

NHD 2026 Process Plan

This document will help you keep your project information and research organized during the individual research phase. The better you track your research, the easier the later phases of the project will be. I will also provide feedback on your research over the course of the semester.

GENERAL INFORMATION

My Name	
Our Team's Topic	
Connection the Theme: Revolution, Reaction & Reform in History	
Contextualization "Big C" & "Little C"	

RESEARCH PREPARATION: COMPELLING & SUPPORTING QUESTIONS

Research Question?		
<i>Type your question here.</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>Type your question here</i>	<i>Type your question here.</i>	<i>Type your question here.</i>
<i>Begin answering your question here after conducting research</i>	<i>Begin answering your question here after conducting research.</i>	<i>Begin answering your question here after conducting research.</i>
<i>List some sources that were useful in finding this information.</i>	<i>List some sources that were useful in finding this information.</i>	<i>List some sources that were useful in finding this information.</i>

Final Thesis Statement
<i>Write your thesis statement here. This is done only after you have conducted all of your research and answered each supporting question.</i>

SAMPLE

Research Question?		
<i>To what extent were developments in Shanghai during the mid-1850s directly caused by deliberate imperialist policies?</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>How did the Treat of Nanking, and other unequal treaties, create a framework for foreign control in Shanghai?</i>	<i>How did the Taiping Rebellion further expose the Qing government's weaknesses and create new opportunities for foreign powers to solidify their influence in Shanghai</i>	<i>What role did other groups, such as the compradors, have on the development of Shanghai?</i>
<i>Unequal treaties...</i>	<i>The Taiping Rebellion exposed...</i>	<i>Other groups, such as the compradors, ...</i>
<i>Sources: 1, 5, 8, 13</i>	<i>Sources: 2, 6, 9, 11</i>	<i>Sources: 3, 4, 7, 10</i>

Final Thesis Statement

While some scholars argue that developments in Shanghai during the mid-1850s were a direct result of deliberate imperialist policies, this perspective overlooks the significant role of local factors. Although imperialist ambitions certainly shaped the city, the influx of capital and refugees from the Taiping Rebellion, combined with Shanghai's strategic geographic location, were equally crucial in fueling its rapid growth. Therefore, developments in Shanghai were not simply a top-down imposition of imperialist will but rather a complex outcome of the interaction between foreign influence and pre-existing local conditions.

RESEARCH: INFORMATION FROM SOURCES

(HIPP = PRIMARY SOURCES, CRAAP = SECONDARY)

SOURCE Name & Number	MAIN IDEA	QUOTATIONS	HIPP or CRAAP
<p>Example</p> <p>Cover, New York Magazine</p>	<p>This is the cover of the New York Magazine on October 31, 2016, during</p>	<p>“LOSER”</p> <p>“And what he’s already won.”</p>	<p>Point of View</p> <p>The <i>New York Magazine</i> is a liberal leaning publication that clearly is in opposition of Trump’s political alignment and perspective. With that in mind it is more likely that this source is more of an attack piece rather than a neutral news article that analyzes Trump’s political ideas and campaign aims.</p> <p><i>***When working with a primary source, you may not need all parts of HIPP. Focus on the parts that seem best for analyzing that specific source.</i></p>

SOURCE Name & Number	MAIN IDEA	QUOTATIONS	HIPP or CRAAP
	the U.S. Presidential Election. It appears to be an attack piece on the Trump Campaign as the photo chosen is purposefully unappealing.		
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RESEARCH: CITATIONS & ANNOTATIONS

Annotations - Why do you think this source is useful to your research? Explain.

Follow the Annotation Template from class. Essentially, your annotation should answer the following three questions:

1. What type of source is it?
2. How was the source used?
3. How did the source help you understand your topic?

Examples:

Primary Sources

"Alexander Fleming." *Biomagazine.gr*. Biomagazine, n.d. Web. 13 Nov. 2014. <<http://www.biomagazine.gr/index.php/site/article8/39BIO%20Biology/Alexander-Fleming>>

The source is a primary source and is a photograph of Fleming observing a petri dish. The website also talks about Fleming early life and education, contribution and achievements, and his personal life and death. This photograph was useful to my research because it is a great example of Fleming examining one of his petri dishes and will be used in my presentation.

Bakalar, Nicholas. "Penicillin, 1940." *The New York Times*. The New York Times, 23 Feb. 2009. Web. 25 Nov. 2014. <http://www.nytimes.com/2009/02/24/health/24firs.html?_r=0>.

This photograph was located on the first mention of Fleming on New York Time. The picture shows Alexander Fleming sitting down in his lab. Fleming was most likely looking over and examining some of the petri dishes that he had left behind after his vacation. The article also gave me information on when Fleming discovered the penicillin mould on 1928 and how he discovered a substance called lysozyme, which is useful for my presentation.

Secondary Sources

"Alexander Fleming (1881-1955): A Noble Life in Science." *Alexander Fleming (1881-1955): A Noble Life in Science*. The British Library Board. Web. 14 Nov. 2014. <<http://www.bl.uk/onlinegallery/features/beautifulminds/fleming.html>>.

This website is a secondary source. I found this on a website called www.bl.uk. This was published by the British Library Board. In this website, it explained how Fleming and his family moved to London in 1895. Using this source, I learned what Alexander Fleming did besides the discovery, purification, and research of penicillin. I also learned about who he partnered with when it came to isolating penicillin.

Annotated Bibliography

Primary Sources

Secondary Sources

