

NAME: _____

BLOCK: _____

NATIONAL HISTORY DAY PROJECT
ASSIGNMENT #7



DUE DATE: NEXT CLASS PERIOD

PART I: HISTORICAL TOPIC “SPEED DATING”

DIRECTIONS: During the course of this activity, you will have the opportunity to meet with at least four to five of your peers and discuss each of your *two potential topics* described in your most previous NHD assignment (*NHD assignment #6*).

Each “round” will be ten minutes long. Your job, during each round, is to take light notes on what your classmate has to say about their topic, pose questions about their topic and discuss why it is worthy interest and research. Bullet-pointed notes are fine. The thinking here is that in listening, questioning and discussing each other’s potential topics, you will not only have access to a wide pool of what potential topics of interest, but also begin to have a deeper understanding of your own topic, your own *interest* in your topic, as well as how and why others have become interested in their potential topics.

Please fill out the graphic organizers below accordingly. Refer to NHD Assignment #6 to respond to the questions posed about your topic.

ROUND 1

NAME OF CLASSMATE YOU ARE MEETING:

POTENTIAL TOPIC #1

What is the historical background of their “Potential Topic #1”

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

POTENTIAL TOPIC #2

What is the historical background of their “Potential Topic #1”

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

ROUND 2

NAME OF CLASSMATE YOU ARE MEETING:

POTENTIAL TOPIC #1

What is the historical background of their "Potential Topic #1"

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

POTENTIAL TOPIC #2

What is the historical background of their "Potential Topic #1"

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

ROUND 3

NAME OF CLASSMATE YOU ARE MEETING:

POTENTIAL TOPIC #1

What is the historical background of their "Potential Topic #1"

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

POTENTIAL TOPIC #2

What is the historical background of their "Potential Topic #1"

What individual is in a leadership position in this topic? What is their background?

What is the legacy of their topic? How is this topic remembered in history?

Why is this topic interesting to your classmate?

HOMEWORK

ASSIGNMENT RATIONALE & DIRECTIONS:

A fundamental component to the research project this year is to create a claim and support it with sound historical evidence that is analyzed in a thick and thorough manner. In other words, your topic must have an argumentative component to it. This project is **not** an exercise in expository writing. Rather than simply explaining *what* happened, you will be conducting deep analysis in order to argue and defend your position on *why* something happened the way it did, or *why* an historical figure should be regarded a certain light.

Before you select your topic, it is important that you consider this crucial component to the research project. For homework, begin to think about various arguments or claims that can be made about your two potential topics. One way to go about completing this task is to look deep into your two potential topics for ***areas of disagreement***. In other words, question where there are aspects of your topic that some people may disagree.

By no means are you creating a thesis statement or claim statement at this point. Right now, you are simply detecting whether or not your two potential topics are ripe for argumentation.

We will go into greater detail on this in our next class and review examples of this in class. Yet, for now, it is best that you begin to come to find arguments to be made within your topic on your own accord. Respond to the questions in the space below.

POTENTIAL TOPIC #1:

List 2 potential areas of disagreement to be found within this topic:

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POTENTIAL TOPIC #2:

List 2 potential areas of disagreement to be found within this topic:

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