Project Name: Group Member(s):

USVA Teacher:

**Thesis**  - VUS. 1d – Student can construct an argument using evidence from multiple sources.

***Questions:*** What is your thesis statement? How does your thesis statement address the different perspectives on your topic?

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| Student can effectively explain their thesis statement, as well as the **different perspectives** of their topic that their thesis statement deals with.  | Student can effectively explain their thesis statement. Student can explain how it relates to their topic but limits their explanation to **one perspective.** | Student can effectively state their thesis statement but **struggles when explaining how it relates to their topic**. | Student **cannot effectively state their thesis statement**, nor can they explain how it relates to their topic. |

**Notes:**

**Theme** – VUS. 1e – Student can compare and contrast different perspectives in history.

***Questions:*** How does your project showcase the National History Day theme of Triumph and Tragedy? What triumph in history does your project explore? What tragedies in history does your project explore?

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| Student can effectively explain in depth both major triumphs and tragedies with relation to their topic. Students response references **different historical perspectives and details** that account for the triumph/tragedy. If only a triumph or tragedy exists they can explain why the other isn’t present.  | Student can effectively explain both major triumphs and tragedies with relation to their topic. Student can explain why the triumph/ tragedy came to exist and why it is historically important.  | Student can explain both major triumphs and tragedies with relation to their topic. Their response **may be lacking in specific details** necessary in conveying the overall importance of the triumph/tragedy.  | Student is not able to effectively explain how the theme of triumph and tragedy is showcased in their topic.  |

**Notes:**

**Evidence** - VUS. 1a – Student can synthesize evidence from both primary and secondary sources to reach a new interpretation and/or understanding of the content.

***Questions*:**  What was your most important source and why? As you did your research, what surprised you the most about this topic? Did you find triumphing information in your research?

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| Student can effectively explain how **both primary and secondary sources** guided their research and helped expand their understanding of the topic over the course of the project. Student can synthesize information from multiple sources to support their thesis statement.  | Student can effectively explain how sources guided their research and helped their understanding of the topic, but **they reference mainly secondary sources**. Student can synthesize information from multiple sources to support their thesis statement.  | Student **relies heavily on only 2-3 sources** for their research, however they can explain how their research helped their understanding of the topic.  | Student **relies on only 1-2 sources** and does not present a well-rounded interpretation of the topic.  |

**Notes:**

**Project** – VUS 1j – Student can investigate and research a topic to develop a product that can be explained orally and in writing.

***Questions:*** How did you come up with the script or design for your entry? What is the most crucial point you are trying to convey in your project, and how does your product showcase this point?

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| Student can clearly explain the connection between their thesis statement, research and the project that they created. **They can justify multiple design/organization choices in order to explain how their product furthered their understanding of their topic.** Project is both **organized and creative** containing multiple elements. | Student can clearly explain their thesis statement, research and the project that they created. Their project displays the information in their research but **merely restates information from the research instead of showcasing information in a new a diverse manner**, OR project is disorganized and difficult to understand. | Student can clearly explain their thesis statement, research and the project they created, however **the project is not entirely cohesive, meaning that some important elements of the thesis or research are not showcased in the project**, OR project is very disorganized and not understandable without explanation from the student.  | **Student struggles to explain the connection between their thesis statement, research and project.**  The project is difficult to understand, and/or violates the guidelines set forth in the National History Day Rulebook.  |

**Notes:**