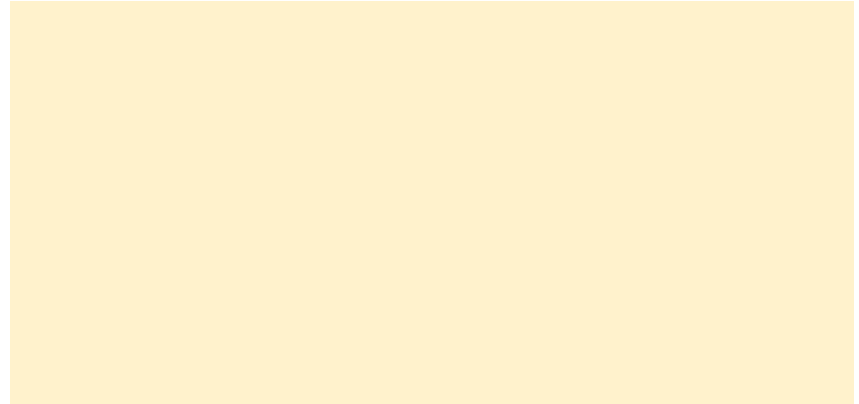


**8th Grade:** Explain topic connection to Global Studies.

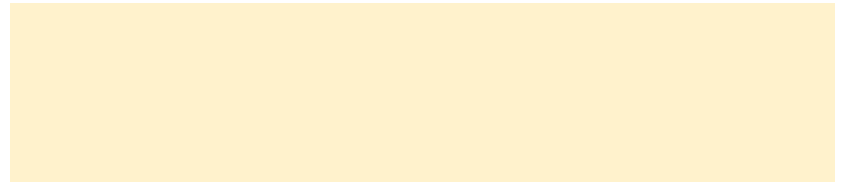
**7th Grade:** Explain topic connection to U.S. Studies.



Theme Connection: Explain how your proposed topic connects with ***Debate and Diplomacy***.



If you participated in History Day last year, what was your thesis?



# Official Topic Proposal-November 22

**INTEREST:** Tell the story of how you discovered this topic. What did you read, watch, and look through to be comfortable with the decision to say that you are committed to this topic for the next three to five months (at least 100 hours of work time)

**AVAILABLE RESEARCH:** Share those best sources about your topic that you've already read/watched/looked through. Be sure to list details about the three BEST secondary sources you've found so far and one primary source. Use the [links on the different links pages](#) from the Salk History Day website.

GALE Resource Source from Salk Database (Secondary Source)	GALE Resource Source from Salk Database (Secondary Source)	Secondary Source from a Reliable Publisher	Best First Attempt at a Reliable Primary Source
Title: Publisher: Where found?	Title: Publisher: Where found?	Title: Publisher: Where found?	Title: Publisher: Where found?
What makes this source good?	What makes this source good?	What makes this source good?	What makes this source good?



# Official Topic Proposal-November 22

Fill this out the best you can based on what you know so far about the story of your topic

<p>What is the debate you are focusing on? When? Where?</p> <p>Did diplomacy happen? How? When?</p>	<p>What does the world around the person/place/event look like? How and why did this debate exist? What is the <a href="#">Historical Context</a>?</p>	<p>What individuals or groups were working as allies with your topic?</p>
<p>What individuals or groups were working as resistance to your topic?</p>	<p>What changes happened as a result of the debate or diplomacy? Does it change the way people think or act?</p>	<p>What are the consequences of this debate or diplomacy? Think short term and long term. Think positive and negative. How is it <a href="#">Historically Significant</a>?</p>

# Official Topic Proposal-November 22

**PARENTS/GUARDIANS:** Thank you for taking a few minutes to review these slides and see what your child is proposing for their History Day topic. Having a good topic is extremely important for student success and having parent/guardian support of that topic is essential.

We also wanted you to know that this Slideshow is a helpful for successfully completing a National History Day project. Your child has a Folder in their GoogleDrive where they will be keeping their notes from reliable sources and have access to important documents to support them in their research. Your child will use the resources in here to help them along the way. If you'd like to monitor your child's progress, be sure to check with them and look through their GoogleDrive History Day folder. If you have questions or concerns about your child's topic please do not hesitate to contact their Social Studies teacher.

To verify that you read this slide, reviewed your child's work and approve of their topic, please type your first and last name in this blue box :

# Research Questions Strategy Guide

## RESEARCH QUESTIONS

Successful research involves more than just finding all the information out there about a topic. Having a narrow topic will help keep your project to a manageable size, but you can focus your research even more by developing research questions. Good historical research questions allow you to investigate the deeper issues of your topic. What were the causes of past events? What were the effects? How did past decisions or actions affect future choices? What has changed?

## RESEARCH QUESTIONS VS. INFORMATION-SEEKING QUESTIONS

Research questions are different than information-seeking questions. Information-seeking questions are the ones that will give you basic facts about your topic. These are questions that can be easily answered with an encyclopedia or Google search. Questions like “When was the 19th Amendment passed?” or “How does a bill become a law?”

## WHAT IS A RESEARCH QUESTION?

They are interesting, require thoughtful investigation, and go beyond gathering facts. These are questions that will require multiple perspectives from primary and secondary sources to understand and explain. These are questions that probably have multiple answers with details that are debatable.

## WHAT DO GOOD QUESTIONS MAKE YOU THINK ABOUT?

**Compare & Contrast**

**Consider Cause & Effect**

**Change Over Time**

**Illustrate trends**

# Research Questions Strategy Guide

## RESEARCH QUESTIONS: *INGREDIENTS* AND EXAMPLES

- **Help choose evidence:** What arguments were made at the time against the U.S. use of atomic bombs against Japan?
- **Require critical thinking:** What military advances enabled the air force to deliver the atom bomb?
- **Give a position on which to build an argument:** Who benefitted from the dropping of the atom bomb?
- **Suggest what primary sources you will need:** How did U.S. newspapers cover the use of the atom bomb to U.S. public?
- **Suggest what secondary sources you will need:** How do early responses to atomic weapons differ from modern ones?
- **Answers other's curiosity:** In what ways is the lesson of the atomic bomb applicable today?

**NOW, write five to eight research questions of your own about your topic**

1. .
2. .
3. .
4. .
5. .
6. .
7. .
8. .

# Searching for Great Sources

## Some secrets to Google-ing like a hacker (in a good way)

When you do Google, don't just type in words...put Google to work for you with these easy coding tools!



### How To Google It

#### site:

Only searches the pages of that site.

“ ”

Searches for the exact phrase, not each of the words separately.

-

Excludes this term from the search.

site:nytimes.com ~college “test scores” -SATs 2008..2010

~

Will also search related words, such as 'higher education' and 'university'.

\*\*

Shows all results from within the designated timerange.



### What You Want

A **report** on the different air speed velocities of common swallows.



### How To Google It

**Don't ask Google questions.** Think about how an answer would be phrased, and search for that (ie, never search for 'What is the air speed velocity..').

#### filetype:

Searches only results of the file type you designate. Can use for pdf, doc, jpg, etc.

#### intitle:

Only shows results with that word in the title (in this case, 'velocity').

filetype:pdf air speed intitle:velocity of \*swallow

\*

Replaces itself with common terms in your search (in this case, Red Rumped swallow and Lesser Striped swallow will both be searched, along with many others).

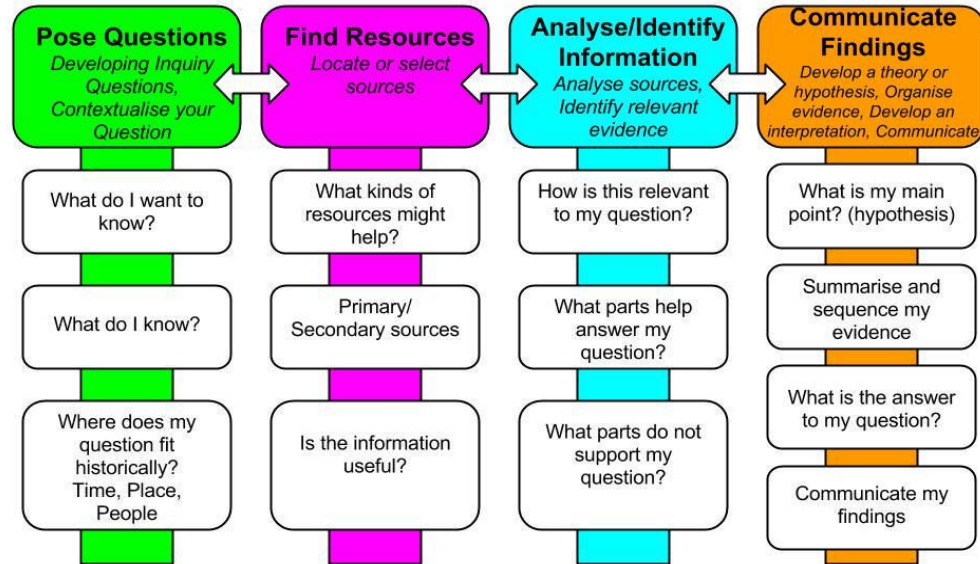
# Thinking Historically-You Can Do It!

## The Historical Inquiry Process

### What's Historical Thinking?

Historical Thinking is thinking like a historian! Historians understand that there are few things that happened in the past that can be constituted as “facts.” (It’s a fact that our Declaration of Independence is dated July 4, 1776 but it was approved July 2 and not fully signed until a month later.)

Historians dig further than the facts into the stories behind them. Just like detectives who don’t accept the simple answer and dig deeper into what the evidence points to.



# Thinking Historically-You Can Do It!

## The necessity of Historical Context as you search

Historical Context is all about what was going on around the time of your topic that made that topic possible and significant. It's also what the world was like before your topic and how it changed as a result afterwards. It's also about the sources you use. When were they made and who made them? It's important to seek a variety of contexts and viewpoints!

Historical context includes, but is not limited to, social climate, political climate, science, technology, economic conditions, key people, and other leading events.

*For example, Pearl Harbor happened because of the U.S. blockade of Japan from Pacific sources of oil. That attack could have never happened without the military technology of the day and it wasn't detected because radar was brand new. The U.S. was working to stop the Japanese in the Pacific but on a limited basis with the limited powers FDR had as President, because Congress and the nation was not interested in another war (until the attack) as they were emerging from the Great Depression.*



What's the Historical Context of your topic?

# Thinking Historically-You Can Do It!

## How do historians examine subjects?

- Historians examine source information, both secondary and especially primary.
- They closely read multiple accounts and perspectives and study the author as much as what's written; then use corroboration to see if multiple sources agree or don't agree and try to figure out why.
- Historians use evidence to support claims, keeping track of their sources along the way; and, they consider historical context to understand the influences of the time they are studying





# My topic Story Map

Your topic's flow and context

Checking for progress on December 13

Build up:

-

Background:

-

Heart:

-

Impact:

-

Change:

-