**NHD Sample Documentary Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title:** [**Japanese Internment: Rights, Responsibility, and Reparation**](https://www.youtube.com/watch?v=pPhu6N-147c&feature=youtu.be)**.**

This is NHD project on Japanese internment camps as created by a middle school student. She won third place at nationals with this documentary.

<https://www.youtube.com/watch?v=pPhu6N-147c&feature=youtu.be>

**Directions**: Each student answers the questions as you watch the video. You may discuss with your teammates.

1. What happened to Japanese Americans after the bombing of Pearl Harbor and why? Think about **historical context**.
2. What do you think the **thesis** of the project is… what is the student trying to show or prove?? Use **your NHD folder** if you do not remember what thesis means.
3. What do you think the theme of 2014 was? Infer: do you think this documentary will relate to that theme? Why or why not?
4. What types of **primary sources** are included in the documentary? Describe at least three different types. Use your NHD folder handouts about primary sources to help.
5. In the video, whenever an interview is included, what does the student add?
6. How long is the documentary? Does is meet the requirement of 10 minutes or less?
7. What do you think about the quote: “Any law or order that discriminates because of race is constitutional if it serves an extremely important government purpose.”

**NHD Sample Exhibit Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**There are several NHD projects from National History Day and Colorado History Day (the state competition)**

**Directions**: Each student answers the questions as you analyze the exhibits and their thesis statements. You may discuss with your teammates.

1. Where is the thesis usually located on the exhibit boards?
2. Are the heading fonts distracting or small?
3. Do the boards look organized? What are some different headings you see?
4. How are students showing what they know? What types of primary sources do you see on the exhibits? How do students USE the primary sources to support their thesis?
5. Why should you include multiple impacts? What are examples of cultural, economic, social and political impacts seen in these exhibits?
6. Why should you include the opposing side of your argument?
7. Why is it important to show the impact of your topic today? How could you show that on an exhibit … try to do so without using your own words?

**NHD Sample Website Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Each student answers the questions as you analyze the websites and their thesis statements. You may discuss with your teammates.

**Junior Division Website - Debate and Diplomacy: The Panama Canal Treaties**

**http://15787595.nhd.weebly.com**

1. Analyze the thesis. Underline key words that relate to who, what, when, where, why and how did this topic impact people:

*For three-quarters of a century, the U.S. controlled the Panama Canal under terms that were unfair to Panamanians. Through careful diplomacy by President Jimmy Carter and his administration, two vital treaties were signed between the U.S. and Panama in 1977 and then ratified in 1978. The treaties successfully ended an era of U.S. imperialism in Panama, allowing for improved U.S. relations throughout Latin America. As a consequence of the fierce Senate ratification debate, the conservative “New Right” movement, which opposed the treaties, gained power in American politics.*

1. Click on background – is the background information in the students’ words or is the background from another source? \*\* Remember you can only use 500 of your own words.
2. Are captions included under all pictures, maps and documents? \*\*I would recommend also adding WHERE you got the picture from such as the Library of Congress or Getty Images, etc.

**Solving the Enigma: Legacies of a Secret World War II Code** [**http://51713941.weebly.com**](http://51713941.weebly.com)

1. Why do you think they chose the font they did? Do you think they are under 500 of their own words?
2. What two arguments does this project share?
3. What are the lasting impacts of this topic?
4. Did the students include their paperwork such as the process paper, and bibliography of their website?

**NHD Sample Paper Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Each student answers the questions as you analyze the paper and their thesis statements. You may discuss with your teammates.

1. What did the “Marshall Plan” make a turning point in?
2. Is the paper organized in chronological order? How do you know?
3. Is the student using simple or complex sentences? What about their word choices?
4. How did the economic situation (historical context) of the United States affect the Marshal Plan?
5. On page 5, the author mentions “less altruistic motives for the Marshall Plan”, what do they mean by this? Why is it important to show the “other side”?
6. What do you think an Appendix is? Name at least one item that is included in this paper’ Appendix and why you think so.
7. What do you think an annotation is? What is the point of an annotated bibliography (look at the back of the paper)?

**NHD Sample Performance Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Each student answers the questions as you analyze the performance and their thesis statements. You may discuss with your teammates.

[**Revolutionizing Revolutions: What Gandhi Taught Us About Political Defiance**](http://www.youtube.com/embed/sxi8zGJwaVY) **won First Place, Junior Group Performance (middle school)** <http://www.nhd.org/2012StudentProjectExamples.htm>

1. What is the thesis or the point of the performance? (This is shared in the first minute of the performance).
2. How are all students involved in the performance?
3. How do the students use their props and backdrop? Are they serious or goofy?
4. Is their “story” told in chronological order?
5. This year’s theme was “Reaction, Revolution, and Reform” – how do the students make sure that their project clearly relates to the theme?
6. How do they use historical context (including what was happening in the USA with Rosa Parks and Martin Luther King Jr.) to show the impact of Gandhi?